

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

A Report on the Quality of Education in

**Saltney Ferry C.P. School
Saltney Ferry Road,
Saltney Ferry
Flintshire
CH4 0BN**

School Number: 6642078

Date of Inspection: 03/03/08

by

**Edward Goronwy Morris
78283**

Date of Publication: 08/05/08

Under Estyn contract number: 1108807

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

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

Saltney Ferry 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 Saltney Ferry C.P. School took place between 03/03/08 and 05/03/08. An independent team of inspectors, led by Edward Goronwy Morris undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

Contents	Page
Context	1
Summary	2
Recommendations	7
Standards	8
Key Question 1: How well do learners achieve?	8
The quality of education and training	11
Key Question 2: How effective are teaching, training and assessment?	11
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	12
Key Question 4: How well are learners cared for, guided and supported?	14
Leadership and management	16
Key Question 5: How effective are leadership and strategic management?	16
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	17
Key Question 7: How efficient are leaders and managers in using resources?	19
Standards achieved in subjects and areas of learning	20
English	20
Welsh second language	21
Information technology	22
Design technology	23
History	24
Religious education	25
School's response to the inspection	26
Appendices	27
1 Basic information about the school	27
2 School data and indicators	27
3 National Curriculum assessments results	28
4 Evidence base of the inspection	29
5 Composition and responsibilities of the inspection team	30

Context

The nature of the provider

1. Saltney Ferry Community Primary (CP) school is situated on the Welsh/English border of Flintshire. The school draws pupils from the immediate vicinity together with a number from outside the area. English is the first language spoken in the vast majority of homes. No pupils have Welsh as their first language. The area served by the school is described as socially disadvantaged. Pupils represent the full ability range. Around 16 per cent of the pupils are registered as entitled to receive free school meals. This is higher than the local education authority's (LEA) average of 11.8 per cent but below the all-Wales average of 17.5 per cent. Information from baseline assessments indicates that pupils' attainment on entry to school is below the LEA average.
2. There are currently 135 pupils on the school register from reception to Year (Y)6. In addition, nine children attend the nursery part-time. 19 pupils have been identified as having special educational needs (SEN), including 15 on school action plus and one who has a statement of SEN. There are two pupils who are 'looked after' by the local authority. No pupils receive support in English as an additional language (EAL).
3. In addition to the head teacher, there are four full-time teachers and four teachers who work part-time at the school. Pupils are arranged into six classes. The head teacher took up her post in January 2007. There has been a steady decline in pupil numbers since the school was last inspected in January 2002.

The school's priorities and targets

4. The school aims to provide a high standard of learning for all within a happy and caring community. The school is committed to maintaining an atmosphere where learning is purposeful, expectations are high and all successes are celebrated.
5. The school's main priorities and targets outlined in the school development plan (SDP) for 2007-2008 include:
 1. raising standards in all aspects of the curriculum, particularly in the core subjects of English, mathematics and science; and
 2. developing the monitoring and evaluating role of governors and staff.

Summary

6. Saltney Ferry CP School provides good quality care, support and guidance for all pupils. Pupils benefit from a broad and balanced curriculum and the staff's dedication and conscientious work. Most pupils display positive attitudes to learning. They are generally considerate, friendly and polite to each other, staff and visitors. The majority make good progress.

Table of grades awarded

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

7. The findings of the inspection team concur with the opinion of the school in its self-evaluation report in all seven of the key questions.
8. Pupils' standards of achievement in the subjects inspected were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	65%	30%	5%	0%

9. These percentages are slightly below the Wales Assembly Government's (WAG) all Wales targets for 2010 that 98% of standards should Grade 3 or better. They are also lower than the figures published in her majesty's Chief Inspector's (HMCI) latest Annual Report for 2006/07 where overall standards in primary schools in Wales are reported to be Grade 2 in 70% of lessons and Grade 1 in 10%.
10. The overall quality of the educational provision for the under-fives is appropriate to their needs and pupils make good progress towards the Desirable Outcomes for Children's Learning. They make particularly good progress in their communication skills and in their personal and social and creative development.

Grades for standards in subjects inspected

Inspection Area	Key Stage 1	Key Stage 2
English	Grade 3	Grade 3
Welsh second language	Grade 3	Grade 3
Information technology	Grade 2	Grade 2
Design technology	Grade 2	Grade 3
History	Grade 2	Grade 2
Religious education	Grade 2	Grade 2

11. Statutory teacher assessments in 2007 indicate that 69 per cent of pupils in key stage 1 achieved the core subject indicator (CSI) that is the expected level 2 in the three subjects of English, mathematics and science compared to the national average of 81 per cent. In the same year in key stage 2, 81 per cent of pupils attained the CSI at level 4 or above compared to the national average of 74 per cent.
12. Assessments over the previous three years at key stage 2 indicate a trend of continued improvement with boys outperforming girls. Results have generally been above the average when compared with similar schools (that is schools with similar numbers of pupils entitled to free school meals)
13. Overall, most pupils, including those with SEN, succeed regardless of their ability, gender or social background. The majority make good progress.
14. Good features outweigh shortcomings with regard to pupils' standards and progress in the key skills of literacy, numeracy and information and communication technology (ICT) across the curriculum in key stages 1 and 2. Pupils make good progress in their reading and creative skills across the age range. Standards in the key skills of speaking, listening, numeracy and writing have shortcomings in both key stages. Although older pupils make very effective use of their ICT skills in some subjects, generally, the majority do not make consistent and developmental use of ICT in both key stages 1 and 2.
15. Most pupils have a good understanding of everyday Welsh commands and greetings. The majority respond appropriately to questions about themselves and the weather. However, their confidence in their own oral ability is not sufficiently secure for them to use Welsh on a regular basis in informal situations around the school.
16. Nearly all pupils demonstrate good behaviour, act responsibly and show respect for others. They understand the behaviour expected of them.
17. Attendance is good and just above the local and national levels. Nearly all pupils are punctual and lessons start on time.
18. Most pupils display positive attitudes to learning. Children under five develop as independent and confident learners. However, a minority find it difficult to focus on their work for sustained periods the ability of pupils in key stages 1 and 2 to

evaluate their work and to identify what needs to be done to improve is not sufficiently developed.

