

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

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

**Saint Chad's Church in Wales Aided Primary School  
Hanmer  
Whitchurch  
Shropshire  
SY13 3DG**

**School Number: 6653326**

**Date of Inspection: 30 June 2008**

**by**

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

The inspection of St Chad's CiW Aided Primary School took place between 30/06/08 and 02/07/08. An independent team of inspectors, led by Robert Stuart Wormleighton undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

## Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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## Context

### The nature of the provider

1. Saint Chad's school, Hanmer is a voluntary aided Church-in-Wales primary school situated in a rural setting, in the village of Hanmer, approximately nine miles south-east of Wrexham. The school building dates from 1676 but has undergone complete refurbishment in recent years. Although some pupils attending the school come from the village and the surrounding area, many children are from outside the school's catchment area.
2. The school caters for boys and girls aged 3-11 years. Children are admitted to the school at the beginning of the term following their third birthday. The school has 64 pupils on roll plus 10 part-time nursery children who attend school for the morning session only. Both nursery and reception children are taught in the same classroom. The school also provides an early education entitlement facility for three-year old children, in partnership with the local playgroup for five hours per week.
3. The area is described by the school as being neither prosperous nor economically disadvantaged. Pupils come from a broad range of social backgrounds, including those from professional, non-professional and farming backgrounds. No pupils are registered for free school meals, which is below the all Wales average of 17.5% and the local authority (LEA) average of 14.5%.
4. Children's attainment on entry to the school covers a wide range of abilities but is generally above the expected average. Nearly all pupils come from English speaking homes. One pupil speaks Welsh as their first language and no pupil has English as an additional language. Seven pupils (10%) are placed on the list for pupils identified as having special educational needs (SEN). This percentage is below the national average.
5. The headteacher was appointed in 2001. The school has attained The Basic Skills Quality Mark for the second time, has been awarded the Healthy Schools award and the Eco-Schools silver award.
6. The school was last inspected in June 2002.
7. Religious education and collective worship were inspected separately by a representative of the Church in Wales under Section 50 of the Schools' Education Act.

### The school's priorities and targets

8. The school has identified the following priorities in its most recent school improvement plan (SIP).
  - To develop the role of the subject leader in religious education, physical education, music, art and history.
  - To further enhance the tracking of individual pupil progress towards the end of key stage targets to include whole-school monitoring of levelled work.
  - To develop bilingualism throughout the school.

- To monitor Multiple Intelligence teaching and learning styles over the school's two year scheme of work cycle/introduce the different styles of learning to the pupils.
- To track key skills in the foundation subjects.

## Summary

9. St Chad's, Hanmer is a good school with a number of outstanding features. The school has made very good progress since its previous inspection.

### Table of grades awarded

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

### Standards

Area of Learning	Nursery	Reception
Language, literacy and communication	Grade 2	Grade 1
Personal and social development	Grade 1	Grade 1
Mathematical development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 2	Grade 1
Creative development	Grade 2	Grade 2
Physical development	Grade 2	Grade 1

### Grades for standards in subjects inspected

Inspection Area	Key Stage 1	Key Stage 2
Welsh second language	2	3
Science	2	2
Information technology	2	2
History	2	2
Geography	2	2

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
28%	67%	5%	0%	0%

11. These figures are well above those identified in the most recent Chief Inspector of Schools' Annual Report where standards are good or better (Grade 1 and 2) in 80% of lessons.

12. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Desirable Learning Outcomes for Children's Learning. By the end of the reception year, children's achievement is generally outstanding.
13. There are some outstanding features in pupils' achievement, these include the way individual pupils meet the targets that are set for them, the overall trends in performance and the maintenance of high standards.
14. Overall pupils achieve good and often very good standards in the development of their knowledge, understanding and skills in both key stages.
15. Pupils' key skills are developing well. Reading, writing and speaking are good and their listening skills are outstanding. Standards of numeracy and information and communication technology (ICT) are also good. However although pupils bilingual skills are improving their use overall is inconsistent.
16. Year groups are generally very small and because the ability profile for each year can be variable, comparative analysis of the end of key stage data is difficult. However trends over time show the school generally outperforms LEA and national averages in both key stages.
17. In key stage 1 in the 2007 teacher assessments, the percentage of pupils who attained level 2 or above in each of the core subjects was close to the national and local averages.
18. In statutory assessment at the end of key stage 2 in 2007, the percentage of pupils who attained level 4 or above in each of the core subjects was just above the national and local averages.
19. Pupils' progress in learning is good overall; they show good levels of involvement in and a growing awareness of their work. They acquire new knowledge, understanding and skills well and the progress many pupils make is an outstanding feature.
20. The standards of achievement in the development of pupils' personal, social and learning skills are outstanding overall. During the inspection pupils' behaviour was exemplary; pupils are kind and polite to each other and to all adults.
21. Average attendance over the three terms prior to the inspection was 94.8%. These figures are good and above local and national averages. Most pupils are punctual and lessons start on time.
22. Pupils' creative skills are developing well and their study and problem solving skills are of a good standard and are providing them with a very good base for continuing lifelong learning.
23. Overall pupils', social, moral and cultural development is very good, their moral and social development being outstanding features. They work well together and have respect for others and show empathy with those less fortunate than themselves.
24. Their understanding of the culture of Wales, '*Y Cwricwlwm Cymreig*', is good and pupils' understanding of the culture of countries and societies further a field is developing well.

25. Pupils' understanding of their local community, the world of work and industry in the area is very good. Pupils' entrepreneurial skills, being developed through initiatives such as the Dynamo Club, are an outstanding feature.

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

#### **Grades for teaching**

26. 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>
28%	72%	0%	0%	0%

27. Outstanding features observed in teaching include the excellent working relationships and the motivation provided by staff.
28. Teachers have good subject knowledge. All lessons featured a good range of resources and strategies that were well used to meet pupils' learning styles and enhance learning. Lessons were well planned and showed progression. Pupils were involved in and understood the aims of the lessons and what they needed to do to achieve well. Teaching assistants were used well to ensure the full learning opportunities for all pupils.
29. The school's assessment procedures are well structured and contain many good features. The school uses attainment tests that help teachers improve the provision for teaching and learning and is beginning to collate this data more effectively. Processes are developing to moderate standards and make detailed and levelled collections of pupils' work. The pupils themselves are becoming more involved in the assessment process and have individual targets. Reports to parents are clear and the school ensures that each parent fully understands what is written about their child.
30. The curriculum is an outstanding feature overall and fully meets statutory requirements. It provides a range of learning experiences that meet the varying needs of all pupils and shows appropriate progression. The school caters most effectively to meet the needs of those pupils who have additional learning needs (ALN).
31. Teachers' planning clearly indicates the inclusion of learning and key skills across all subjects, in both key stages and there are many well planned opportunities for pupils to work together as a team, and to tackle problem-solving activities.
32. The wide range of extra curricular activities is an outstanding feature. Visits to local places of interest all complement and enhance the work undertaken in classes.
33. The provision for moral and social development shows outstanding features. Pupils' experiences are enhanced through well-established links with the community, which provides a solid foundation for the pupils' social development. The school includes appropriate aspects of '*Y Cwricwlwm Cymreig*' in its provision and pupils' awareness of their own culture and that of others is promoted through a wide range of experiences.
34. The school's provision to promote moral values has outstanding features. Pupils take part in various activities in conjunction with the Church and have opportunities to reflect on moral issues through a Christian context.

