

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

A Report on the Quality of Education in

**Queensferry C.P. School
Queensferry Campus
Deeside
Flintshire
CH5 1SE**

School Number: 6642061

Date of Inspection: 12 January 2009

by

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

The inspection of Queensferry C.P. School took place between 12/01/09 and 14/01/09. An independent team of inspectors, led by Linda Jane Williams 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 **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. Queensferry Primary School is situated in the small town of Queensferry on the same site as the local secondary school, in a Flying Start, Sure Start and Communities First area. The catchment area served by the school covers the areas of Queensferry and Higher Shotton, with a few pupils attending from other parts of the locality. Housing within the catchment area is predominantly social housing. The school reports that many pupils come from socially and economically deprived backgrounds. Approximately forty three per cent of pupils are entitled to free school meals, which is above national and local authority averages.
2. Flintshire Local Authority (LA) controls admission to the school, which caters for children aged four to eleven years. Children are admitted to reception in the September following their fourth birthday and attend on a full-time basis. At the time of the inspection there were one hundred and forty one pupils on roll. Numbers have fallen since the last inspection. Two of the six classes within the school have a mixed-age range.
3. Assessment undertaken during the first term in reception indicates the ability of most children is below the LA average in all areas. The results are particularly low in language. Pupils represent the full range of ability.
4. English is the home language for ninety per cent of the pupils. At the time of the last inspection no pupils for whom English was an additional language were attending the school. Currently ten per cent of pupils speak English as an additional language (EAL) and the first languages for these pupils are Polish, Latvian, Slovakian, Portuguese, Chinese and Hindu. No pupils speak Welsh as a first language.
5. Forty six pupils, which is just over thirty two per cent, are identified as having special educational needs (SEN), which is higher than the national average. Four pupils have statements of SEN. Two pupils have been excluded from the school on a temporary basis in the past twelve months.
6. The school has achieved a number of awards including the Basic Skills Quality Mark, Investor in People, Dyslexia Friendly School status, Healthy Schools awards, International Schools Award and the Eco school Green Flag award. Since the last inspection the school grounds have been developed to allow safe and regular access to the outdoors for pupils in reception and key stage 1.

The school's priorities and targets

7. The school's vision statement is built on the acronym; QUEENSFERRY. Quality, Understanding, Enrichment, Equality, Nurturing, Safe, Fulfilling, Energetic, Responsible, Rounded, Yes. The school aims to incorporate these features into a caring, happy, stimulating environment where each individual feels valued and reaches his or her potential.

8. The school's priorities for development are:
 - to raise the percentage of pupils achieving level 4 in mathematics at the end of key stage 2;
 - to develop reading and spelling skills through a phonic approach;
 - to continue to develop the curriculum in key stage 2 and the Foundation Phase;
 - to further develop bilingualism within the school;
 - to further develop a programme of classroom observation for teaching staff;
 - to continue to improve attendance and punctuality; and
 - to further develop the monitoring role of the school governors.

Summary

9. Queensferry Primary School is a good school, which provides outstanding support, care and guidance for its pupils. The school has made good progress in addressing issues raised following the last inspection.
10. The inspection team agree with the school's self-evaluation in five of the seven key questions. In the other key questions a higher grade was awarded.

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?	1
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

11. Pupils' standards of achievement in the lessons observed during the inspection are as follows: -

Grade1	Grade 2	Grade 3	Grade 4	Grade 5
0%	91%	9%	0%	0%

12. When compared with the national picture reported by HMCI in his latest annual report 2006-2007, where standards were good or better in 80 per cent of lessons, including 10 per cent of lessons where standards were outstanding, the percentage of lessons where grade 2 was awarded is above the national picture, although no lessons have outstanding features.

Grades for standards in subjects inspected

Subject	Key Stage 1	Key Stage 2
English	2	2
Welsh second language	2	2
Mathematics	3	3
History	2	2
Art and design	2	2
Religious education	2	2

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 Foundation Phase outcomes. Records maintained by the school show

that children make good progress during their time in reception. Pupils in key stages 1 and 2 also make good progress as they move through the school.

14. Nearly all pupils across the school achieve good standards overall in the key skill of communication, although pupils' listening skills are outstanding. Pupils also achieve good standards in their use of information and communication technology (ICT) and in their problem-solving and creative skills. Most children in reception achieve good standards in using their numeracy skills across the curriculum, but the numeracy skills of pupils in key stages 1 and 2 are underdeveloped.
15. Pupils' knowledge of Welsh heritage and culture, *Y Cwricwlwm Cymreig*, is good. However, most pupils make limited progress in their use of the Welsh language and do not develop their confidence in using the language consistently. Many pupils react positively to questions and instructions but overall most pupils make insufficient use of the language on a day-to-day basis.
16. National Curriculum teacher assessment results at the end of key stage 1 in 2008 show that results were below the national average. At the end of key stage 2 in 2008, the number of pupils who achieved level 4 or above in English exceeded the national average, whilst the results for mathematics and science were below. Overall, results in National Curriculum assessments were below the national and LA averages in nearly all subjects. Results in mathematics at the end of key stage 2 were well below the national and LA averages.
17. When the school's results in the core subjects of English, mathematics and science at the end of key stage 1 in 2008 are compared with similar schools, on the basis of free school meal entitlement, the school was in the highest 50 per cent in mathematics but below the mid level in English and science. Results at the end of key stage 2 in 2008, when compared to similar schools, show that the school was in the top 25 per cent for English, but below the mid level in mathematics and science. Overall trends in performance show that standards are rising in most subjects in both key stages.
18. Nearly all pupils across the school are extremely well motivated. They concentrate well and have good attitudes to learning. Pupils' behaviour and the respect they show to adults and each other is good.
19. Attendance figures for the last reporting year are below both the latest Wales and LA averages, although most pupils attend school regularly and on time. Despite the school's strenuous efforts, a small minority of families do not send their children to school regularly or provide a reason when they are absent. Targets to improve attendance, set by the school, are having a positive impact on improving overall rates.

The quality of education and training

20. The quality of teaching in the lessons observed was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
4%	75%	21%	0%	0%

21. These figures are slightly below the national picture reported by HMCI in his latest annual report 2006-2007, where the quality of teaching was grade 2 or better in 80 per cent of lessons, including 14 per cent of lessons where the quality of teaching had outstanding features.
22. There are good working relationships in all classrooms. Learning support assistants provide very effective help and guidance for individuals and groups of pupils. The planning of lessons is detailed in all classes and in most lessons includes a high level of differentiation, with learning opportunities to suit the needs of all pupils.
23. All teachers show a good awareness of the needs of pupils with English as an additional language and plan carefully to ensure they are able to fully access all learning opportunities. The development of pupils' bilingual skills using the Welsh language is inconsistent and opportunities to develop pupils' skills are frequently missed.
24. Overall, assessment and its use in planning and improving learning is good. Effective assessment procedures are in place for children under five and good systems for assessment are also in place for the core subject in key stages 1 and 2. No formal system for the assessment of pupils' progress in the foundation subjects is currently in place.
25. Pupils' understanding of the purpose of assessment develops well as they move through the school through their on-going involvement in setting their individual targets for improvement.
26. The broad and balanced curriculum meets legal requirements. The curriculum effectively addresses the needs of all groups of learners, with good attention paid to the interests and experiences of pupils. The curriculum offered to the under-fives is good with a range of well-planned learning experiences structured to provide enjoyment and meaningful experiences.
27. The promotion of pupils' personal development, including their spiritual, moral, social and cultural development is good overall although opportunities to develop pupils' spiritual awareness are occasionally missed. The efforts made by the school to tackle social disadvantage and pupils' awareness of sustainable development and global citizenship are outstanding features.
28. The school is a happy community where pupils feel valued and cared for. Outstanding features of care and support include the way in which the school plans and manages care arrangements, the partnership with parents and induction programmes.