19. Pupils make good progress in their personal and social development. Throughout the school, their understanding of equal opportunity issues is good. They realise the importance of keeping healthy.
20. Pupils' awareness of the community is good. They play an active part in social and fundraising activities. They are beginning to develop a better understanding of issues such as the world of work, sustainability, recycling and what it means to be a global citizen.

The quality of education and training

21. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	72%	24%	4%	0%

22. These figures are below the WAG's 2010 target for 80% of teaching to be Grade 2 or better. They are also below the national picture reported by HMCI in his latest annual report 2007-2008 where the quality of teaching is Grade 2 or better in 80 per cent of lessons, including 14 per cent with outstanding features.
23. Teaching is consistently good in the early years. The quality of teaching is variable in key stages 1 and 2.
24. Where teaching is good lessons have clear learning objectives and differentiated tasks that are well suited to the needs of all pupils. Lessons are well paced and pupils are actively involved in their learning. Teachers employ good questioning skills to assess understanding and the effective involvement of support staff has a positive impact on learning.
25. Where there are shortcomings in teaching, the range of teaching methods is limited and the work is insufficiently differentiated to meet individual needs. As a result, the active engagement of all pupils is not always secured and insufficient opportunities are given for them to take charge of their own learning.
26. Teachers establish good working relationships that foster learning. All pupils are valued and treated equally.
27. Generally teachers have good knowledge and understanding of the subjects they teach. Recent developments have seen a greater consistency in planning.
28. Teachers' use of incidental Welsh is improving and promotes the development of pupils' bilingual skills. However, there is generally insufficient regular use of Welsh to develop these skills progressively.

29. The quality of assessment has good features which outweigh shortcomings. Whilst statutory requirements are met, assessment is not used effectively by all teachers to inform the planning of future work. Pupils are not sufficiently involved in planning their own progress and improvement.
30. Annual reports to parents contain useful evaluative comments on pupils' achievement and progress but they do not always indicate what pupils need to do in order to improve their work.
31. The curriculum provided is broad and balanced, meets statutory requirements and generally meets the needs and range of pupils.
32. The school provides good quality personal and social education (PSE), which reflects national recommendations. The way it promotes pupils' development spiritually, morally, socially and culturally is good.
33. The school's recently revised schemes of work clearly identify suitable opportunities for pupils to develop their basic and key skills. Implementation of these schemes is still at an early stage of development.
34. The curriculum is enriched by a number of extra-curricular activities.
35. Work-related education is good and well established throughout the school. The school actively promotes sustainable development. However, global citizenship is under developed.
36. The school is committed to laying the foundations of life-long learning and community regeneration.
37. The quality of care, support and guidance for all pupils, including children under-five and those pupils with additional learning needs (ALN) is good.
38. The partnership with parents/carers is good. They are kept well informed about what is going on in school. Links with the community and other providers are also good.
39. There are good procedures in place for monitoring pupils' punctuality, attendance and behaviour.
40. The school's provision for securing the healthy development and well-being of all pupils is well developed. There are suitable policies and procedures for child protection.
41. The provision for pupils with ALN is good and responds to the statutory requirements.
42. There are effective arrangements in place to support pupils whose behaviour impedes their progress.
43. All pupils whatever their social, educational, ethnic or linguistic backgrounds, are well supported and treated with dignity and respect.

44. Effective measures are in place to eliminate oppressive behaviour, including racial discrimination, bullying and all forms of harassment.
45. The school takes all reasonable steps to ensure the equal treatment of disabled pupils.

Leadership and management

46. The head teacher provides sensitive and purposeful leadership. In the short time since her appointment she has created a sense of direction and successfully promotes shared values about learning, behaviour and relationships which promote equality for all.
47. Curriculum co-ordinators have worked hard to review policies and schemes of work in their area of responsibility. The school recognises the need to develop further their role as subject leaders.
48. Good consideration is given to WAG priorities and to a number of local initiatives. An effective relationship has been developed with the local secondary school and the school works well with other nearby schools.
49. Whilst whole school targets have been set; however, no clear strategy has been devised for targeting underachievement and recording whole school progress against these targets.
50. Performance management procedures are at an early stage of development. At present the process is not challenging enough nor does it concentrate sufficiently on pupils' achievements. The head teacher recognises the need to use rigorous classroom observations, monitoring of pupil achievement and opportunities to share good practice more effectively as tools to raise standards.
51. The governing body (GB) is very supportive and complies with all its legal duties and relevant policies are in place. Members aware of the need to develop further their role as a critical friend with regard to monitoring the standards that pupils achieve.
52. Self-evaluation procedures are continuing to evolve. The head teacher has a good understanding of the school's strengths and areas for improvement. The school recognises the need to be more systematic in the way it monitors and evaluates performance and how it uses this information to help raise standards.
53. The recently developed SDP sets out a three year programme covering the period 2007–10. The key priorities identified for 2007-08, although generally appropriate to the school's development, are too numerous to offer detailed direction to the school's work in raising standards. As a result, the plan does not provide an effective tool for school improvement.

54. Until recently, there is little evidence of progress being made in response to a number of the issues identified during the previous inspection.
55. The school is appropriately staffed. Generally, teachers and support staff are suitably deployed to meet the needs of all pupils including the under-fives and those with SEN. However, in some classes the number of staff changes during the week has an adverse effect on continuity.
56. Overall, there are good levels of resources for most subjects. The building is adequate and well maintained.
57. Arrangements recently put in place enable the head teacher and the governors' finance committee to keep costs under regular review. The school receives useful support from the local authority in this respect.
58. Planning, preparation and assessment (PPA) time for teaching staff is organised and implemented efficiently but the impact of this arrangement on standards has yet to be realised. The lack of a rigorous performance management system prevents the school in targeting staff developmental needs in line with its priorities.
59. Overall, the school achieves adequate value for money.