35. The school's links with parents are outstanding. Effective links have been established with local businesses and there are strong links with the school's partner primary schools and the local secondary school.
36. The school council and Eco-councils are very good forums that allows pupils' views to be heard constructively.
37. The school successfully ensures that all pupils receive equal access to all activities.
38. There is outstanding provision to ensure that pupils understand the concept of sustainable development. The pupils are given responsibility for caring for the local environment. There are outstanding opportunities to develop entrepreneurial skills and pupils' learning strategies and their wide range of experiences encourage them towards taking responsibility for developing their own learning.
39. The care, support and guidance provided by the school are an outstanding feature. Induction programmes are well planned, the staff know the pupils very well. It is a happy community where pupils feel valued and cared for. The school council was confident that any concerns would be treated seriously and dealt with quickly and effectively.
40. The school is a health promoting school and its provision for the healthy development, safety and well being of all pupils is an outstanding feature.
41. The provision for learners with ALN is well planned and organised by the SEN co-ordinator (SENCo) and is an outstanding feature overall. The school effectively diagnoses the pupils with additional needs, including the more able and talented pupils.
42. All pupils whatever their social, educational, ethnic or linguistic backgrounds are well supported and treated with dignity and respect. There are effective measures in place to eliminate oppressive behaviour, including racial discrimination, bullying and all forms of harassment and the school takes all reasonable steps to ensure equal treatment of disabled pupils.

### **Leadership and management**

43. The school is well led by the headteacher, who has high expectations of herself and her staff. All leaders and managers actively promote the process of school improvement and the raising of standards. There are very good levels of communication with all staff working closely together. Subject leaders are becoming well established and are developing a good understanding of their curriculum areas.
44. The school takes good account of national priorities in its curriculum. Target setting is a well established procedure in the school. Targets set for staff, as part of their performance management reviews and the identification of their training needs are having a positive impact on school improvement.
45. The governing body is well informed. Governors are regular visitors to school and their understanding of their roles and their contribution to strategic planning is an outstanding feature. The governing body meets all statutory and legal requirements.

46. The school has a well established and well planned strategy for reviewing all aspects of the school. The way the leaders and managers evaluate and improve the quality and standards of education is an outstanding feature. The SIP clearly identifies relevant priorities to move the school forward. Resources are clearly identified and targeted at priorities for improvement,
47. The school is well resourced and has a sufficient number of well-qualified and experienced teaching and support staff to ensure that all aspects of the National Curriculum (NC) are taught effectively to all the pupils.
48. Classrooms provide adequate space for teaching and learning. The school has good playground facilities; the school grounds are spacious and provide an outstanding and well used resource.
49. The school is highly effective in identifying its priorities for development. Careful and accurate budgeting for staff ensures that good standards are maintained. The school makes highly effective use of funds obtained from external sources and through the efforts of the Parent Teacher Association (PTA).
50. The governing body's finance committee effectively oversees expenditure. The contribution of astute management of the school budget and the significant improvement made by the school since the last inspection ensures that the school provides very good value for money.

## Recommendations

- R1 To address the shortcomings in the subject of Welsh as a second language and to further develop bilingualism as a key skill across the curriculum.
- R2 To further develop the good practice evident within the school's assessment, recording and reporting processes.

Both of these recommendations have already been identified by the school as areas for development.

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

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

#### Grades for standards in subjects inspected

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
28%	67%	5%	0%	0%

52. These figures are well above those identified in the most recent Chief Inspector of Schools' Annual Report where standards are good or better (Grade 1 and 2) in 80% of lessons. They are also well above the targets set by the Welsh

Assembly Government (WAG) in its publication 'Vision into Action', that state that by 2010 the quality of learning assessed by Estyn should be Grade 3 or better in 98% of classes.

53. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Desirable Learning Outcomes for Children's Learning. By the end of the reception year children's achievement is generally outstanding.
54. For children aged under five, standards in the areas of learning inspected are as follows:

<b>Area of Learning</b>	<b>Nursery</b>	<b>Reception</b>
Language, literacy and communication	Grade 2	Grade 1
Personal and social development	Grade 1	Grade 1
Mathematical development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 2	Grade 1
Creative development	Grade 2	Grade 2
Physical development	Grade 2	Grade 1

55. In key stage 1 and key stage 2, standards in the subjects inspected are as follows:

<b>Inspection Area</b>	<b>Key Stage 1</b>	<b>Key Stage 2</b>
Welsh second language	2	3
Science	2	2
Information technology	2	2
History	2	2
Geography	2	2

56. There are some outstanding features in pupils' achievement, these include; the way individual pupils meet the challenging targets and goals that are set for them, the overall trends in performance that show continuous improvement, and the maintenance of high standards.
57. Overall pupils achieve good and often very good standards in the development of their knowledge, understanding and skills in both key stages.
58. Pupils' key skills are developing well. Their communication skills of reading, writing and speaking are good and their listening skills are outstanding. Standards of numeracy and pupils' use of ICT is good and is well used across a wide range of subjects. Although pupils' bilingual skills are developing their use overall is inconsistent and lacks progression.
59. Year groups are generally very small and because their pupil profiles can be variable, comparative analyses of the end of key stage data for individual year groups are difficult and present no discernable pattern when compared with larger cohorts or when the performance of boys and girls is measured. However trends over time show the school generally outperforms LEA and national averages in both key stages.
60. In key stage 1 in the 2007 teacher assessments, the percentage of pupils who attained level 2 or above in each of the core subjects was 82% which was close to the national and local averages of 84% and 80% respectively.