29. The provision for pupils with additional learning needs is good with outstanding features. Staff are very knowledgeable concerning pupils' additional needs and use their knowledge very effectively to identify pupils' needs at a very early stage. The level and scope of additional support provided for pupils with SEN is outstanding.
30. The school has clear and well-documented procedures that contribute to the safety, health and well-being of the pupils in its care.

Leadership and management

31. The very caring ethos of the school is underpinned by clear values, aims and objectives which are promoted well by all staff, including non-teaching staff, and the governors.
32. The head teacher leads and manages the school well. She provides positive leadership that gives a clear sense of direction to the school. An effective senior management team has been established and all staff work together as a very close team.
33. The extent of the school's involvement in national priorities is an outstanding feature. The school has achieved an extensive number of awards, many of which particularly relate to national priorities. Links with the high school are also particularly strong.
34. The performance management of staff is well established with strong links evident between staff training and many of the good features identified during the inspection. The management of professional development, the extent of training undertaken by all staff and the impact this has on improving standards are outstanding.
35. The governing body is very supportive of the school and has a good understanding of its roles and responsibilities. Governors meet regularly and have established an effective committee structure. They fulfil their legal and statutory responsibilities.
36. A positive culture of self-evaluation is well established within the school. Staff continually reflect and evaluate on the effectiveness of new initiatives. Good account is taken of the views of everyone who has an interest in the school's work.
37. The senior management team and subject co-ordinators are well informed about the performance in the areas for which they are responsible. Good use is made of the information gained from monitoring to inform the self-evaluation process and planning for improvement.
38. The school's current self-evaluation report is concise and accurate. Clear links are evident between the school's self-evaluation and priorities identified in the school development plan, which is an effective three-year strategic document. Appropriate resources are allocated to ensure that targets set in

the development plan are achievable. Recent improvements in standards, particularly in English, are the direct result of actions taken by the school.

39. The school is sufficiently staffed with suitably qualified teachers and learning support assistants. Daily routines are very efficient. The school makes good use of its accommodation and there are sufficient learning resources to cover all areas of the curriculum. The school's budget is well planned and managed with good oversight by the governing body. Overall, the management of resources is good. The school gives good value for money.

Recommendations

40. In order to maintain and improve the current good standards, staff and governors should: -
- R1 raise standards in mathematics and its application in key stages 1 and 2; ***
 - R2 raise standards in bilingualism across the school; ***
 - R3 develop a system for assessing pupils' progress in the foundation subjects of the National Curriculum so that assessment fully informs teaching and learning ***; and
 - R4 continue efforts to improve attendance and punctuality.***

*** These recommendations had been identified by the school prior to the inspection.

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

41. The findings of the inspection team do not match the judgement of grade 3 made by the school in the self-evaluation report. The team judged that the school had underestimated the standards pupils achieve.

Grades for standards in subjects inspected

Subject	Key Stage 1	Key Stage 2
English	2	2
Welsh second language	2	2
Mathematics	3	3
History	2	2
Art and design	2	2
Religious education	2	2

42. 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 Foundation Phase outcomes.
43. Baseline assessment undertaken within the first term in the reception class indicate that most children have low baseline scores, particularly in language. Records maintained by the school show that children make good progress during their time in reception. Pupils in key stages 1 and 2 also make good progress as they move through the school.
44. The school has established a detailed tracking system which is used effectively to set individual targets for pupils in key stages 1 and 2. Although individual targets are based on high expectations of pupils, nearly all succeed in achieving the targets set.
45. Challenging whole-school targets covering the core National Curriculum subjects of English, mathematics and science, based on the expectations of individual pupils, are set annually. The targets set for 2008 were exceeded in English but not met in mathematics and science.
46. National Curriculum assessment results at the end of key stage 1 in 2008 show that 67 per cent of pupils achieved level 2 or above in all of the core subjects. Results were below the national average of 80 per cent. The number of pupils achieving the higher than expected level 3 was well below the national average in all subjects. At the end of key stage 2 in 2008, the number of pupils achieving level 4 or above in English exceeded the national and LA averages whilst the results for mathematics and science were below the national average. Overall results in National Curriculum assessments were below the national and LA averages in nearly all subjects. Results in

mathematics at the end of key stage 2 were well below the national and LA averages.

47. At the end of key stage 1 in 2008, National Curriculum results show that boys and girls achieved equally in English but the girls performed better than the boys in mathematics and science. Whereas at the end of key stage 2 in 2008 boys and girls achieved equally in mathematics but the boys performed better than the girls in English and science.
48. When the school's results in the core subjects at the end of key stage 1 in 2008 are compared with similar schools, on the basis of free school meal entitlement, the school was in the highest 50 per cent for mathematics, the lowest 50 per cent for English and the lowest 25 per cent for science. Results at the end of key stage 2 in 2008 when compared to similar schools show that the school was in the top 25 per cent for English, the lowest 50 per cent for science and the lowest 25 per cent for mathematics.
49. Results achieved by the school overall, particularly in the end of key stage 2 assessments, and the accuracy with which the school is able to set whole school targets for improvement, are affected by the significant number of pupils who enter the school at times other than normal admission times. Almost a quarter of the key stage 2 pupils who completed the end-of-year assessments in 2008 had been admitted to the school since the end of key stage 1. Many of these pupils have additional needs and a few pupils are admitted each year who are able to speak little or no English on their arrival.
50. Trends in performance in the core subjects at the end of key stage 1 show that the percentage of pupils achieving level 2 and above has risen in all subjects. At the end of key stage 2 from 2006 to 2008 results show an increase in the percentage of pupils achieving level 4 and above in English and science, although the percentage has fallen in mathematics. Trends show that the school is raising standards in most subjects.
51. Across the school pupils achieve good standards overall in the key skill of communication, although pupils' listening skills are outstanding. All pupils listen carefully at all times to adults and to each other. However, on some occasions, for example at the beginning and end of lessons and during assemblies, all pupils' listening skills are outstanding.
52. As they move through the school pupils make good progress in developing their speaking skills so that by the end of key stage 2 nearly all pupils are confident and competent speakers. They express their ideas and opinions with clarity, using a good range of appropriate vocabulary.
53. In reception and key stage 1, nearly all pupils make good progress in developing their early reading and writing skills. Pupils in key stage 2 continue to build on these skills. Nearly all older key stage 2 pupils achieve good standards in their written work when they write in a range of different styles and for different purposes. Older pupils also make good progress in

developing their reading skills. Many key stage 2 pupils read very confidently, both to obtain information and for pleasure.