Recommendations

In order to improve the school further, the head teacher, governors and members of staff need to:

- R1 raise standards in English and Welsh as a second language in both key stages and in design technology in key stage 2;
- R2 improve standards in the key skills of speaking and listening, writing, numeracy, ICT and bilingualism in key stages 1 and 2;
- R3 improve pupils' capacity to work independently in key stage 2, so that they become increasingly responsible for their own learning;
- R4 ensure greater consistency in the quality of teaching, assessment and recording in key stage 1 and 2;
- R5 strengthen the role of the SMT in performance management arrangements to include rigorous classroom observation;
- R6 further develop the role of governors and all staff in making judgements about how well pupils achieve; and
- R7 set clear priorities and actions to bring about improvement.

Note: The school has already identified these issues as areas for development within its own self-evaluation report and SDP.

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 3: Good features outweigh shortcomings

60. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
61. Pupils' standards of achievement in the subjects inspected were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	65%	30%	5%	0%

62. These percentages are slightly below the WAG's all Wales targets for 2010 that 98% of standards should be Grade 3 or better. They are also lower than the figures published in HMCI's latest Annual Report for 2006/07 where overall standards in primary schools in Wales are reported to be Grade 2 in 70% of lessons and Grade 1 in 10%.
63. The overall quality of the educational provision for the under-fives is appropriate to their needs and pupils make good progress towards the Desirable Outcomes for Children's Learning. They make particularly good progress in their communication skills and in their personal and social and creative development.

Grades for standards in subjects inspected

Inspection Area	Key Stage 1	Key Stage 2
English	Grade 3	Grade 3
Welsh second language	Grade 3	Grade 3
Information technology	Grade 2	Grade 2
Design technology	Grade 2	Grade 3
History	Grade 2	Grade 2
Religious education	Grade 2	Grade 2

64. Statutory teacher assessments in 2007 indicate that 69 per cent of pupils in key stage 1 achieved the CSI that is the expected level 2 in the three subjects of English, mathematics and science, compared to the national average of 81 per

cent. In the same year in key stage 2, 81 per cent of pupils attained the CSI at level 4 or above compared to the national average of 74 per cent.

65. School records indicate that there are significant differences between cohorts with a comparatively large number of pupils joining the school during the key stages. As such, it is difficult to make meaningful comparisons with local and national benchmarking data. However, assessments over the previous three years in key stage 2 indicate a trend of continued improvement with boys outperforming girls. Results have generally been above the average when compared with similar schools (that is schools with similar numbers of pupils entitled to free school meals)
66. Overall, most pupils, including those with SEN, succeed regardless of their ability, gender or social background. The majority make good progress.
67. Good features outweigh shortcomings in pupils' key skills in both key stage 1 and key stage 2. Whilst the majority of pupils listen carefully to their teachers, a significant minority in both key stages do not listen sufficiently to their teachers or to the other pupils' contributions. The majority in both key stages ask and answer questions confidently. However; the oral skills of a significant number are underdeveloped.
68. Pupils' reading skills progress well across the age range. Most have a very positive attitude to reading and read with appropriate fluency and expression relative to their ages. Those with SEN make good progress in their reading skills.
69. Pupils' writing skills have good features which outweigh shortcomings. Across the age range they write imaginatively and creatively. However, at times their work is marred by errors in spelling and punctuation. Handwriting and presentation skills are not yet fully developed by many pupils in key stage 2.
70. Generally in both key stages, pupils do not make sufficient use of their numeracy skills to develop their work in a number of areas across the curriculum. This restricts for example, their ability to gather data effectively and to present it in relevant and appropriate contexts.
71. Pupils do not make consistent and developmental use of ICT to enhance their learning across the curriculum. Across the age range they use their word processing skills effectively to support their learning in some subjects. Older pupils make very effective use of Powerpoint presentations to extend their understanding of a number of areas of the curriculum. Generally though, the majority make insufficient use of data bases and control. In addition not enough independent use is made of ICT to investigate topics and to gather relevant information across all subjects.
72. Pupils' creative skills develop well throughout the school.
73. Most pupils have a good understanding of everyday Welsh commands and greetings. The majority respond appropriately to questions about themselves

and the weather. However, their confidence in their own oral ability is not sufficiently secure for them to use Welsh on a regular basis in informal situations around the school.

74. Nearly all pupils demonstrate good behaviour, act responsibly and show respect for others. They understand the behaviour expected of them and are courteous to each other and to adults. There has been one fixed term exclusion in the last twelve months.
75. Average attendance over the three terms prior to the inspection was nursery 86.1 per cent, reception 93.6 per cent and the rest of the school 94.3 per cent. These figures are good and just above the local and national levels and the WAG's target for less than 7 per cent absence. Nearly all pupils are punctual and lessons start on time.
76. Pupils make good progress in their personal and social development. They are generally considerate, friendly and polite to each other, staff and visitors. They have good awareness of moral values such as honesty, fairness and consideration for others.
77. Many of the pupils display positive attitudes towards their work and concentrate well during lessons. However, a minority of pupils particularly in key stage 2 find it difficult to focus on their work for sustained periods.
78. When provided with appropriate opportunities, pupils enjoy collaborating on creative and problem solving activities. Children under five develop as independent and confident learners. However, the ability of pupils in key stage 1 and 2 to evaluate their work and to identify what needs to be done to improve, is not sufficiently developed.
79. Throughout the school, pupils' understanding of equal opportunity issues is good. They recognise, understand and respect diversity of beliefs, attitudes and cultural traditions within a society. They understand the importance of keeping healthy. The school council successfully provides opportunities for pupils to contribute to the decision-making process.
80. There are good links between the school and its community and the school benefits greatly from these links. Pupils are provided with some opportunities to broaden their understanding of the importance of community involvement and to play an active part in social and fundraising activities. They begin to develop a better understanding of issues, such as sustainability, recycling and what it means to be a global citizen. Visits and visitors to the school help them to have a developing understanding of the world around them and give them a start in understanding the importance of the world of work.