61. In statutory assessment at the end of key stage 2 in 2007, the percentage of pupils who attained level 4 or above in each of the core subjects was 80% which was just above the national and local averages of 78% and 74%.
62. Pupils' progress in learning is good overall; they show good levels of involvement in and a growing awareness of their work. Their understanding of what they are doing, how well they are progressing and what they need to do to improve their work is a strongly developing area and standards are good.
63. They acquire new knowledge, understanding and skills. The progress many pupils make within their individual lessons and over time throughout each term and year is an outstanding feature. The majority of pupils make very good progress towards fulfilling their potential and moving on to the next stage of learning.
64. The standards of achievement in the development of pupils' personal, social and learning skills are outstanding overall. Many, show high levels of motivation and they work enthusiastically and productively in a range of activities, individually and as part of a team or group.
65. During the inspection pupils' behaviour was exemplary. The school community has high expectations and there is an atmosphere of mutual respect throughout the school. Pupils are very well behaved – it is an outstanding feature of the school. They understand the behaviour expected of them and are kind and polite to each other and all staff and adult visitors. The older pupils take responsibility for younger members of the school community.
66. Average attendance over the three terms prior to the inspection was: nursery 83.1%, reception 94.8% and the rest of the school 94.8%. These figures are good and above local and national averages. Most pupils are punctual and lessons start on time. Registration is conducted in accordance with National Assembly for Wales circular 3/99.
67. Pupils' study and problem solving skills are well developed especially in science and geography and are providing them with a very good base for continuing lifelong learning. Pupils' creative skills are developing well and are evident in many areas around the school.
68. Overall pupils', social, moral and cultural development is very good. Their moral and social development, through an effective personal and social education (PSE) programme, being outstanding. They work well together and have respect for others and show empathy with those less fortunate than themselves. They have a good understanding of relevant social and equal opportunity issues.
69. Their understanding of the culture of Wales, '*Y Cwricwlwm Cymreig*', is good and pupils' understanding of the culture of countries and societies further afield, such as those in Kenya and Malawi is developing well through projects such as The British Council's Connecting Classrooms.
70. Through visits out of school and visitors coming into school pupils' understanding of their local community, the world of work and industry in the area is very good. Pupils' entrepreneurial skills are being developed through initiatives such as the Dynamo Club are an outstanding feature and are evident across the curriculum.

## The quality of education and training

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

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

71. The findings of the inspection team match the judgement made by the school in the self-evaluation report on this key question.

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
28%	72%	0%	0%	0%

73. These percentages exceed the average of 80% of lessons judged to be Grades 1 and 2 for the whole of Wales in 2006-2007 (Annual Report of the Chief Inspector of Schools) and higher than the primary target for 2010, for the quality of teaching to be Grade 2 or better in 80% of classes.

74. The educational provision for the under-fives is appropriate to their needs, and children make good progress towards the Desirable Outcomes for Children's Learning.

75. Outstanding features observed in teaching include the excellent working relationships and motivation provided by staff, which fosters learning and encourages pupils to undertake their work with diligence and perseverance.

76. Good features in teaching include:

- the appropriate use of a range of resources and strategies which enhance learning opportunities for the pupils;
- the careful and progressive planning of lessons and preparation of materials taking into consideration what has been learnt previously by the pupils;
- the involvement of pupils in understanding what they need to achieve in order to meet the aims of lesson;
- involving the pupils in deciding on aspects of a topic which they found useful and helpful in their learning;
- effective use of support by teaching assistants to ensure the full learning opportunities for all pupils.

77. The staff establish outstanding relations with the pupils. This fosters a learning environment that stimulates and supports good and effective teaching and learning. All pupils are treated with respect and their opinions are valued. This is evident in the readiness of the staff to include the pupils in all aspects of learning and the adaptation of a range of strategies to meet pupils' learning styles.

78. All teachers plan carefully and ensure that the pupils are aware of what they are being taught. Each lesson identifies the learning objective and what the pupils are expected to achieve at the end of the lessons.

79. The teachers use a variety of teaching styles effectively to maximise the learning capacity of the pupils. Many lessons are stimulating and motivate many pupils to concentrate on their tasks for long periods.

80. The teachers use a variety of resources and materials to enhance their teaching. Teaching assistants contribute well towards helping pupils learn and ensure that each pupil is focused, on-task and fully committed.

81. All teachers show familiarity with the latest teaching techniques and ensure that they keep up to date with recent development. They have good subject knowledge and this ensures that the pupils receive contemporary teaching in a style and manner most suited to their interests and life styles.
82. The needs of all pupils are fully addressed including those who are more able and talented. Teachers provide a range of extended challenges to ensure that they reach their full potential.
83. Pupils with SEN are fully involved and included in the lessons and undertake diligently tasks provided for them, or co-operate well, with the high quality support they receive.
84. All the teachers have made an effort to learn Welsh and they use this to support pupils' bilingual skills across all age groups. However, on occasions there are insufficient opportunities for the older pupils to respond orally to requests and phrases. Consequently a lack of progression within the use of incidental Welsh means that older pupils' bilingual skills are less well developed.
85. The school's assessment procedures are well structured and contain many good features. The school uses attainment tests that indicate how well pupils are performing and other tests that help teachers improve the provision for teaching and learning and they are beginning to collate this data more effectively. This process is beginning to impact positively on the overall quality of assessment.
86. The school is beginning to make collections of pupils' work; these are detailed and levelled appropriately. The school has moderated these levels with a local primary school and is in the process of moderating end-of-key-stage standards with the consortium of schools in the secondary catchment area, but has yet to complete this for all core subjects.
87. The pupils themselves are involved in the assessment process. Most show good evaluative techniques at the end of each lesson. The shared learning objectives outlined by the teachers at the beginning of each lesson serve pupils well as an effective focus for their evaluations. The pupils know their targets well and understand how they are progressing towards using them across various subjects in the school. Particular attention is given to monitor the progress of pupils with SEN.
88. Teachers mark pupils' books fairly, accurately and regularly. In the best examples, marking is followed up with a reference as to how the pupil may improve aspects of the work. This supports pupils' targets well and clearly indicates the next stages of learning. However, this practice is occasionally inconsistent across age groups,
89. Informal observations undertaken by all members of staff during lessons add to the quality of evaluating and recording. The staff make effective use of these to monitor and assess progress against a series of set criteria.
90. Reports to parents are clear and the school ensures that each parent fully understands what is written about their child. The pupils have an opportunity to contribute to the reports, and parents and pupils are made aware of future targets for improvement. Each parent/carer has an opportunity to discuss their child's report and to provide their response.

91. The school's procedures for assessing and reporting on the NC and on pupils' progress at the end of key stages fully meet statutory requirements.