54. All pupils across the school achieve good standards in developing their skills in information and communication technology (ICT) across the curriculum. The problem-solving and creative skills of pupils across the school are also good. Most children in reception achieve good standards in using their numeracy skills across the curriculum, but the numeracy skills of pupils in key stages 1 and 2 are underdeveloped.
55. Pupils' knowledge of Welsh heritage and culture, *Y Cwricwlwm Cymreig*, is good. However, most pupils make limited progress in their use of the Welsh language and do not develop their confidence in using the language consistently. Many pupils react positively to questions and instructions but overall most pupils make insufficient use of the language on a day-to-day basis.
56. Data provided by the school indicates that pupils, regardless of their social, ethnic or linguistic background make good and occasionally very good progress from their start points. Pupils with SEN achieve well compared with the targets set for them in their individual education plans.
57. All pupils across the school readily acquire new knowledge and skills. They are confident to apply this knowledge in new and unfamiliar situations. As a result of continually assessing their own work, all pupils develop a good awareness of their strengths and what they need to do in order to improve. All pupils make good progress in fulfilling their potential and are well placed to move on to the next stage of their learning.
58. Pupils of all ages are extremely well motivated. All pupils concentrate well and have good attitudes to learning. From a very early age pupils become independent learners. All pupils in reception and key stage 1 regularly plan and organise their own learning activities. Pupils in key stage 2 develop a very high level of independence in the way in which they involve themselves in the learning opportunities.
59. Pupils' behaviour and the respect they show to adults and each other is good. Throughout the school all pupils are very friendly, polite and considerate. They move sensibly in and around the school and demonstrate a high degree of maturity. Behaviour in the hall at lunchtimes is good.
60. At 92.5 per cent the attendance figures for the last reporting year are below the latest Wales and LA averages. Most pupils attend school regularly and on time. The school is very aware that a few pupils have difficult home circumstances which sometimes disrupt their attendance. It works very closely with these families in order to try to improve their children's attendance, often with measurable success.
61. Nevertheless, unauthorised absence is high. This is because, despite the school's strenuous efforts, a small minority of families do not send their

children to school regularly or provide a reason when they are absent. Targets set by the school to improve attendance are having a positive impact on improving overall rates.

62. All pupils make good progress in their personal, moral, social and wider development. They work and play together very well and relationships with each other are good. They show respect, care and concern for others. Older pupils are sensitive to the needs of their peers and the younger ones. Pupils have a strong sense of right and wrong. The 'Playground Pals' play an important role in ensuring that playtimes are congenial and well-ordered and also, in the last two years, the 'Fair Play' trophy, awarded by local schools for pupils' attitudes and behaviour at sporting events, has been won by the school.
63. Throughout the school, pupils develop high levels of confidence in expressing their feelings and views. All pupils develop great respect for the differing views of others. They readily show initiative and seek opportunities to take responsibility.
64. All pupils recognise the need to treat every person fairly and without discrimination. They have a good understanding of equality of opportunity, cultural traditions other than their own and life within a multi-ethnic society.
65. As they move through the school nearly all pupils develop a good understanding of their place in the community. Their awareness of the working world is developing well.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

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

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
4%	75%	21%	0%	0%

68. These figures are slightly below the national picture reported by HMCI in his latest annual report 2006-2007, where the quality of teaching was grade 2 or better in 80 per cent of lessons, including 14 per cent of lessons where the quality of teaching had outstanding features.

69. Good features in lessons include:

- learning objectives and key skills identified and discussed with pupils at the start of the lesson;
- strong links to previous learning;
- high expectations in terms of behaviour clearly communicated to pupils;
- good support for pupils to enable them to develop their own ideas and responses;
- effective questioning to check understanding, with good feedback to pupils to extend their learning;
- good variety in the range of teaching techniques used, including the use of paired and group work;
- good classroom management with well-established routines;
- lively presentation with time limits set to ensure good pace to learning;
- the development of pupils' thinking skills through appropriate challenge;
- effective strategies used which help pupils reflect on their previous learning; and
- clear feedback to pupils so that they clearly understand the good features of their work and what they need to do in order to move forward.

70. In lessons where shortcomings were observed these included occasions when opportunities are missed to extend pupils' learning, activities lack challenge, worksheets are not differentiated and over-support restricts pupils' creativity and independence.

71. There are good working relationships in all classrooms. Teachers ensure that all pupils are treated fairly and with respect, irrespective of race, gender or disability. They display a strong commitment to the raising of standards within the school and have high expectations of their pupils which, in turn, has a very positive effect on pupils' attitudes to their work. In all classes teachers

maintain high standards of behaviour and stress the importance of self-discipline. They take every opportunity to promote equality of opportunity and to challenge stereotypical images.

72. All teachers demonstrate good subject knowledge and incorporate within their teaching many strategies linked to recent initiatives and their professional development. The principles of the Foundation Phase are becoming established and teachers in key stage 2 have made good adjustments to their practice in response to changes to the National Curriculum.
73. The planning of lessons is detailed in all classes and in most lessons includes a high level of differentiation with learning opportunities to suit the needs of all pupils. Staff undertake planning in key stage groups, which supports continuity and progression in learning opportunities. Lessons are set in well-structured sequences and the use of topic work across the school effectively supports links between subjects. Pupils' interests and experiences are taken into account.
74. Learning support assistants have a clear understanding of their role. They provide very effective help and guidance for individuals and groups of pupils in all areas of the curriculum. They show good initiative and sensitivity in their dealings with pupils.
75. The school successfully meets the language needs of pupils with English as an additional language. All teachers show a good awareness of these pupils' needs and plan carefully to ensure they are able to fully access all learning opportunities.
76. The development of pupils' bilingual skills, using the Welsh language, is inconsistent. In a few classes Welsh is used well to support pupils' growing understanding of the language. However, opportunities to develop pupils' bilingual skills are frequently missed.
77. Planning to meet pupils' individual needs, and to monitor and review their progress, is good. Appropriate extension activities are regularly included to challenge the most able pupils and targets within individual education plans are taken into account when planning work for pupils with SEN. Lesson evaluations and assessments are used consistently to inform and adjust planning for future lessons.
78. The rigour of the school's assessment procedures, and the use made of assessment in planning and improving learning, is good overall. The school meets its statutory requirements for assessing and reporting on National Curriculum subjects. Relevant data is transferred to the local high school, to ensure smooth progression from key stage 2 to key stage 3.
79. Effective assessment procedures are in place for children under five. On-going assessment information based on observations of each child is used well to plan strategies to meet the pastoral and learning needs of all children.