The quality of education and training

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

Grade 3: Good features outweigh shortcomings

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

82. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	72%	24%	4%	0%

83. These figures are below the WAG's 2010 target for 80% of teaching to be Grade 2 or better. They are also below the national picture reported by HMCI in his latest annual report 2006-2007 where the quality of teaching is Grade 2 or better in 80 per cent of lessons, including 14 per cent with outstanding features.

84. The quality of teaching is variable. Teaching is consistently good in the early years. Children are challenged and motivated in a wide range of appropriate learning experiences.

85. Where teaching is good in key stages 1 and 2 lessons have clear learning objectives that are shared with pupils and differentiated tasks that are well suited to the needs of all pupils. Lessons are well paced, teachers use resources purposefully and pupils are actively involved in their learning. Teacher interventions are appropriate for the age and ability of all pupils. They employ good questioning skills to assess understanding. The effective involvement of learning support assistants (LSA) and students on work experience in the learning process has a positive impact on learning.

86. Where there are shortcomings in teaching, the balance between teacher input and pupil learning activities is inappropriate, the range of teaching methods is limited and the work is insufficiently differentiated to meet individual needs. As a result, the active engagement of all pupils is not always secured and insufficient opportunities are given for them to take charge of their own learning.

87. Teachers establish good working relationships that foster learning. All pupils are valued and treated equally.

88. Generally teachers have good knowledge and understanding of the subjects they teach and are aware of recent developments. The school recognises the need to update and extend teachers' skills in Welsh and design technology.

89. Overall teachers' planning is thorough. Recent developments have seen a greater consistency in this aspect.

90. Teachers' use of incidental Welsh is improving and promotes the development of pupils' bilingual skills. However, there is generally insufficient regular use of Welsh to develop these skills progressively. This adversely affects pupils' confidence in the language.
91. Baseline assessment is undertaken in nursery and reception and results are analysed by the school and the information gained is used well to address children's strengths and areas for development. The statutory end of key stage requirement for national curriculum assessments are met, but the data available is not always used to good effect. Arrangements for standardisation and moderation to strengthen teacher assessment are at an early stage of development.
92. In key stage 1 and key stage 2, the school is only beginning to put in place arrangements to monitor pupils' progress in NC subjects and religious education. Although teachers gather information from their assessments, it is not used effectively by all teachers to inform the planning of future work.
93. Portfolios of assessed work using NC levels, to provide teachers with guidance when making judgements about standards, are being produced, however, the absence of these at the moment contributes to a lack of precision and inconsistency of expectation when teachers assess pupils' work.
94. Pupils' work is marked regularly and in the best practice teachers make valuable comments that provide clear guidance for improvement, but this is variable and inconsistent throughout the school. Pupils are not involved in planning their own progress and improvement.
95. Annual reports to parents contain useful evaluative comments on pupils' achievement and progress but they do not always indicate what pupils need to do in order to improve their work. Parents are provided with opportunities to comment on their children's progress and to attend meetings for such purpose.

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

96. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
97. The quality of curriculum provided for the under fives is appropriate to their needs.
98. In key stage 1 and 2 the school's curriculum provision meets the statutory requirements of the NC and the agreed syllabus for religious education. Provision for collective worship also meets requirements.

99. The school makes a particular effort to ensure that the curriculum reflects the needs of pupils from all backgrounds. It is broad, balanced and inclusive. Revised schemes of work ensure that pupils' current learning builds systematically on their previous experiences. Cross-curricular links are used in a number of subject areas to reinforce pupils' understanding.
100. The school's recently revised schemes of work clearly identify suitable opportunities for pupils to develop their basic and key skills. Implementation of these schemes is still at an early stage of development.
101. The school provides good quality PSE, which reflects national recommendations. The way it promotes pupils' development spiritually, morally, socially and culturally is good. Themed weeks such as 'African week and 'Wales in Focus week' provide further opportunities for pupils to have a wider understanding of contrasting cultures. Collective Worship makes a valuable contribution not only to pupils' spiritual development, but also to their personal development. Pupils of all ages reflect sensitively on the needs of others and on improving their own attitudes and behaviour. There is an appropriate emphasis on Christian values and personal responsibility. As a result, the majority of pupils have good manners and treat one another with consideration. They show respect for all adults in the school.
102. The links with parents, the community and other providers is good. Parents are kept regularly informed through weekly newsletters and parent evenings. There is a suitable home/school agreement in place and the school prospectus is a valuable source of information. There is an active Home School Association.
103. There is a strong link with the local church with the minister and other members of the church taking assembly twice a week. Links with the local post office and playgroup are becoming more established. Good use is made of the Police Community Liaison Officer to further pupils' understanding of citizenship.
104. The curriculum is enriched by a number of extra curricular activities. The school offers sporting opportunities in soccer and netball. The school choir, French club and mathematics club offer other opportunities for pupils to develop a range of learning skills. The varied programme of educational visits and visitors to the school enriches pupils' curricular experiences.
105. The school has strong links with other primary schools in the local consortium and with the feeder high school and there are good partnerships with two local colleges. Students from the local high school attend the school for work experience supported by two members of staff who are trained mentors.
106. There are a number of opportunities to develop pupils' bilingual competence. However, the school recognises that this is an area that requires further development.

107. The Cwricwlwm Cymreig features in a number of subjects across the curriculum and this raises pupils' awareness of the language and culture of Wales. This is further enhanced by a number of educational visits.
108. Pupils develop a good sense of ownership and responsibility towards the school, its environment and the wider community. Work-related education is good and well established throughout the school. The police liaison officer, school nurse, fireman from Airbus, local farmer and a missionary are among the many visitors who contribute to pupils' awareness of the world of work.
109. The school has been accepted onto the Eco schools programme with the intention of developing pupil's awareness of sustainable development. Paper is recycled and pupils are encouraged to conserve energy and turn off lights. The school has taken part in the 'Yellow Woods' challenge. However, global citizenship is under developed.
110. There is some good work in promoting pupils' entrepreneurial skills in Y6 and also for those on the school council. Y6 have to raise funds to finance their end of year outing. The trip is carefully planned and budgeted for and various activities are organised to support the cost.
111. The school is committed to laying the foundations of life-long learning and community regeneration.