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

**Grade 1: Good with outstanding features**

92. The findings of the inspection team match the judgement made by the school in the self-evaluation report on this key question.
93. The curriculum fully meets statutory requirements and provides a range of learning experiences that meet the varying needs of all pupils at both key stages and shows appropriate progression between the key stages. This is an outstanding feature. The school caters most effectively to meet the needs of those pupils who have ALN. The provision for pupils with SEN is of a high quality.
94. Teachers' planning is detailed and shows good progression and continuity between the different year groups and key stages. The planning considers the most effective use of a range of resources and strategies best suited to ensure pupils reach their potential.
95. Teachers' planning clearly indicates the inclusion of learning and key skills within an appropriate context, across all subjects, in both key stages and there are many well planned opportunities for pupils to work together as a team, and to tackle problem-solving activities.
96. The wide range of extra curricular activities is an outstanding feature and includes many sporting and musical activities as well as the eco-club, and a healthy cooking club. Many members of staff volunteer their time to support the pupils in a variety of after school clubs. The high number of pupils who attend the after school club is an indication of the success in providing such a range of activities.
97. Visits to local places of interest, including historical sites, environmental centres and theatres all complement and enhance the work undertaken in classes.
98. The provision for moral and social development shows outstanding features.
99. The pupils involve themselves in many community-based activities, and take part in several inter-school activities. These experiences are enhanced through well-established links with the community, and the pupils benefit greatly through entertaining local Senior Citizens and taking part in various services at the Church. These outstanding ranges of activities enrich and extend pupils' learning, and provide a solid foundation for the pupils' social development.
100. The school's provision to promote moral values shows outstanding features. The excellent behaviour of the pupils indicates that they have a strong understanding of honesty and fairness. Pupils support a range of charities at home and abroad, which highlights the school's strong values of effectively supporting others through caring and understanding.
101. Pupils take part in various activities in conjunction with the Church. The vicar and his wife make frequent visits to the school and lead the school assembly on

a regular basis. Pupils develop a sense of moral values and have opportunities to reflect on moral issues through worship, which is Christian in context.

102. The application of the school's strong Christian ethos across the school's activities supports pupils' personal development well. Collective and class worship provide pupils with moments for reflection on their own and others beliefs.
103. Pupils' cultural awareness is promoted through a wide range of musical experiences, and by working with visiting artists. Pupils study their own and other cultures through a variety of topics in many subjects. The school organises various visits, such as a visit to the Llangollen International Eisteddfod. The pupils' contribution to the delivery of this year's Peace Message at Llangollen greatly enriched their cultural development.
104. The school's links with parents are outstanding. The PTA serves the school well and nearly all the parents are highly complementary about the school. Many parents help on a voluntary basis at the school and provide support for their children at home to help them reach their various targets. There are numerous opportunities for parents to meet the staff to discuss any concerns. Regular newsletters keep parents well informed of events.
105. The school has a good basis for providing work related education for the pupils. Younger pupils study the work done by people within their locality and how they provide a service to the area. Effective links have been established with local businesses, which enhance provision and experiences for the pupils. Much of this involvement is evident in the well-established outside learning environment, which was created co-operatively with local businesses. The school makes effective use of visiting speakers, artists and people from the world of work to enhance topics studied within various subjects.
106. The school has developed strong links with its partner primary schools. A variety of transition activities help new pupils to settle into their new school. The school takes students on placements from colleges on a regular basis, and receives pupils from a local high school on work experience.
107. The school includes appropriate aspects of '*Y Cwricwlwm Cymreig*' in its provision across most subject areas. All members of staff have endeavoured to learn Welsh. They use greetings and instructions in their lessons to enhance pupils' awareness and learning of Welsh, together with a wide range of phrases displayed within an appropriate context in the classrooms. Although there are opportunities provided to promote bilingualism, there are insufficient informal and incidental opportunities for pupils to use the language orally on a progressive basis.
108. The school successfully ensures that all pupils receive equal access to all activities. The school has appropriate plans to address the needs of any looked-after pupil who may attend the school.
109. There is outstanding provision to ensure that pupils understand the concept of sustainable development. Many subjects incorporate aspects of sustainable development and global citizenship in their provision. The pupils' Eco committee is actively engaged in promoting aspects of sustainability. They show good initiative when drawing up appropriate action plans to undertake the development of a new woodland habitat area.

110. The school's garden area is an outstanding example of pupils taking ownership of growing vegetables and of promoting awareness of self-sufficiency. The pupils are given responsibility for caring for the local environment through planting a variety of bulbs and flowers. They are also heavily involved in a re-cycling project, and take part in a workshop studying alternative forms of energy.
111. There are outstanding opportunities to develop entrepreneurial and mini-enterprise initiatives. The pupils design greeting cards and the creative aspect of this work by the pupils produces many innovative and original designs. The pupils have opportunities to take full responsibility for managing their business venture and for accounting for any loss or profit made. This venture is an outstanding example of developing a financial and managerial awareness for pupils of what is required to organise and sustain a small business.
112. Pupils' learning strategies and their wide range of experiences encourage them towards taking responsibility for developing their own learning. The school's curriculum successfully reflects the priorities of the WAG, and the school is well prepared for the introduction of the Foundation Phase of education and the implementation of Curriculum 2008.

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

<b>Grade 1: Good with outstanding features</b>
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113. The findings of the inspection team match the judgement made by the school in the self-evaluation report on this key question.
114. The care, support and guidance provided by the school are one of its outstanding features. It is a happy community where pupils feel valued and cared for. In discussions with pupils and the school council they said they were confident that any concerns would be treated seriously and dealt with quickly and effectively.
115. The partnership with parents and carers is outstanding. Every effort is made to involve and encourage parent participation in school life. Parental questionnaires are sent out each year and all suggestions are considered and acted upon where appropriate. The SIP is shared termly with parents. Daily diaries in the early years are well kept and filled in regularly by both school and home. There are regular newsletters and an active PTA. In the autumn and spring terms, parents are provided with their child's individual targets. The school council has been involved in various decision making opportunities and are currently working on a PowerPoint presentation to the governors about their activities during the school year.
116. Induction programmes developed by the school to help new pupils settle in quickly are another outstanding feature. A meeting in the summer term for early years parents brings together various specialist services such as behaviour support to explain to parents the range of services available throughout their child's school life should they be needed. Parents of reception aged pupils offer positive feedback, support and suggestions for further improvement. The playschool meets in the school which further encourages a smooth transition into early years. Pupils arriving outside the normal admission times are allocated a

'buddy' and quickly integrated into school life. Each year the previous Y6 pupils return to mentor and talk to the pupils transferring to high school.