80. Extensive assessments are completed for the core subject in key stages 1 and 2, including good use of information gained from standardised tests. This information is used well to inform the planning of pupils' work and to track the progress of individual pupils. The assessments enable teachers to set challenging targets and to ensure appropriate support for individuals.
81. Changes to the assessment of pupils' progress in the core subjects have been made during the current academic year in response to the revised National Curriculum. Assessment in these subjects now focuses well on the development of pupils' skills. The newly introduced system is being evaluated prior to being adopted for the foundation subjects. No formal system for the assessment of pupils' progress in the foundation subjects is currently in place.
82. Teachers accurately assess pupils' work against levels of the National Curriculum. They are well supported by planned activities within the school based on the sharing of expertise. Portfolios of pupils' work are being compiled with examples of pupils' work matched to National Curriculum levels in order to provide additional consistency. Moderation work with other local schools has also been undertaken which involves staff from the high school in the discussion of levels awarded.
83. Pupils receive good feedback from teachers during their lessons. This enables them to clearly understand what they need to do in order to improve their work. Pupils' work is marked regularly with comments effectively linked to learning opportunities. Positive and constructive comments are made with targets set to inform future learning. Pupils' understanding of the purpose of assessment develops well as they move through the school through their on-going involvement in setting their individual targets for improvement.
84. Parents are provided with a detailed end-of-year report which meets statutory requirements. Reports are very individual, providing a good level of information on pupils' progress. Pupils contribute to their reports and parents are invited to comment after they have received them. The reports for key stage 2 pupils include detailed targets in English and mathematics, although the way forward for key stage 1 pupils is not clearly identified.

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

85. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
86. The school responds well to the needs and interests of all pupils, including those with SEN and the more able. The inclusive nature of the school ensures that learning opportunities are equally accessible to all.

87. The curriculum is well planned and flexible enough to meet individual needs. It is broad, balanced and relevant, underpinned by detailed schemes of work for each subject, which take account of what has gone before and what will follow. The curriculum meets legal requirements, including those for religious education, and personal and social education. Sex education is provided in accordance with the school's policy.
88. 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 Foundation Phase outcomes. The curriculum offered to the under-fives is good with a range of well-planned learning experiences structured to provide enjoyment and meaningful experiences. The early years provision which follows Foundation Phase practices encourages learning through play, both inside and outdoors.
89. The provision for the development of pupils' key and basic skills has good features which outweigh shortcomings. Teachers' plans identify opportunities to develop these skills. For most skills, including the key skills of communication and ICT, planning is effective although opportunities to develop pupils' numeracy skills are sometimes missed. The school has achieved the Basic Skills Quality Mark for the second time.
90. There is a wide range of educational visits and visitors which complement and enhance the curriculum. Pupils are encouraged to participate in the extensive range of extra-curricular activities. After-school clubs are well supported by many pupils in key stage 2 and offer opportunities to strengthen links with the community. For example, the dance club has performed at the county dance festival and the choir participates in many fund-raising events. Pupils take part in many visits which extend their learning, including residential visits to the Urdd camp at Glan Llyn.
91. The development of pupils' spiritual, moral, social and cultural education is good overall. Pupils' personal and social skills are developed well throughout the school. As a result of regular personal and social education (PSE) sessions and circle time, pupils are made to feel that their contribution to the life of the school is valued. Personal and social education is used sensitively to discuss such issues as social disadvantage and to challenge stereotyping. The school has received the 'Diana' award for the effectiveness of the 'Playground Pals' initiative which involves older pupils supporting the younger pupils at breaktimes.
92. Pupils' cultural development is well provided for across the school. The daily acts of collective worship help to promote pupils' social and moral development well. During collective worship the Christian faith is a very significant feature. Pupils have the opportunity to say prayers and sing hymns in both Welsh and English, doing so enthusiastically and with enjoyment. Time for reflection clearly enhances and underpins all these occasions. Arrangements for collective worship fulfil statutory requirements. Although there are times for quiet contemplation during the day, opportunities to

develop pupils' spiritual awareness, with experiences of delight and wonder, are occasionally missed.

93. Links with parents, the community and other schools are good with outstanding features. Parents are invited to two consultations each year and the efforts the school makes to involve parents in their children's education are outstanding. Curriculum targets are sent home regularly or discussed with parents on open evenings, copies of relevant policies are also sent home and information evenings are arranged for parents, although these are not well attended. Parents are regularly invited into school.
94. Links with the local primary schools have provided opportunities for members of the school council to meet representatives from other councils to discuss issues such as bullying. There are also very effective links with the receiving secondary school, which includes the sharing of facilities. For example, pupils from the primary school regularly use the cooking and musical facilities in the high school.
95. The curriculum is enriched by good links with the community. Links with local churches, schools, colleges and numerous places of interest enrich many subjects. Planned programmes of work are delivered by police officers, representatives from Scottish Power and railway safety officers who have visited the school to involve pupils in raising awareness of personal safety. The Royal Society for the Protection of Cruelty to Animals has recently worked with pupils in all classes.
96. Arrangements for work-related education are developing well. Events such as the recent industry week are helping to raise pupils' aspirations of the employment they could gain when they complete their education. There are beneficial links with a local supermarket and a number of visitors have spoken to pupils about their work. No recent placements, by staff, have taken place to business and commerce. The school has clear plans to develop its provision further.
97. Welsh culture and heritage, *Y Cwricwlwm Cymreig*, features well in the curriculum and the school's endeavours to raise pupils' awareness of other cultures are well established and very successful. The promotion of pupils' bilingual skills is underdeveloped. The use of incidental Welsh during registration, assemblies, lessons and playtimes is inconsistent.
98. The successful partnership with various individuals and organisations, such as the Church, community police, emergency services and the school nurse, have a positive effect on pupils' personal development and the tackling of social disadvantage.
99. The school's approach and provision towards tackling social disadvantage is exceptional and serves as a solid foundation on which all aspects of the school's activities are built. The school works very closely and effectively with a wide range of other agencies to support pupils and their family's social and

emotional well-being. This provision has had a significant impact on helping to raise pupils' confidence and self-esteem.

100. Sustainable development is promoted extremely well and is an outstanding feature. The school has established a very active and exceptionally knowledgeable Eco Committee, which meets regularly to discuss environmental issues and how sustainability can be promoted within the school. Pupils are involved in recycling, with paper and compost bins across the school. They research the amount of waste produced within the school and how the situation can be improved. Their efforts helped the school achieve the Eco School's 'Green Flag' and ensures the school acts in a sustainable way.
101. Global citizenship is another outstanding feature of the school. Very close links have been established with schools in Poland and Ghana. Pupils regularly communicate with their counterparts in these schools, often discussing environmental as well as educational issues. The school has achieved the prestigious 'International School Award' for their efforts.
102. Opportunities to develop pupils' entrepreneurial skills include the involvement of pupils in fundraising activities, supporting the running of raffles, organising shop voucher schemes and applying for grants. The school council is also involved in some decision-making and entrepreneurial opportunities. Pupils are very proud of their positions on the school council and take their roles seriously. They have been instrumental in identifying ideas and areas for improvement in the school and in raising money towards achieving them.
103. Good attention is given to ensuring pupils develop the skills for life long learning. The school's very strong emphasis on pupils' personal and social development helps to prepare them well for their future learning and life beyond school.