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

Grade 2: Good features and no important shortcomings

112. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
113. The school offers good care and support to all its pupils. Without exception, all teaching and non-teaching staff are committed to ensuring that the best interests of all pupils are met.
114. The school makes good use of expertise offered by outside agencies for the benefit of pupils who need special help. Speech and language, learning development and behavioral support groups contribute effectively to pupils' well-being.
115. The partnership with parents/carers is good. They are kept well informed about what is going on in school. Most of the responses to the pre-inspection questionnaires and many of the parents at the pre-inspection meeting were very positive in their support. The school has sought parents' views on setting up a school website.
116. Induction programmes for pupils joining the school and transferring to high school are good. An informal evening is held in the summer term for parents with children going into key stage one and key stage two. Pupils from Y3 are

teamed as buddies to Y2 when they arrive in the juniors. New entrants arriving outside normal admission times are encouraged to spend a morning in school before they start. On arrival they are allocated a buddy to help them settle down into the life and routines of their new school. All these arrangements work well.

117. The school provides good quality personal support and guidance to all its pupils. They have the confidence to turn to any member of staff for advice if necessary. The opinions of pupils of all ages are respected and through the school council, which involves all pupils at the school, pupils have opportunities to influence a number of aspects of the life of the school. Members discuss school matters sensibly and in a democratic way. The councils' influence on some aspect of the school's life is already evident.
118. There are good procedures in place for monitoring pupils' punctuality, attendance and behaviour. The long established use of electronic registration is evident in the very good, informative records which are kept. The importance of good attendance is regularly stressed in newsletters and the school prospectus. The inclusion welfare officer (IWO) is available to support families where necessary.
119. The school's provision for securing the healthy development and well being of all pupils is well developed. The school is part of the Healthy Schools initiative and there is a very well supported free breakfast club. Healthy eating is encouraged in the choices pupils have for school dinners and other refreshment times. Three members of staff are trained to administer first-aid. Appropriate security arrangements are in place.
120. The head teacher is the person with responsibility for child protection and has been trained to an appropriate level. All other staff have received training and are aware of their responsibilities. Criminal Record Bureau (CRB) checks are carried out on all staff and volunteers. There is a child protection policy in line with local and all Wales procedures.
121. The provision for pupils with ALN is good and responds to statutory requirements. Effective systems are in place to identify those children who need additional help. In the nursery and reception classes teachers gather information from their observations about the progress individual children make in learning. The collection of such information aids the diagnosis of additional needs and early intervention when the time is right.
122. In key stage 1 and 2 pupils receive good quality support in English and mathematics through programmes, such as 'Catch Up' and 'Maths Recovery'. Good support is provided by LSAs in mainstream classes. The school however, recognises the need for lessons in mainstream classes to be better structured to ensure continuity. All pupils with ALN are fully integrated into the life of the school.
123. Individual education plans (IEP) are of good quality and identify manageable targets for pupils to work towards. Parents of children who have ALN are kept

fully informed about targets set and progress made. Progress towards learning goals is monitored carefully and regular reviews take place to which parents are invited.

124. There are effective arrangements in place to support pupils whose behaviour impedes their progress. Appropriate support from external agencies is sought if deemed necessary.
125. All pupils whatever their social, educational, ethnic or linguistic background are well supported and treated with dignity and respect. They have equal access to all lessons and activities and stereotyping is challenged by staff. Appropriate statutory policies are in place. Good race relations are promoted and the school recognises and respects diversity. Visitors to the school include a missionary, who has worked for many years in India. There are a range of multicultural dolls and puppets and the library service has audited the school's books to ensure there is no stereotypical bias.
126. The effective measures in place to eliminate oppressive behaviour, including racial discrimination, bullying and all forms of harassment are evident in the way pupils behave around the school. Staff are consistent in following the behaviour policy, which has been shared with all parents. In discussions with the school council members said they would be confident to report any incident of inappropriate behaviour to members of staff in the knowledge that it would be dealt with quickly and fairly.
127. The school takes all reasonable steps to ensure the equal treatment of disabled pupils. There is a Disability Equality Scheme and action plan in place.

Leadership and management

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

Grade 3: Good features outweigh shortcomings.

128. The findings of the inspection team match the judgment made by the school in its self-evaluation report.
129. The head teacher provides sensitive and purposeful leadership. In the short time since her appointment she has created a sense of direction and successfully promotes shared values about learning, behaviour and relationships which promote equality for all.
130. Considerable progress has been made in a short period of time with regards to developing staff member's confidence. Staff confirm that they are encouraged to contribute to the common purpose. Administrative, support and caretaking staff make a very significant contribution to the effective daily routines. Staff and governors are fully involved in reviewing policies and schemes of work.

131. The school has responded positively to remodelling the workforce. A new senior management (SMT) team has been created and responsibilities for co-ordinating various aspects of the curriculum have recently been reallocated. Co-ordinators have worked hard to review policies and schemes of work in their area of responsibility. The school recognises the need to develop further their role as subject leaders, so that they begin to review critically what work has been done and how it can be improved
132. Good consideration is given to WAG priorities and to a number of local initiatives, for example the WAG Healthy Breakfast Club. The school has succeeded in gaining accreditation through The Basic Skills Agency Quality Mark and the Healthy Schools initiatives. The school is currently working towards retaining recognition as Investors in People.
133. Whole school targets have been set, however, no clear strategy has been devised for targeting underachievement and recording whole school progress against these targets.
134. Performance management procedures are at an early stage of development. The updating of job descriptions and discussions regarding job roles has assisted staff members to become clear about their role in school improvement. At present the process is not challenging enough nor does it concentrate sufficiently on pupils' achievements. Classroom observation is not a regular feature of school life. The head teacher recognises the need to use rigorous classroom observations, monitoring of pupil achievement and opportunities to share good practice more effectively as tools to raise standards.
135. The emphasis on developing teamwork and building on planning and effective communication is apparent and benefiting staff. Relevant professional development opportunities are accessed, shared and discussed.
136. The GB is very supportive and aware of its responsibilities in helping to set the school's strategic direction. Governors have had some involvement in the SDP and school evaluation report. Appropriate targets have been set for attainment and attendance.
137. Governors are well informed about issues which affect the performance of the school. They meet regularly and have a number of well established sub-committees.
138. The school is aware of the need to develop further the GB's role as a critical friend with regard to monitoring the standards that pupils achieve.
139. The GB complies with all its legal duties and relevant policies are in place.