117. The school provides outstanding personal support and guidance for pupils. Teachers know their pupils well which enables them to monitor each child's needs and progress. Personal and social education, assemblies and circle time are well used to support and guide pupils. Effective use is made of specialist services such as the police and school nurse. Parents are also highly satisfied with the care and guidance offered to their children.
118. The school has good procedures in place for monitoring pupils' punctuality, attendance and behaviour. The importance of good attendance is stressed in the school prospectus and there is a clear notice in the front office discouraging parents from taking holidays in term time. Good attendance is rewarded.
119. The school's provision for the healthy development, safety and well being of all pupils is an outstanding feature. The school is in its second year of the Healthy Schools initiative. Healthy eating is positively encouraged with a good choice of school meals and healthy snacks. Outstanding features include an annual health day and the Heart-start scheme. All pupils then receive age appropriate training from staff. Both of these initiatives are established features of school life. All staff are first aid trained. The school is involved in Dragon Sports and Y5 and Y6 are trained as Dragon 'buddies' and help to organise games and sporting activities at lunch times. Appropriate security arrangements are in place.
120. The headteacher is the named person with responsibility for child protection and is trained to the appropriate level. All other staff have received training and are able to recognise the signs and symptoms of abuse. There is a child protection policy in line with local and all Wales procedures. All staff, volunteers and governors are Criminal Records Bureau checked.
121. The provision for learners with ALN is well planned and organised by the SENCo and is an outstanding feature overall. The policy for SEN is of good quality and fully complies with the current Code of Practice for SEN.
122. The school effectively diagnoses the pupils with additional needs, including the more able and talented pupils and there are good levels of liaison between staff and the SENCo in weekly staff meetings and on other less formal occasions. The learning programmes for pupils with SEN and for those catered for within the 'booster group' are well supported both in class and during good quality, well structured, withdrawal sessions that make efficient use of the timetable and the availability of support staff, this is an outstanding feature. As a result, individual pupils, as well as small groups, make good progress with carefully planned work that is carefully structured to the needs of pupils.
123. Relevant information on pupils is gathered by teachers through the school's assessment procedures. Individual education plans (IEPs) are of good quality and are formally reviewed termly. The school works closely with parents to involve them in the IEP's and in target setting and in key stage 2 pupils' opinions are sought and their contributions included formally in the process. Pupils in both key stages make very good progress towards achieving their targets, which are also reviewed regularly.
124. There is good contact with the educational psychologist and other outside agencies such as the speech therapy and the behaviour support services.

125. The school has appropriate arrangements and individual behaviour plans in place, to ensure that pupils who may have behaviour that could impede their learning make very good progress and that other pupils are able to learn without interference and disruption, this is an outstanding feature.
126. All pupils whatever their social, educational, ethnic or linguistic backgrounds are well supported and treated with dignity and respect. They have equal access to all lessons and activities and stereotyping is challenged by staff. There is a range of multicultural books in all classes. Early years have multicultural dolls and food in their themed play areas. Visitors to the school have included headteachers from schools in Malawi and Kenya who actually taught in the classrooms. The school is in the process of acquiring 'Fairtrade' status – in doing so pupils have attended conferences and coffee mornings and have delivered a harvest service based on Fairtrade. Throughout the school good race relations are promoted successfully and they recognise and respect diversity. This is evident in the displays and artefacts around the school.
127. The effective measures in place to eliminate oppressive behaviour including racial discrimination, bullying and all forms of harassment are evident in the pupils' outstanding behaviour. In discussions, pupils said they would be happy to report any bullying, knowing it would be dealt with fairly and quickly. Pupils are also involved in making classroom and school rules. Posters designed by pupils offer positive support strategies and are posted around the playground.
128. The school takes all reasonable steps to ensure equal treatment of disabled pupils. They have gone to outstanding lengths in compiling their accessibility and Disability Equality Scheme liaising with their local special school for input into their plan. Next term, subject leaders are to visit the special school to observe and gather information on how their subjects are taught and implemented. There are suitable disabled facilities and access to all parts of the school.

## **Leadership and management**

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

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

129. The findings of the inspection team match the judgement made by the school in the self-evaluation report on this key question.
130. The headteacher and the teachers provide clear direction and promote high standards. The school is well led by the headteacher, who has high expectations of herself and her staff. All leaders and managers actively promote the process of school improvement and the raising of standards. This is an outstanding feature.
131. The aims and policies of the school community are clearly understood and implemented very well throughout the school by all staff and governors. There are very good levels of communication with all staff working closely together in formal and informal settings.
132. Subject leaders are becoming well established. They monitor standards effectively and are developing a good understanding of their curriculum areas.
133. The schools' explicit aims and values promote equality of opportunity. This is a very good feature of the school. All who work in the school ensure these policies

are translated into the practices of the school. These promote equality and a sense of involvement for all.

134. The school takes good account of national priorities in its curriculum. The school has an eco-committee and is working towards the Green Flag award; it is a health promoting school and works well with other primary schools and the high school and is a member of the small schools' initiative.
135. Target setting is a well established procedure in the school. Targets set are usually met and in some cases surpassed, underlining the progress made by pupils as they pass through the school.
136. Arrangements are successfully in place to review and monitor the performance of members of staff and to identify their training needs. Targets set for staff, as part of their performance management reviews, are having a positive impact on school improvement and the raising of standards. The identification of the training needs of staff and the way in which their continuing professional development helps to raise standards and the quality of teaching in the school is an outstanding feature.
137. The governing body's understanding of their role in school and their contribution to the strategic planning is an outstanding feature. Workshops held for the governors by the headteacher and staff helps enable them to contribute to the SIP and self evaluation. Annual questionnaires to governors aid their contributions to areas of development.
138. Governors are regular visitors to school. They have curriculum areas of responsibilities and links with subject co-ordinators, with whom they monitor how well pupils are achieving. This information is used to take effective and appropriate decisions.
139. The governing body meets all statutory and legal requirements.

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

<b>Grade 1: Good with outstanding features</b>
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140. The findings of the inspection team are higher than the judgement made by the school in its self-evaluation report which graded this as Grade 2. Some outstanding features were found that the school had not identified.
141. The way the leaders and managers of the school evaluate and improve the school's performance and improve the quality and standards of education is an outstanding feature.
142. The school has a well established and well planned strategy for reviewing all aspects of the school and for the raising of standards through its annually published school-based review and quality development statement. The headteacher and subject leaders have a good knowledge and understanding of the areas for which they are responsible and they use this information well to raise standards.
143. Evidence for the self-evaluation process is gathered from a wide range of sources including planning documents, pupils' work and from first-hand evidence

from an on-going programme of classroom observation to monitor the quality of teaching and learning.

144. The school seeks the views of pupils, parents, staff, the governing body and the LEA to inform its self-evaluation. The consultation process is detailed and provides clear evidence from a range of interested parties that have an interest in the school. This is an outstanding feature, with the views of parents in particular being given prominence within the school.
145. The school council and Eco-councils are very good forums that allows pupils' views to be heard constructively. The governing body is well informed about the self-evaluation process and with liaison with the headteacher and subject leaders is pro-active in further developing and refining the self-evaluation systems.
146. The way in which the school uses its self-evaluation processes is an outstanding feature overall. All staff work as a very effective team and there are very good levels of communication between them. Their views are respected and utilised to good advantage, and all are aware that they have a role in the school's self-evaluation process and their input is valued.
147. The self-evaluation report produced by the school prior to the inspection is of a high quality and targets areas for development within each key question. It provides a comprehensive overview of the school's position. It identifies clearly those areas and aspects which are strengths within the school and those areas which are to be the focus for the next stage of development. The judgements of the inspection team agree with the school's self-evaluation in six of the seven key questions. In key question 6 the inspection team awarded a higher grade than that awarded by the school.
148. The school makes good efforts to obtain measures to evaluate its performance. It uses national and local data to target areas that have shortcomings. It works with the LEA to allocate resources and expertise to raise standards.
149. The SIP clearly identifies relevant priorities to move the school forward. The planning process involves all staff, ensuring a shared understanding of the direction of the school. Resources are clearly identified and targeted at priorities for improvement, for example the recent investment in ICT hardware has resulted in an improvement in standards in information technology and the development of the 'outside classroom' is having a positive influence on many areas of the curriculum.
150. The school has made outstanding progress since the previous inspections in 2002. The school has addressed the key issues noted in the last inspection, very good improvements are evident in the subject areas that had shortcomings and assessment procedures have been developed. The role of the curriculum leaders has been formalised and is now more effective, although more subject specific monitoring is an area for further development.