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

Grade 1: Good with outstanding features

104. The findings of the inspection team differ from the grade 2 awarded by the school in the self-evaluation report. Due to the outstanding level of provision for pupils' care, support and guidance, and the quality of provision for additional learning needs, the inspection team awarded a grade 1.
105. The care, support and guidance offered by the school is good with outstanding features. The school provides an exceptionally supportive, caring and safe environment for pupils. There is a well-structured pastoral system within the school with well-established and high quality links with all support services. This ensures that all pupils, including those with SEN or with English as an additional language, receive the care and the positive support they deserve. This is an outstanding feature and a strength of the school.

106. The school is a happy community where pupils feel valued and cared for. In discussions with pupils and the school council, pupils said they were confident that any concerns would be treated seriously and dealt with quickly and effectively.
107. Partnerships with parents and carers are outstanding. Although no parents attended the pre-inspection meeting, nearly all those that returned the pre-inspection questionnaires were very positive in their support. There are strong and well-established links between the head teacher, staff, parents, carers and the community.
108. The open-door policy which operates within the school is very effective in ensuring that parents feel confident to approach staff to discuss any concerns and to act jointly to resolve any issues which may arise. Parents are kept very well informed through regular information letters and are invited into school regularly.
109. Pupils are given every opportunity to express their views on a range of aspects of school life particularly through pupil questionnaires and the work of the school council. The school council is effective and comprises democratically elected members from each class. The council meets regularly and discusses a range of issues including possible improvements to the school. Other pupils are aware that they can bring matters to the attention of their elected members. The views of members are considered and often implemented.
110. Induction programmes developed by the school to help new pupils settle in quickly or to transfer between key stages are good with outstanding features. Staff visit the local nursery to meet and work with the children in the term prior to joining the reception class. The children are invited into the school with their parents during that term. Children come in on a part-time basis during the first two weeks of term, to help them settle quickly.
111. The transfer between key stages is exceptionally well managed. In the term before year 2 pupils move to key stage 2, they work alongside year 3 pupils for many literacy sessions to help them cope with the move to more formal lessons. The high school staff work with the year 6 pupils on a topic which continues after pupils transfer. Year 6 pupils are invited to take part in after-school clubs in the high school during their time in primary school, which ensures that pupils are very familiar with the staff and the building prior to transfer. It also increases pupils' confidence and allays any fears they might have.
112. Pupils who arrive at the school at times other than normal admission times are also very well supported and report that they have settled quickly and happily into their new school. Support for pupils who have been temporarily excluded from school is also good, enabling them to settle quickly on their return to school.

113. The school provides high quality personal support and guidance for pupils. Staff know their pupils well and effective use is made of specialist services to support pupils' personal needs. For example a number of pupils have recently been supported through the use of a Pyramid Club which aims at helping to raise pupils' self-esteem.
114. Systems to monitor and address any concerns related to pupils' behaviour are very good. These result in a consistent approach being taken by all staff to manage any instances of inappropriate behaviour. Arrangements to monitor attendance and punctuality are good. The expertise of external agencies is used well to address concerns as they arise. There is good and regular dialogue with them.
115. The school's provision for the healthy development, safety and well-being of all pupils is good. A free breakfast club is well attended. Pupils have a choice of a healthy meals and snacks at break time, with chilled water available throughout the day. A good range of equipment is available to pupils each playtime to encourage them to exercise and a keep fit club has been established as an after school activity. The school has achieved phases 1 and 2 of the Healthy Schools initiative. Appropriate security measures are in place and are reviewed regularly.
116. The head teacher and deputy head teacher are the designated child protection officers. All staff have received training in child protection and are fully aware of correct procedures. Training is updated annually and cascaded down to all staff. There is a governor with responsibility for child protection and a school policy in line with local and All-Wales procedures.
117. The provision for pupils with additional learning needs is good with outstanding features. All statutory requirements are met. The school provides very effective support which meets the needs of pupils who require additional help including disabled pupils, the more able and pupils with English as an additional language. The school has also been recognised as a Dyslexia Friendly School.
118. All staff are exceptionally knowledgeable concerning pupils' additional needs and work closely with the head teacher and special educational needs co-ordinator. They use their knowledge very effectively, particularly to identify pupils' additional needs at a very early stage. This is an outstanding feature.
119. Despite the high number of pupils recognised as having additional needs, very extensive records are maintained for each pupil identified as needing support. All pupils with SEN have very good quality individual education plans which support their learning very effectively. Pupils are fully involved in reviewing their targets on a regular basis and agreeing their next set of targets. The school makes appropriate arrangements to involve parents in the setting and reviewing of targets.
120. The level and scope of additional support provided for pupils is outstanding. A wide range of programmes is used very successfully when pupils are

withdrawn to work in small groups on their basic skills. Pupils are also encouraged to be very independent, for example a number of pupils work in pairs on a daily basis undertaking a programme to support the development of their spelling skills. As a result of the school's outstandingly inclusive nature, all pupils with additional learning needs are fully integrated into the life of the school.

121. The attention paid to more able pupils is outstanding. A register of pupils identified as more able has been maintained for several years, with detailed individual education plans in place for each of these pupils. Targets within the plans effectively support the development of pupils' academic and wider strengths.
122. There is significant and effective support for those pupils who have behavioural difficulties. This ensures that all pupils have the opportunity to learn effectively without interference or disruption. The agreed systems for behaviour management are used consistently by all staff. Individual behaviour plans are agreed with pupils and provide clearly focused targets, which support pupils in learning to manage their own behaviour.
123. The school takes good account of pupils' social, ethnic, linguistic and educational backgrounds and is successful in promoting gender equality and challenging stereotypes.
124. The school has effective measures in place to eliminate oppressive behaviour, including racial discrimination, bullying and harassment. The police liaison officer is a regular visitor to the school, delivering a rolling programme to pupils covering strategies on how to deal with bullying or harassment. In discussions, pupils were firm in their view that bullying or discrimination of any kind would not be tolerated. They would be confident to report such incidents in the knowledge that they would be dealt with promptly and fairly. The school has a suitable policy and action plan for diversity that provides well for the development of pupils' understanding of this aspect.
125. The school is aware of the need to ensure that pupils with a disability are treated equally and ensures that they are not disadvantaged in any way. There is a suitable disability inclusion policy and action plan. The school's accessibility plan is clear, concise and informative. Measures are in place to ensure no one is disadvantaged because of their disability.