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

Grade 3: Good features outweigh shortcomings

140. The findings of the inspection team match the judgment made by the school in its self-evaluation report.
141. The head teacher has a good understanding of the school's strengths and areas for improvement. Detailed self-evaluation has been carried out by members of staff in a number of subject areas. These are based on looking at teachers' plans, examples of pupils' work and visits by advisers. In the best examples, self-evaluation carefully considers provision and is supported by evidence of pupil achievements. However, this practice is not consistent across the age range.
142. Curriculum co-ordinators have created portfolios to display the range of work achieved in the some subjects. The school acknowledges that insufficient attention has been paid to standardising the work, in order to stimulate discussion about improving the quality of teaching and learning.
143. The school recognises the need to be more systematic in the way it monitors and evaluates performance and how it uses this information to help raise standards. At present the process does not concentrate specifically enough on evaluating standards achieved by pupils and what needs to be done to improve. Insufficient use is made of the school's own assessment data and NC assessments to identify areas for improvement.
144. Members of staff and governors were involved in producing the school's self-evaluation document. There is currently no formal mechanism for seeking the views of parents.
145. The self-evaluation report produced by the school before the inspection considers each of the seven key questions of the inspection framework. It identifies strengths and areas for development which, on the whole, correspond to the judgement of the inspection team. However, it does not refer sufficiently to the standards pupils' attain and is not explicit enough about what needs to be improved. It matches the grades awarded by the inspection team in all seven of the key questions.
146. The recently developed SDP sets out a three year programme covering the period 2007–10. The link between the self-evaluation document and the priorities listed in the SDP is not evident. The key priorities identified for 2007-08, although generally appropriate to the school's development are too numerous to offer detailed direction to the school's work in raising standards. They do not focus sufficiently on pupil achievement, what needs to be improved and specific performance indicators by which progress can be measured. As a result, the plan does not provide an effective tool for school improvement.
147. A detailed action plan was prepared in 2002 in response to key issues identified in the previous inspection report. There is little evidence until recently of progress being made in response to a number of the issues identified.

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

Grade 3: Good features outweigh shortcomings

148. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
149. School staff are qualified and experienced and are generally suitably deployed to teach all aspects of the school's curriculum. There are clear job descriptions for every member of staff. However, some classes at the school have a number of staff changes during the week, which has an adverse effect on the continuity pupils require.
150. Support staff work well with teachers to support pupils' learning.
151. Effective administrative support is provided which ensures that the day to day life of the school runs smoothly and effectively. The caretaking, cleaning and catering staff all make an important and valuable contribution to implementing the school's aims and values.
152. Overall, there are good levels of resources for most subjects but the school has identified shortfalls in some subject areas. Books, contained in the large library room, are in good condition and are maintained in an organised manner. The dedicated ICT suite has contributed effectively to supporting pupils' learning in a range of worthwhile projects.
153. There are interesting displays and photographs in the classrooms and other areas of the school, which help to create a stimulating learning environment but the amount of pupils' work is minimal.
154. Accommodation, overall, is plentiful for the number of pupils on roll and the spacious school hall provides useful space for group activities such as physical education, after school clubs and assemblies. The school building is well maintained and cared for and generally free of litter.
155. Good use is made of the outdoor facilities at the school and pupils benefit from the spacious hard surface areas. However, the ability to use the school's grassed areas during the winter months is restricted.
156. The recently completed SDP has started to match resources to the school's priority for improvement. New arrangements recently put in place enable the head teacher and the governors' finance committee to keep costs under regular review. The school receives useful support from the local authority in this respect.
157. PPA time for teaching staff is organised and implemented efficiently but the impact of this arrangement on standards has yet to be realised. The lack of a rigorous performance management system prevents the school in targeting staff developmental needs in line with its priorities.

158. Overall, the school achieves adequate value for money.

Standards achieved in subjects and areas of learning

English

Key Stage 1: Grade 3: Good features outweigh shortcomings

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good features

159. In key stage 1 the majority of pupils listen carefully to their teachers, especially when they read stories to them. They respond with enthusiasm to teachers' questioning when sharing their thoughts and ideas.
160. key stage 1 read at levels appropriate to their age and ability and make good progress in phonics and word recognition. They use appropriate techniques to decode familiar words. The more able read fluently and with appropriate intonation and expression.
161. In key stage 1 pupils make steady progress in writing according to their ability with the more able showing a good understanding of how to punctuate a sentence.
162. In key stage 2 the majority of pupils make good progress in speaking and listening. They ask and answer questions confidently and express their opinions appropriately. In Y6 the more able present factual information clearly and logically, justifying their opinions using a good range of vocabulary.
163. In key stage 2 pupils make good progress in reading. The majority, enjoy and learn much from the shared reading process; they predict outcomes of stories imaginatively and have good understanding of the texts. By the end of the key stage they broaden their reading experiences beyond class readers and interpret characterisation well. They describe and understand the views and attitudes of various characters.
164. Key stage 2 pupils know the difference between fiction and non-fiction texts and give good reasons for choosing their books. They talk about their favourite authors with confidence and are able to justify their choices.
165. More able pupils in key stage 2 build up a good knowledge of the organisational structure of non-fiction texts. They understand the purpose of contents and index, and use them confidently to extract information. They use word books and dictionaries appropriately to support their learning.
166. By Y6 the majority of pupils make good progress in writing in different styles with the more able developing a fluent, confident style. They show a good

understanding of grammatical convention and sentence structure. Their work on the use of speech marks shows good understanding.