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

### **Grade 1: Good with outstanding features**

151. The findings of the inspection team match the judgement made by the school in the self-evaluation report on this key question.
152. The school has a sufficient number of well-qualified and experienced teaching and support staff to ensure that all aspects of the NC are taught effectively to all the pupils. The school makes highly effective use of various members of the community who volunteer their services to help at the school in a variety of ways.
153. The support staff provide very effective and caring support and guidance for all pupils. They work closely with the teachers to ensure that the correct type of support is offered to the pupils.
154. The school secretary manages the day-to-day procedures efficiently. The school caretaker ensures that the building and grounds are well maintained, safe and in good condition, for the pupils.
155. The quality and quantity of resources ensures that all subjects of the NC are taught. The subject leaders ensure that relevant materials are up to date and accurately reflect the topics studied across all age groups.
156. Classrooms provide adequate space for teaching and learning. The school has good playground facilities including a safe and enclosed play and soft play area for the under fives. The school field is spacious and provides good facilities for games, sports and accommodates a highly developed and well used school garden and wildlife area. These, together with the provision of a teaching pavilion are outstanding features, which provide pupils with good learning experiences in a variety of locations. The school also makes highly effective use of local facilities to extend the pupils learning experiences outside the school's environment involving the expertise of the staff.
157. The school has a good stock of reference books in its library and each class has access to a good range of ICT facilities. These provide pupils with appropriate equipment for individual and group research into relevant topics, although due to physical constraints access to some ICT equipment in some areas is limited.
158. Teachers make very effective use of in-service training courses to enhance their expertise and to keep up to date with recent development in their areas of responsibilities. This helps the school greatly to implement new initiatives within education, which further enhance the quality of its' curricular provision.
159. The organisation of teachers' planning preparation and assessment time is well managed. The amount of time given to each teacher meets the requirements. Teachers use this time productively to ensure that lesson plans are kept up to date. The school makes efficient use of money allocated for workforce re-modelling.
160. The school is highly effective in identifying its priorities for development. There are good levels of liaison with and support from the LEA and the careful and accurate budgeting for staff ensures that good standards of achievement and teaching are maintained.
161. The school makes highly effective use of funds obtained from external sources and through the efforts of the PTA. The input of external funds subsidises the

costs of educational visits, workshops, and resources and other areas identified as priorities in the SIP. This greatly enhances the provision for learning and teaching at the school.

162. The governing body's finance committee effectively oversees expenditure. They meet regularly with the headteacher to identify and review the changing needs and priorities of the school. Appropriate resources are identified, costed and purchased within the school's budgetary provision. An outstanding feature resulting from this careful budgeting is the deployment of sufficient staff to ensure that all aspects of the curriculum are taught in classes, which have a good pupil teacher ratio.
163. The grade for this key question is one higher than that of key questions 1 and 5, this is because the inspection team concluded that the contribution of the astute management of the school budget and the significant improvement made by the school since the last inspection has ensured that the school provides very good value for money.

## **Standards achieved in subjects and areas of learning**

### **Under 5s**

164. The educational provision for the under fives is appropriate to their needs, and children make good progress towards the Desirable Outcomes for Children's Learning.
165. Children from both the nursery and reception classes benefit greatly from the enriched learning environment provided by the school. The children make a good start to their education through a wealth of age appropriate activities, which ensure they have a sound foundation on which to build their future learning.

### **Language, literacy and communication skills**

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

**Reception: Grade 1: Good with outstanding features**

#### **Good features**

166. Children in the nursery are attentive and listen well to others. They are eager to contribute to discussions and use appropriate vocabulary, which is related to a story, or a topic they are involved in. They use appropriate vocabulary and phrases, which match the type of activities they are taking part in.
167. Reception children listen attentively and nearly all of them respond appropriately to a variety of questions and requests. They use appropriate vocabulary and phrases when explaining the main points in the story they have been listening to, and their contribution is an outstanding feature. Most children recognise a variety of positional words such as in, on, next to, and use them correctly to locate specific items.
168. Most children show good development of their handwriting skills. They show good reading skills when recognising everyday words and their confidence when reading short sentences is outstanding. Many write the basic words and phrases in a speech bubble to state what a person in the story had said. They write simple messages clearly and independently in a card, inviting their parents to

come to their school party. This is an outstanding feature of their literacy development.

169. They respond very well to various instructions and requests in Welsh indicating good understanding of basic phrases.

### **Shortcomings**

170. There are no important shortcomings.

### **Personal and social development**

**Nursery: Grade 1: Good with outstanding features**

**Reception: Grade 1: Good with outstanding features**

### **Good features**

171. Nursery children work well together in pairs or small groups. They take notice of each other and share equipment in a polite manner. They wait their turn willingly when playing games or using equipment, both inside the classroom and in the outside area. They share materials and resources showing good manners, and concentrate well on their activities. Most children explore new situations with confidence.

172. Reception children are fully aware of the need to wash their hands before eating their mid-morning snack and show good awareness of personal hygiene. They show good development of their independence when identifying mini-beasts around the school grounds. This is an outstanding feature and they are fully aware of the need to respect habitats and not to frighten small animals.

173. Both nursery and reception children establish good relationships with each other and with adults who work at, or who may visit, the school, this is an outstanding feature.

### **Shortcomings**

174. There are no important shortcomings.

### **Mathematical development**

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

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

### **Good features**

175. Nursery children use a variety of shapes to create a recognisable picture, for example drawing a face using circles of various sizes. They describe accurately the size and positions of each circle within the picture.

176. They sort shapes into categories using specific criteria such as identifying shapes, which are both blue and square.

177. Reception children use a tape measure to compare the length of objects, which are the same lengths as, or longer than, or are the same as other objects.

178. They count confidently up to 10 and then identify pairs of objects, such as pairs of socks, within these numbers. Many pupils are confident when counting in twos, and identify numbers, which are one, or two numbers greater than a given number.

179. Many children order a set of given activities into a time sequence for the day.

## **Shortcomings**

180. There are no important shortcomings.

## **Knowledge and understanding of the world**

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

**Reception: Grade 1: Good with outstanding features**

### **Good features**

181. Nursery children observe carefully how the leaves on a tree change colour and texture in the autumn. They describe the changes they see using appropriate vocabulary.

182. They understand the role of various people who help them in their locality and write a postcard, which they post in a letterbox for the postman to deliver.