Leadership and management

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

Grade 2: Good features and no important shortcomings

126. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
127. The very caring ethos of the school is underpinned by clear values, aims and objectives which are promoted well by all staff, including non-teaching staff and the governors. There is a clear sense of purpose and all staff have high expectations of pupils and themselves.
128. The head teacher leads and manages the school well. She provides positive leadership that gives a clear sense of direction to the school. Her style of management has been particularly effective in developing effective teams of staff who work closely together. She has also paid particular attention to empowering staff and developing their involvement in leadership and management.
129. An effective senior management team has been established and all teachers have responsibilities as subject co-ordinators. They have a good understanding of their role and work closely with colleagues particularly to support the development of new initiatives.
130. A commitment to equal opportunities and racial equality is evident in all aspects of school life.
131. The extent of the school's involvement in national priorities is an outstanding feature. The school has achieved an extensive number of awards, many of which particularly relate to national priorities. A free breakfast club has been established and the school is successfully working towards introducing the Foundation Phase. The school is currently involved in the Welsh Assembly Government 'Funky Dragon' project which develops aspects of community involvement.
132. The school works closely with other providers of education including the consortium of local primary schools, the local nursery school and colleges of further education. Links with the high school are particularly well developed through the sharing of facilities and after-school clubs attended by pupils from both schools.
133. The process of target setting within the school is securely based on the tracking and projected progress of individual pupils. A range of challenging targets are also set within the school development plan with a clear focus on raising standards.

134. The performance management of teaching staff is well established and the process has been extended to include learning support assistants. All staff meet annually with a senior manager to discuss their performance and to identify future development. Targets are set for all staff and are firmly based on personal needs and whole school initiatives. The extent of leadership and management training undertaken by teachers is exceptional. The level of training undertaken by Learning Support Assistants is also outstanding.
135. The impact of training is monitored effectively by a senior manager. Strong links are evident between staff training and many of the good features identified during the inspection. For example, the involvement of staff in the Assessment for Learning project has been very effective in developing pupils' involvement in their own learning. The enthusiasm with which staff involve themselves in professional development and the impact this has on improving standards is an outstanding feature.
136. The governing body is very supportive of the school and has a good understanding of its roles and responsibilities. Governors meet regularly and have established an effective committee structure. They fulfil all their legal and statutory responsibilities.
137. Governors are well informed about issues that effect the school through the good quality information provided by the head teacher. Subject co-ordinators regularly make presentations to the governing body, which ensures they are knowledgeable about developments in subject areas. A number of governors have recently gained first hand evidence of the school's work by undertaking 'learning walks' around the school with a particular focus on agreed aspects of school life. This is effectively developing their monitoring role.
138. The governing body approves the school's self-evaluation report and school development plan annually but recently governors have begun to play a more active role in helping to set the strategic direction of the school.

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

Grade 2: Good features and no important shortcomings

139. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
140. The effectiveness with which the school's performance is monitored and evaluated is good with no important shortcomings. A positive culture of self-evaluation is well established within the school. The senior management team and subject co-ordinators are well informed about the performance in the areas for which they are responsible. Staff continually evaluate the effectiveness of new initiatives.
141. Senior managers regularly undertake lesson observations as part of the performance management cycle and subject co-ordinators monitor standards

in subjects through a range of activities including monitoring pupils' work and discussion with colleagues and pupils. A timetable of lesson observations has been established for subject co-ordinators and a few have already visited other classes to monitor the quality of teaching and learning. Good use is made of the information gained from monitoring to inform the self-evaluation process and planning for improvement.

142. Good account is taken of the views of everyone who has an interest in the school's work. The views of parents have been sought both informally and formally, through the use of questionnaires. Pupils' views are also sought through the use of questionnaires and responses collated by the school council. The views of the community are voiced through the governing body. All staff, including teaching, support staff and governors, are fully involved in the process of self-evaluation.
143. A detailed self-evaluation report is completed annually taking into account the views of all parties. The school's current self-evaluation report is concise and accurate. It is based on evidence obtained from monitoring activities, with detailed reference to performance-related data and trends over time. It clearly identifies strengths and areas where improvements are needed.
144. The overall judgements in the self-evaluation report match those of the inspection team in five of the seven key questions. In the other two questions a higher grade has been awarded by the inspection team.
145. Clear links are evident between the school's self-evaluation and priorities identified in the school development plan. The school development plan is an effective three-year strategic document. Detailed priorities and appropriately challenging targets for all pupils are included for the current year, with an outline of areas for development in the remaining two years. For the current year specific actions, responsibilities, time schedules, costs and success criteria are clearly identified for each target. Appropriate resources are allocated to ensure that targets are achievable. Recent improvements in standards, particularly in English, are the direct result of actions taken by the school.
146. The school monitors carefully the difference in achievement between boys and girls. Although this varies between different year groups it was recognised that boys were underachieving compared to girls in English. Effective measures implemented by the school were reflected in the results achieved at the end of key stage 2 in 2008 when the results achieved by the boys exceeded the girls in English and science. Boys and girls achieved equally in mathematics.
147. The school has made significant and measurable improvement in many areas since the last inspection. All the key issues have been effectively addressed. In the subjects inspected good standards have been maintained, with the exception of mathematics, and subjects where standards were judged to be satisfactory are now good with no important shortcomings.

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

Grade 2: Good features and no important shortcomings

148. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
149. The school is sufficiently staffed with suitably qualified teachers and learning support assistants. All teaching and support staff are carefully deployed to meet the needs of the pupils. Teachers and learning support assistants work very well together to provide for effective teaching and learning. Good use is made of visiting specialists, particularly in providing for the growing number of pupils with English as an additional language. The continuing professional development of all staff is well provided for and suitably linked to school and personal needs.
150. Daily routines are very efficient. Administrative and cleaning staff make a very valuable contribution to pupils' well being and the smooth running of the school. The school's use of learning support assistants as mid-day supervisors effectively provides consistency of support and guidance for pupils during lunchtimes.
151. The school makes good use of its accommodation. The use made of particular rooms and learning areas is carefully considered and changes made where the need is identified. This has resulted in a more efficient grouping of age groups and library facilities. Accommodation for the early years has been significantly improved since the last inspection. In addition, generous grants from local commerce have provided playground seating and shelters. At times, a few areas of the building have rainwater leaking and a lack of adequate heating. The school manages these situations well so that disruption to teaching and learning is kept to a minimum.
152. There are sufficient learning resources to teach the school's planned curriculum. These resources are well managed. There has been a significant improvement in resources for ICT since the last inspection. Each key stage 2 class has an interactive whiteboard. Another interactive whiteboard is available for the remainder of the school with plans in place to provide one for each class. A set of laptops organised in a trolley is used to good effect.
153. The arrangements for teacher's planning, preparation and assessment time are well managed. They have a positive impact on pupils' learning and provide a more reasonable work-life balance for teachers. Good use is made of additional funding to support the workload initiative, which ensures that all statutory requirements are met.
154. The school is clean and well maintained. Displays in classrooms and circulation areas are colourful and informative, promoting pupils' learning and pride in their work well. Good use is made of accommodation which is shared with the adjoining secondary school.

155. The school's budget is well planned and managed with particular attention paid to long-term planning. The governors play a significant role in this area. Financial planning is closely linked to priorities in the school development plan and spending is routinely and effectively monitored.
156. Overall, the management of resources is good. The school gives good value for money.

Standards achieved in subjects and areas of learning

English

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

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

Outstanding features

157. The listening skills of many pupils in both key stages are exceptional. They listen very intently and their responses demonstrate the good level of understanding they gain as a result.