Shortcomings

167. Some pupils in both key stages do not listen well to teachers' presentations or other pupils' contributions.
168. The oral skills of some pupils in both key stages are underdeveloped.
169. Some pupils do not punctuate their work accurately and the standards in spelling are varied across all classes.
170. Pupils in both key stages do not produce enough original and extended pieces of writing.
171. Pupils' handwriting and presentation of work, particularly in key stage 2, are not developed sufficiently.

Welsh second language

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 pupils know and use a range of vocabulary, phrases and sentence patterns. They count confidently to 10 and know their colours. Younger pupils can describe the weather. They listen attentively to a story about 'Tedi Twt' and read simple words and phrases from the book correctly. They recall previously learned vocabulary and can ask for various foods in a simple role play situation. They sing enthusiastically a range of songs, which help to consolidate the language patterns learnt.
173. The majority of older pupils in key stage 1 understand everyday classroom instructions and respond correctly in short phrases, for example to teacher questions about the weather. Generally their pronunciation and intonation is appropriate.
174. Generally pupils in key stage 2 respond appropriately to greetings and instructions by the teacher. They express their feelings in simple phrases. The more able respond correctly to a range of basic questions about themselves. They ask and answer simple questions relating to their likes and dislikes. Most pupils in key stage 2 read correctly single words and phrases on flash cards and worksheets. They write a range of simple sentences correctly.
175. The majority of younger pupils in key stage 2 recall basic vocabulary related to clothing. The more able can describe what they are wearing. They write simple dialogues to a set pattern.

176. Older pupils in key stage 2 increasingly complete a range of structured written tasks. These help them to become familiar with sentence structures, to reinforce vocabulary and to enable them to write following set patterns, for example when describing a fictional character. More able older pupils read from a simple text with appropriate pronunciation and are able to follow the main events in the story.

Shortcomings

177. Generally the range of pupils' language in both key stages is narrow.
178. In both key stages a significant number of pupils have an insecure grasp of the vocabulary and sentence patterns they use. They lack confidence in speaking and are very reliant on the prompting of their teachers. Few pupils in key stage 2 provide extended responses.
179. Pupils in key stage 2 make insufficient independent use of Welsh texts to improve their reading. Generally their independent writing skills are underdeveloped.

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

180. Pupils in key stage 1 use the mouse effectively to click on icons, to follow prompts and to drag items displayed on the screen. Younger pupils' keyboard skills develop well and, with support, they type and save simple sentences to create a story correctly. The majority of older pupils in key stage 1 use word processing and graphics successfully to present their written work. With support, they enter data effectively into a simple data-handling package to create graphs.
181. Younger pupils in key stage 1 successfully control a programmable toy to deliver Postman Pat's letters. They understand the need for accuracy in inputting their instructions.
182. Older pupils in key stage 1 effectively access a paint program to create imaginative pictures.
183. In key stage 2 the majority of pupils log on, access programs, save, retrieve and print their work confidently. They develop their ability to communicate, share and exchange ideas and information in different forms, including graphs and pictures.
184. The majority of younger pupils in key stage 2 change font size, style and colour of text and introduce borders and backgrounds competently. They use the cut

and paste function successfully to add images to the text, for example when presenting their work on Victorians.

185. Older pupils use Powerpoint very effectively to prepare good quality presentations. They successfully incorporate text, graphics, pictures and sound, They show sensitivity to the needs of their audience and evaluate their own and others' work making sensible suggestions how the presentations could be improved.
186. Younger pupils in key stage 2 carefully enter information about themselves into a prepared database. They manipulate it successfully to produce simple bar charts. Older pupils understand that the computer can be used to control sensors. They use a data logging package successfully to measure temperature over a 24 hour period and to present their findings in the form of line graphs.
187. Older pupils successfully access the internet to support their work in a number of subjects. They competently locate, retrieve and save information to files that they have created, for example to support their work in history on the second World War.

Shortcomings

188. There are no important shortcomings.

Design technology

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

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good features

189. The majority of pupils are aware of the planning process. They convey their ideas by means of drawings, indicate the materials needed, and list the steps taken during the making process. They treat the tools and materials they use with respect and are mindful of the need to act in a safe way at all times.
190. Pupils in key stage 1 generate imaginative ideas. They identify the materials and equipment they might need and show good levels of control over tools they use. They demonstrate a developing skill in assembling and joining various materials, for example when creating masks.
191. Prior to practical activities, for example creating a 'dream catcher', key stage 1 pupils discuss their ideas using the appropriate vocabulary. They select suitable techniques and materials and can explain their choices. The majority record their ideas by using appropriate vocabulary, pictures and diagrams. They recognise what they have done well and suggest things they could do better in the future.

192. Younger pupils in key stage 2 use a range of materials and components, for example when creating photo frames. They are aware that stable structures vary and understand some of the techniques which can be employed to achieve this. They measure, mark, cut, shape and join materials effectively, for example when planning and making a story book for infants.
193. Older pupils are aware that paper can be strengthened by folding and rolling for example when preparing to make a model chair. By designing and making toys with moving parts they begin to understand how various movements can be created by axles and cams. They use their design technology skills well to support their work in history, for example when they make gas masks and model air raid shelters.

Shortcomings

194. In key stage 2 pupils' ability to generate, develop and evaluate their initial design ideas independently is limited.
195. In key stage 2 pupils' knowledge of simple mechanisms including wheels, axles and joints is limited and they are not sufficiently aware of control technology.
196. In key stage 2 pupils' understanding of how electrical circuits can be used to achieve functional results is limited.

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

197. Pupils across the school show a good understanding that we find out about the past from a range of sources.
198. In key stage 1 pupils' sense of chronology develops well. They make good use of artefacts to explore how things today are different to those in the past. Their knowledge of what life was like in Victorian times is good.
199. Pupils in key stage 1 begin to recognise representations from the past, and answer simple questions by making observations from historical sources. They recognise and group items of information to communicate their awareness of the past. They learn appropriate vocabulary and phrases relating to the passing of time, such as 'old', 'new', 'before' and 'after' to explain and describe what they have studied.
200. Pupils in key stage 2 build on these skills and have good recall of different periods they have studied. They show their understanding of chronology by their increasing awareness that the past can be divided into different periods of

time and by their recognition of some of the similarities and differences between these periods.