183. Many children experiment confidently with different materials to see if they can build different types of houses.

184. Reception children are aware of their senses, they use a feely box to guess what may be inside, and guide a partner who is blindfolded, so as to understand the functions and effectiveness of sight.

185. Many children listen carefully for specific noises around the school and record these on a simple map of the school grounds.

186. Most children show a good knowledge of the plants and flowers, which grow in the school garden. They enter local competition and have won a prize in a local competition for designing a garden sculpture using recyclable materials.

187. They identify various mini-beasts within the school grounds and show care for the environment and habitats when looking at small creatures through magnifying glasses. The children have well developed strategies for discovering and investigating habitats. This is an outstanding feature of their development.

## **Shortcomings**

188. There are no important shortcomings.

## **Physical development**

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

**Reception: Grade 1: Good with outstanding features**

### **Good features**

189. Nursery children handle a variety of writing and drawing materials with good control. They play outdoors and show awareness of space when manoeuvring a bike between a set of given cones. They show good awareness of safety when handling large toys.

190. Reception children show outstanding control of various body movements and show good control when catching or throwing a ball to each other. They show good hopping, skipping and turning movement when playing hopscotch.

191. Many children show good close control of fingers and hands when manipulating small toys in the sand area.

## **Shortcomings**

192. There are no important shortcomings.

## **Creative development**

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

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

### **Good features**

193. Nursery children show good painting techniques and create colourful designs to depict items of clothing. They use ICT resources such as a computer paint program to draw recognisable pictures such as a house and add detail such as windows and doors.
194. Reception children use a variety of materials to draw detailed pictures and show good control when using scissors and glue to create collage. Many create a collage, which identifies the school's links with Malawi and Kenya.
195. They use imaginative language to good effect when role-playing; this is an outstanding feature of their creative development.
196. Most draw recognisable pictures of various insects, and small creatures, which they see, on the school grounds. They use very good expressive language to describe an imaginary train journey while sitting on a log train in the outside play activity area. They enhance their activity through drawing a recognisable picture of the train.
197. Many children design attractive decorations for their cakes in readiness for a party, and show good understanding of colours when designing and painting effective headbands and masks for their party.

### **Shortcomings**

198. There are no important shortcomings.

<b>Welsh second language</b>
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**Key Stage 1 - Grade 2: Good features and no important shortcomings**

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

### **Good features**

199. Nearly all pupils in key stage 1 show enthusiasm when using Welsh in their lessons. Many use good pronunciation of words and phrases and show a good knowledge of vocabulary relating to themes, such as the weather, or animals.
200. Many younger pupils show a developing awareness of basic sentence structure. They describe items of clothing with confidence and use adjectives to enhance their descriptions, and to indicate their preferences in clothing.
201. Nearly all pupils listen well and are eager to use appropriate vocabulary in given situations. Most pupils describe weather conditions through deciding on the correct phrase to match their relevant symbols.
202. Many pupils write a list of ingredients needed to make a pancake.
203. Many pupils in key stage 2 use the present tense of verbs to describe a range of weather conditions accurately. They record weather conditions over a period of a week, using correct phrases. They write a short dialogue between two people discussing aspects of the weather. The majority of pupils use the past tense correctly to say where they went.

204. Many pupils list various words, which relate to things they can see, hear, taste or smell.
205. The majority of pupils take part successfully in a role-play designed to enhance their use and understanding of the language. The more able pupils show increased confidence when engaged in these activities.
206. Many pupils use a dictionary appropriately to find specific words to include in a role-play script of a visit to the dentist, describing personal feelings.
207. Many pupils use their listening skills well to identify specific words being read out within a given text.
208. The majority of pupils write a sentence indicating their personal interests or hobbies. They use a given sentence pattern to complete this activity.

### **Shortcomings**

209. The majority of pupils in key stage 2 lack confidence and show uncertainty when expressing themselves orally.
210. Many pupils' written work in key stage 2 does not show sufficient progression from their preceding work in other age groups.

<b>Science</b>
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**Key stage 1: Grade 2: good features and no important shortcomings**

**Key stage 2: Grade 2: good features and no important shortcomings**

### **Good features**

211. Pupils in key stage 1 show a good understanding of habitats as they answer questions, they are confident to offer their own relevant ideas about the animals' habitats. Many have a good knowledge of the subject and are able to make suitable comparisons, with around half of them offering reasons to justify their statements and choices.
212. Younger pupils in key stage 2 are developing a good scientific vocabulary and good investigative skills. Nearly all are able to make sensible predictions regarding their investigations and evaluate how accurate they were, giving appropriate explanations. They all successfully carry out fieldwork in the school grounds to study the food source of different animals and carefully record their results numerically, some electronically, others manually on a variety of graphs and pictorially using a digital camera.
213. Many older pupils in key stage 2 are aware or are gaining a good awareness of which animals might live in a hedgerow. Nearly all pupils are able to connect the various plants and animals to the plants and food that they eat. They are developing a good understanding of the interdependency between them. They are able to make appropriate observations on the impact that uprooting hedgerows has on the destruction of habitats and on the balance of nature.
214. Pupils' understanding of inter-dependency and feeding relationships is successfully developed further as they carry out studies of food chains. Many understand the specific vocabulary and are able to identify predators and prey and consumers and producers. They all successfully list chains, of varying length from plant to predator.

215. Following well planned units pupils are developing a growing awareness many aspects of science. They are aware of forces and can use scientific instruments to measure them. They understand the processes of decay and through well structured activities investigate their local environment. They understand the concept of reversible and irreversible changes and have a good knowledge of the solar system.

### **Shortcomings**

216. There are no important shortcomings.

## **Information technology**

**Key stage 1: Grade 2: good features and no important shortcomings**

**Key stage 2: Grade 2: good features and no important shortcomings**

### **Good features**

217. Pupils in key stage 1 are beginning to develop good keyboard skills as they quickly and correctly identify letters to spell out words, they are able to follow simple instructions and older pupils are able to log-on and change programs working in pairs. Pupils can change font and colour, underline and use basic word processing skills. Create pictures using shapes and Clip Art. Pupils show a good range of basic ICT skills including the use of the digi-blue camera.
218. Pupils show good levels of achievement as Y1 pupils program the Bee Bot to follow a simple route around an island and the majority of Y2 pupils confidently and successfully respond to and use instructions on a computer program to find buried treasure.
219. A few extend their work to a more advanced level and print off their results independently.
220. Younger pupils have a clear understanding of word simulation and are able to evaluate their work. They handle computers confidently, logging on and off. They have good control of the mouse and can enlarge and reduce the screen.
221. Pupils successfully compose music on a simulator and confidently work on combining text and graphics
222. Pupils confidently use graphic modelling packages as demonstrated by the teacher.
223. Older pupils in key stage 2 show good progression and they demonstrate good use of their ICT knowledge and a good awareness of the terminology used in graphic modelling work. Nearly all pupils understand rotating and resizing and show the good skills as they design their bedrooms.
224. Most are competent in using interactive tools and it is common practice within the class. A very few develop their skills even further to produce work of a very high standard.
225. Pupils' ICT skills are developing well through a good range of well-planned activities they are proficient in their use of PowerPoint, and use these skills to good effect in a range of subjects. They make good use of graphic modelling and are able to use LOGO. Younger pupils successfully program COCO the clown and all frequently use the Internet with confidence as a resource across the curriculum.