Good features

158. The ability of pupils to speak confidently and clearly develops well as they move through key stage 1. Pupils in key stage 2 continue to build on their skills and by the end of key stage 2 many pupils are very confident speakers who use good language skills.
159. Nearly all pupils in key stage 1 are making good progress in developing their reading. All pupils are developing a love of books and most make good use of their knowledge of letter sounds and clues obtained from illustrations to help them read words with which they are unfamiliar. By the end of key stage 1 more able pupils read with confidence and fluency.
160. All pupils in key stage 2 are making good progress in their reading and understanding. They read with careful attention to the text and with very good expression. Most older pupils show a good understanding of structure, setting and characters. Many have a very clear understanding of their preferences, showing that they have read a wide range of varied books.
161. Nearly all pupils' writing skills are developing well in key stage 1. Year 2 pupils are making good progress in sentence building and many create short sentences using a good range of vocabulary. When preparing questions for a visitor, most pupils in year 2 identify useful words to start a question. Many pupils make good use of their knowledge of letter sounds to enable them to spell many words correctly and they know that a question mark is needed to complete the sentence.
162. Nearly all key stage 2 pupils achieve good standards in completing exercises covering aspects of developing grammatical knowledge, creating responses to selected texts and exploring a range of writing styles. Younger pupils in key stage 2 understand how to present their written work appropriately when they write instructions to make a cake. Many pupils correctly use capital letters and appropriate verbs. They ensure their work is clear and specific.
163. All older pupils in key stage 2 produce stories of a good standard when they write their own version of a myth. They compose work with an interesting storyline, using varied and appropriate vocabulary. They achieve good standards in their handwriting and their spelling.

Shortcomings

164. There are no important shortcomings.

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

165. In both key stages pupils sing Welsh songs and hymns with gusto and clear diction. All pupils demonstrate a good attitude to learning Welsh and their pronunciation is generally good.
166. In key stage 1, pupils build on the very good start in the reception class by developing new vocabulary and simple phrases. During Welsh lessons all pupils listen and respond well to oral stimuli and follow simple instructions correctly. They ask and answer simple questions about the weather and about themselves. They ask for, offer and accept politely, a range of fruits which they describe using their knowledge of the colours.
167. Many pupils correctly read a range of words and phrases, and write short sentences in their work books.
168. In key stage 2, pupils ask or answer a variety of questions about how they feel and what they like or dislike. Many extend their answers using conjunctions correctly. During Welsh lessons all pupils react correctly to classroom instructions and most can ask for items in Welsh.
169. Nearly all make short statements about themselves and create short dialogues in pairs, discussing their personal details, the weather and why they enjoy or dislike different activities.
170. Most pupils are developing their reading skills well and many older pupils confidently read short stories with expression and understanding. Nearly all pupils complete a succession of written tasks in their workbooks correctly.

Shortcomings

171. There are no important shortcomings.

Mathematics

Key Stage 1: Grade 3: Good features outweigh shortcomings

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good features

172. In key stage 1 the majority of pupils make good progress in developing their understanding of number and money. All pupils respond very well in oral and

mental sessions, many displaying a good, confident grasp when counting forwards and backwards in twos, fives and tens up to fifty.

173. Many year 1 pupils quickly identify missing numbers in number sequences up to twenty and, in some instances, well beyond. Many pupils in year 2 correctly identify odd and even numbers, add and subtract accurately and make good progress in exploring a range of number patterns. Pupils answer questions based on simple multiplication facts accurately. Nearly all year 2 pupils have a good understanding of time in half-hour intervals. Many pupils compile accurate bar graphs interpreting data correctly.
174. By the end of key stage 1, most pupils confidently recognise and name correctly common two-dimensional and three-dimensional shapes. They are aware of the differences between their properties.
175. In key stage 2 the majority of pupils make very good progress in developing their mental thinking skills and have developed good mental strategies. They correctly use good mathematical vocabulary and make good progress in developing their understanding of place value up to one thousand and beyond.
176. Nearly all key stage 2 pupils tell and record time accurately to the nearest minute. Pupils across the key stage make good progress in their understanding and use of fractions. Most pupils correctly recognise halves, quarters, eighths, tenths and thirds. Using simple estimation, most pupils develop a good understanding of measurement in terms of centimetres and metres. The majority of year 6 pupils have a good understanding of the relationship between equivalent fractions, percentages and simple decimals.
177. Throughout key stage 2, most pupils develop a good knowledge of the associated properties of two-dimensional and three-dimensional shapes. Pupils begin to develop an understanding of symmetry when related to simple two-dimensional shapes.
178. The majority of older pupils in key stage 2 develop a good understanding of area and perimeter, using simple formulae accurately when finding answers. They plot and read co-ordinates correctly.
179. The majority of pupils in key stage 2 make good progress in using and creating different types of graph. They make regular use of information and communication technology to record, display and extract data.
180. Most pupils record their mathematical work neatly and accurately.

Shortcomings

181. In both key stages, pupils' ability to use and apply mathematics is underdeveloped.

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

182. Most key stage 1 pupils are beginning to develop their awareness of chronology and correctly sequence pictorial evidence of the areas and people they have studied on a time line. Many key stage 1 pupils successfully find out about homes in the past by asking a visitor relevant questions.
183. Pupils' awareness of chronology continues to develop well in key stage 2. Most key stage 2 pupils recall many of the main events and periods they have studied, sequencing them correctly.
184. When discussing life in Victorian times, many key stage 2 pupils recall in detail aspects of life at that time, including methods of transport, illnesses and school life. They compare knowledgeably the similarities and differences between life in Victorian times and the present.
185. All key stage 2 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 develop a good understanding of the fact that sources of evidence can be interpreted in different ways.
186. Pupils in key stages 1 and 2 develop a good knowledge and understanding of the history of Wales and of their locality. Many pupils in key stage 1 recall famous people they have learnt about who lived in Wales. Key stage 2 pupils show a good understanding of aspects of Welsh history including the Celts, why castles are found in Wales and how these differ from castles in England.
187. Many key stage 1 pupils make good use of computer programmes to record their work in history and all pupils in key stage 2 competently carry out research tasks using the internet.

Shortcomings

188. There are no important shortcomings.

Art and design

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

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

Good features

189. In both key stages, most pupils have a thorough understanding of the work of established artists from several countries, cultures and different periods of history. The work of Welsh artists features significantly in pupils' knowledge and their work. Across the school, pupils produce good quality work in a wide range of media using the styles of these artists.

190. In key stage 1, many pupils create imaginative portraits in pastel after the style of Pablo Picasso's Weeping Woman. Pupils also carefully study the works of L. S. Lowry, thoughtfully selecting particular sections of a print and producing realistic pencil drawings.
191. In key stage 2, all pupils are familiar with the works of Amanda Skipsey which feature buildings and places in Wales. Most pupils make good use of the artist's style to produce novel line drawings of buildings in the school's locality. In addition, nearly all pupils make effective use of paint, pastel and charcoal to produce their own work after the styles of David Hockney, William Morris and the school of pointillism.
192. Many pupils make good use of research skills. This is particularly well established with many older key stage 2 pupils. They produce perceptive writing, which gives a clear description of established artists and their work.
193. Nearly all pupils make good use of ICT in their art work. For example, year 1 pupils sensibly take digital photos of chosen, relevant works from books of prints. In key stage 2 pupils take digital photos of faces and make effective use of a grid structure to paint well-proportioned portraits. In addition, all pupils in both key stages make good use of the tools in computer paint programs to produce interesting patterns and realistic images.
194. There are good examples of three-dimensional work in both key stages. In key stage 1 nearly all pupils produce dramatic human skeleton figures using drinking straws. Pupils also use a good range of junk material and methods of fixing to produce collage and models of vehicles and animals. In key stage 2, nearly all pupils produce realistic Celtic jewellery in clay and make good models of small animals using a selection of clay, wire and paper.
195. Nearly all pupils develop good investigative skills. This is particularly evident in the way key stage 2 pupils make good use of sketch books in their observational work and develop techniques, such as colour toning.