201. In key stage 2 pupils' enquiry skills develop well with some very good work by pupils in Y6. They understand the difference between primary and secondary sources. After researching in books and on the computer, they successfully interpret evidence and express their own views and ideas about what life was like in the second World War. They have good knowledge of some of the main events, people and changes that have taken place from the work they have been studying. They select, organise and communicate historical information in a variety of ways.
202. Pupils show an increasing knowledge and understanding of aspects of the history of Wales.

Shortcomings

203. 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

204. In key stage 1 pupils develop a good knowledge of Christianity as required by the locally agreed syllabus. They have a good understanding of the key events in the Christian calendar, such as Easter and Christmas. They are aware of the significance of places of worship and features within, for example, the use of the font during the christening ceremony. By the end of the key stage, they have a well developed understanding of the meaning of worship and prayer.
205. Pupils in key stage 1 begin to have an understanding of other major faiths represented in Britain. They talk about festivals and celebrations in other religions, using appropriate vocabulary, for example Hinduism.
206. In key stage 2, pupils develop a secure knowledge of Christianity and the importance of the Bible to Christians. They describe the Bible as a 'library of books' containing the New and the Old Testament. They recall many well known Bible stories and describe their significance.
207. Pupils in key stage 2 develop an increasing understanding of other major faiths represented in Britain. They recognise that beliefs affect the life style of believers and they acquire an understanding of and respect for, different cultures and points of view.
208. As pupils progress through the school, they develop sensitivity to the feelings of others and extend their skills of sharing and caring. They have a good understanding of the importance of family and friends in their daily lives and the

value of special events within families. They understand the importance of taking responsibility for their own actions and discuss the necessity for rules in our society.

209. Pupils across both key stages develop a good understanding of the significance of caring for our world and the creatures that live within it. Many pupils further develop their life skills and citizenship as they become involved in the work of the school council.

Shortcomings

210. There are no important shortcomings.

School's response to the inspection

211. Staff and governors would like to thank the inspection team for the thorough and professional manner in which they carried out the inspection at our school. The report presents a picture of the school we recognise at this point in time, by the concurrence of the grades given by the school in its reflection of the seven key questions in the self evaluation process. These grades reflect the strengths of the school and the areas for development, the head teacher, staff and governors recognise.
212. We are pleased with the initial statement that "Saltney Ferry CP School provides good quality care, support and guidance for all pupils". This is evident throughout the report. Our pupils are being nurtured to become responsible and caring members of the community in the future, to reach their full potential socially and academically to be successful. This is a possible by the dedication and commitment of the whole staff team and very supportive governors and parents.
213. The head teacher, staff and governors agree with the recommendations and will use these to improve the school further. An Action Plan will be produced which will be the foundation of school development in the next three years. A summary of the action plan will be shared with parents and progress will be reported annually in the Annual Governors' report to Parents.

Appendix 1

Basic information about the school

Name of school	Saltney Ferry CP School
School type	Nursery and Primary
Age-range of pupils	3-11
Address of school	Saltney Ferry Road, Saltney Ferry Flintshire
Postcode	CH4 0BN
Telephone number	01244 680302

Headteacher	Mrs Adele B Warner
Date of appointment	January 2007
Chair of governors/ Appropriate authority	Cllr Michelle Streeter
Registered inspector	Mr Goronwy Morris
Dates of inspection	3-5 th March 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	17	18	22	16	18	19	25	139.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	5	4	7.03

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	21:1
Pupil: adult (fte) ratio in nursery classes	10:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	22
Teacher (fte): class ratio	1.15:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 07	88	95	94
Summer 07	83	93	94
Autumn 07	88	93	95

Percentage of pupils entitled to free school meals	16%
Number of pupils excluded during 12 months prior to inspection	1

Appendix 3

National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2007			Number of pupils in Y2:					16
Percentage of pupils at each level								
			D	W	1	2	3	
English:	Teacher assessment	School	0	0	19	75	6	
		National	0	3	14	63	20	
En: reading	Teacher assessment	School	0	0	6	94	0	
		National	0	4	15	55	26	
En: writing	Teacher assessment	School	0	6	31	56	6	
		National	0	5	16	68	11	
En: speaking and listening	Teacher assessment	School	0	0	19	75	6	
		National	0	2	11	64	23	
Mathematics	Teacher assessment	School	0	0	25	75	0	
		National	0	2	11	65	22	
Science	Teacher assessment	School	0	0	25	75	0	
		National	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	68.8%	In Wales	80.1%

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

National Curriculum Assessment Results End of key stage 2:

National Curriculum Assessment KS2 Results 2007							Number of pupils in Y6		32		
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	6	6	63	25
		National	0	0	1	0	1	4	16	50	29
Mathematics	Teacher assessment	School	0	0	0	0	0	3	10	56	31
		National	0	0	1	0	1	3	15	50	30
Science	Teacher assessment	School	0	0	0			3	10	72	15
		National	0	0	0	0	0	2	12	53	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	81.3%	In Wales
		74.1%

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

Appendix 4

Evidence base of the inspection

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

The inspectors visited:

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

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

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

The team also considered:

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

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

Appendix 5

Composition and responsibilities of the inspection team

Team Members	Responsibilities	Subjects/areas of learning
Mr.Goronwy Morris Registered Inspector	Context Summary and recommendations Key questions 1, 2, 5 and 6	Welsh second language information technology design technology
Mrs Justine Barlow Lay Inspector	Contributions to Key Questions 1, 3, 4, 5 and 7	
Mr Merfyn Lloyd Jones Team Member	Key question 3, 4 and 7; and contributions to Key Questions 1 and 2	English history religious education
Mrs Adele Warner Headteacher and Nominee	Contributions to all key questions by providing information The school's response	

Acknowledgement

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

Contractor

E.L.L.I.S. (Cymru) Ltd.
Willastones
13 Heol Pentre'r Felin
Llantwit Major
CF61 2XS