## Shortcomings

226. There are no important shortcomings.

## 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

227. Most pupils in key stage 1 correctly identify items in the kitchen, which relate to Victorian times. They correctly identify which items are modern and do not fit into the Victorian time frame.

228. Many pupils in key stage 1 set out a series of pictures or images in a correct chronological order, such as the type of kitchen utensils used in different eras.

229. Nearly all pupils make effective use of primary and secondary sources. They discover and measure the effect of historical issues on people's lives throughout various events in history.

230. Older pupils in key stage 2 correctly state that some secondary sources may be unreliable as they rely on personal opinions in some cases. They make good comparisons between travel on a steam engine as depicted in a painting and use primary sources of a photograph to compare this to travelling on a school trip today.

231. Most use a good range of sources to gather information on important events and successfully present their findings in various forms. Many write good and relevant questions to ask, and on which to base their research.

232. Many pupils gather evidence from given texts and through effective use of specific and appropriate web sites. Pupils write an independent account of the development of various means of transport in Victorian times and the importance of the new towns established in the wake of the Industrial Revolution.

233. Most pupils identify the work of historical figures and state their importance to society at the time. They provide appropriate information on the work of William Morgan in translating the Bible into Welsh. They are also aware of the importance of the work of Griffith Jones Llanddowror and his work in establishing Sunday Schools in Wales.

## Shortcomings

234. There are no important shortcomings.

## Geography

**Key stage 1: Grade 2: good features and no important shortcomings**

**Key stage 2: Grade 2: good features and no important shortcomings**

### Good features

235. Pupils build on their experiences gained in the early years and make good progress across all aspects of the subject throughout both key stages.

236. Pupils in key stage 1 have a good geographical knowledge of their own locality and are developing knowledge of the wider locality of Whitchurch, Wrexham and Wales and of contrasting areas in other countries such as Kenya.

237. Pupils in key stage 1 have a good awareness of their friends in Thailand and that they come from a different and contrasting country. They make sensible suggestions as to the places and attractions in Chester their visitors would find interesting and different from attractions in their own country and why.
238. Younger pupils are beginning to develop basic map reading skills and are able to record a route around the school and identify simple features from a plan of the zoo as they prepare for their friends' visit.
239. Older pupils in key stage 1 have a good recall of landmarks in Chester and can name and identify them on a tourist street plan of the city. They are able to interpret symbols on a map and identify them correctly from a key. Many are able to use simple grid references to locate features and some locate their homes from down-loaded maps of the area.
240. Younger pupils in key stage 2 achieve good standards in their knowledge and understanding of geography as they compare their journey to school with how past pupils would have travelled.
241. Older pupils in key stage 2 can identify buildings and their features from photographs and place them in the correct location of Hanmer or Llandudno. They are aware of the features and population differences and the effect tourism has on the facilities and features in the contrasting localities.
242. Pupils understand the features that make one a rural community and the other a tourist town and holiday resort. They have a good recall of features and place names studied on the field trip to Llandudno and can record their journey accurately on a map.
243. They show good levels of discussion and are able to make sensible suggestions that reflect the different needs of the two localities, when for instance they decide upon an appropriate use for an empty building such as the boathouse or a vacant shop.
244. Working in pairs, pupils produce interesting PowerPoint presentations to record the geographical features of Llandudno such as the Great Orme
245. Pupils are developing a very good awareness of how human activity has changed an area as they carry out a study of Mexico.
246. They have a good understanding of how environments are cared for and managed through their studies of Snowdonia and other national parks in Wales, and they use their knowledge to produce good informative leaflets.
247. Throughout the school there are good standards of pupils' field work and good geographical investigative skills are being developed.

### **Shortcomings**

248. There are no important shortcomings.

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

The school was invited to provide a response to the inspection report but in this case, declined to do so.

## Appendix 1

### Basic information about the school

Name of school	St Chad's Church-in Wales Aided Primary School, Hanmer
School type	Nursery and Primary
Age-range of pupils	3-11
Address of school	Hanmer Whitchurch Shropshire
Postcode	SY13 3DG
Telephone number	01948 830238

Headteacher	Mrs Jane Edge
Date of appointment	February 2001
Chair of governors	Sir John Hanmer
Registered inspector	Stuart Wormleighton
Dates of inspection	30 <sup>th</sup> June – 2 <sup>nd</sup> July 2008

## Appendix 2

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	4.5	12	8	6	11	5	14	8	68.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	4	1	4.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	14.2:1
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	16
Teacher (fte): class ratio	1.25:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2007	81.4	94.4	94
Autumn 2007	74.6	92.7	95.3
Spring 2008	93.4	97.4	95.2

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

## Appendix 3

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

National Curriculum Assessment KS1 Results 2007			Number of pupils in Y2:		11		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	0	18	73	9
		National	0.4	3	13	63	20
En: reading	Teacher assessment	School	0	0	18	55	27
		National	0.4	4	14	55	27
En: writing	Teacher assessment	School	0	0	36	64	0
		National	0.4	5	14	68	12
En: speaking and listening	Teacher assessment	School	0	0	9	73	18
		National	0.4	2	10	63	24
Mathematics	Teacher assessment	School	0	0	18	64	18
		National	0.3	2	10	64	23
Science	Teacher assessment	School	0	0	18	64	18
		National	0.3	2	9	66	24

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	82%	In Wales	81%

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

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

National Curriculum Assessment KS2 Results 2007		Number of pupils in Y6	
		5	
As the number of pupils eligible for assessment at the end of key stage 2 in was greater than four but fewer than 10, overall performance indicators only are included			

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) by teacher assessment			
In the school	80%	In Wales	74%

## Appendix 4

### Evidence base of the inspection

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

Inspectors visited and observed:

- eighteen lessons or part lessons;
- all classes;
- acts of collective worship;
- lunch times and break times; and
- extra-curricular activities.

Members of the inspection team had meetings with:

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

The team also considered:

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

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

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Stuart Wormleighton Registered Inspector	Key questions 1, 5 and 6 and contributions to key question 4. science, information technology and geography.
Glyn Griffiths Team Inspector	Key questions 2, 3 and 7 and contributions to key question 1. early years, Welsh second language and history.
Justine Barlow Lay Inspector	Key question 4 and contributions to key questions 1 and 5
Ruth Thackeray	Peer Assessor
Jane Edge Headteacher	Nominee Provision of information

#### *Acknowledgement*

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

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