Shortcomings

196. There are no important shortcomings.

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

197. As pupils move through the school they develop a good and deepening understanding of different aspects of particular religions. For example, pupils' understanding of the birth of Christ starts with basic facts in year 1 and progresses to an insight into its symbolism by year 6.

198. In all classes, most pupils have a clear understanding of the rituals, features and work of the local church. Key stage 1 pupils know the nature of baptisms as they are actively involved in 'mock baptisms'. The oldest key stage 2 pupils know about the work of a vicar throughout the week. In addition to the church, many pupils develop a good understanding of other 'special places'. For example, the main features of a synagogue are understood by many pupils in key stage 2.
199. The similarities and differences of aspects of world religions are well known to many pupils. In years 3 and 4, most pupils have a secure understanding of the Jewish celebration of Rosh Hashanah held in September to mark the start of a new year. Many pupils in year 5 correctly identify the similarities between the celebration of Christmas and that of Hanukah in Judaism. Many year 6 pupils have a good understanding of the importance of particular foods in Christianity and the foods which must not be eaten during daylight in Ramadan.
200. Throughout the school, most pupils appreciate the significance of stories from sacred books. This is shown very well when year 2 pupils translate the parable of the houses built on rock and sand to their own lives. The majority of pupils identify 'rocks' in their lives, such as having rules for personal safety and keeping promises to maintain friendships. Pupils' understanding of the nature of prayer develops well, with most key stage 2 pupils writing their own thoughtful prayers.

Shortcomings

201. There are no important shortcomings.

School's response to the inspection

The staff, Governors and pupils wish to thank the inspection team for the thorough and professional manner in which they carried out the inspection of our school. The inspection process has been a positive experience, which has confirmed our belief that we provide a good standard of education for the children attending our school.

We are delighted with the initial statement that “Queensferry Primary School is a good school, which provides outstanding support, care and guidance for its pupils.” Our pupils are extremely well motivated and demonstrate good attitudes to learning and this supports the good progress that most children make during their time at the school.

Parents will be proud to note: “Pupils’ behaviour and the respect they show to adults and each other is good. Throughout the school all pupils are very friendly, polite and considerate.”

Whilst celebrating a very positive report we recognise that there is always the opportunity for further improvement. The Governing Body and staff accept the recommendations outlined in the report, all of which have already been identified in the school’s development plan. A summary of the plan will be shared with parents and progress will be reported annually in the Annual Governors’ report to parents.

We very much welcome the report, which reflects the dedication of a caring team who help create a happy and supportive school.



Appendix 1

Basic information about the school

Name of school	Queensferry C.P. School
School type	Primary
Age-range of pupils	4 – 11 years
Address of school	Queensferry Campus Deeside Flintshire
Postcode	CH5 1SE
Telephone number	01244 812136
Head teacher	Mrs Diane Chisholm
Date of appointment	September 2003
Chair of governors/ Appropriate authority	Mr Alan Jones
Registered inspector	Mrs Linda Jane Williams
Dates of inspection	12 th – 14 th January 2009

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	0	25	19	22	16	19	15	25	141

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	6	4	8.1

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	17 : 1
Pupil: adult (fte) ratio in nursery classes	N/A
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	22
Teacher (fte): class ratio	1.3 :1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2008	N/A	91.6%	92.8%
Summer 2008	N/A	92.3%	92.6%
Autumn 2008	N/A	85.9%	91%

Percentage of pupils entitled to free school meals	43%
Number of pupils excluded during 12 months prior to inspection	2

Appendix 3

National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2008			Number of pupils in Y2:					14	
Percentage of pupils at each level									
			D	N	W	1	2	3	
English:	Teacher assessment	School	0	7	7	21	57	7	
		National	0	0	3	14	63	20	
En: reading	Teacher assessment	School	0	7	7	21	57	7	
		National	0	0	4	15	55	26	
En: writing	Teacher assessment	School	0	7	7	29	50	7	
		National	0	0	5	16	67	11	
En: speaking and listening	Teacher assessment	School	0	7	0	21	64	7	
		National	0	0	2	11	64	23	
Mathematics	Teacher assessment	School	0	7	0	13	73	7	
		National	0	0	2	11	65	22	
Science	Teacher assessment	School	0	7	0	20	67	7	
		National	0	0	1	9	66	24	

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

In the school	67	In Wales	80
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D Pupils who have been disapplied from the statutory arrangements
 W Pupils who are working towards level 1
 N not awarded a level for reasons other than disapplication

National Curriculum Assessment Results End of key stage 2:

National Curriculum Assessment KS2 Results 2008			Number of pupils in Y6:					22				
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	
English	Teacher assessment	School	4	0	0	0	0	0	13	70	13	
		National	0	0	0	0	1	4	16	50	29	
Mathematics	Teacher assessment	School	4	0	0	0	0	0	39	43	13	
		National	0	0	0	0	1	3	15	50	30	
Science	Teacher assessment	School	4	0	0	0	0	0	17	61	17	
		National	0	0	0	0	0	2	12	52	32	

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)

by teacher assessment	
In the school	52
In Wales	74

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

Appendix 4

Evidence base of the inspection

Four inspectors spent a total of 7 inspector days in the school and met as a team before the inspection.

These inspectors visited:

- 24 lessons or part lessons;
- all classes;
- acts of collective worship; and
- extra-curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents;
- senior managers, teachers and support staff; and
- pupil groups, including the School Council and Eco Council.

The team also considered:

- the school's self-evaluation report;
- 17 responses to parents' questionnaires;
- comprehensive documentation provided by the school before and during the inspection; and
- a wide range of pupils' past and current work, over all year groups.

The inspection team also:

- held discussion with pupils about their work; and
- observed pupils' behaviour throughout the day.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mrs Linda Jane Williams Registered Inspector	Context Summary and recommendations Key Questions 1, 2, 5 and 6 Contribution to Key Question 4 English History
Mr Merfyn Douglas Jones Team Inspector	Key Questions 3 and 4 Mathematics Welsh Second Language
Mr Glyn Gaskill Team Inspector	Key Question 7 Art and design Religious Education
Mrs Denise Shields Lay Inspector	Contributions to Key Questions 1, 3, 4 and 5
Mrs Diane Chisholm Nominee	Contributions to all questions by providing information

Contractor:

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Acknowledgement

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