

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

A Report on the Quality of Education in

**Sandycroft C.P. School
Leaches Lane
Mancot
Flintshire
CH5 2EH**

School Number: 6642053

Date of Inspection: 21 April 2008

by

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Sandycroft 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 Sandycroft C.P. School took place between 21/04/08 and 24/04/08. 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

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Context

The nature of the provider

1. Sandycroft Community Primary school is situated in Mancot, Deeside, North Wales. The school draws pupils from the immediate area. 50 per cent of the area served by the school is described as neither prosperous nor disadvantaged; however, 50 per cent of pupils come from relatively disadvantaged backgrounds. English is the first language spoken in the vast majority of homes. No pupils speak Welsh as their first language. Fifteen 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 lower than the all-Wales average of 17.5 per cent. Pupils represent the full ability range. Information from baseline assessments indicates that pupils' attainment on entry to school is significantly below the LEA average. A special feature of the school is the high proportion of Traveller children who are registered. The figure currently stands at just over 10 per cent of pupil numbers.
2. There are currently 266 pupils on the school register from reception to Year 6. In addition, 46 pupils attend the nursery part-time. Nursery pupils are admitted to school in the academic year in which they are 4 years old. The school also offers Early Entitlement in the term following the child's third birthday. Sixty one pupils have been identified as having special educational needs (SEN), including twenty two on school action plus and 3 pupils with a statement of special educational need. Two pupils are 'looked after' by the local authority. Three pupils receive support in English as an additional language (EAL).
3. In addition to the head teacher, there are 13 full-time teachers and two teachers who work part-time at the school. Pupils are arranged into eleven classes. There has been a steady decline in pupil numbers since the last inspection in July 2002. There have also been a significant number of staffing changes. The current head teacher took up his post in September 2004. The deputy head teacher was appointed in January 2005.

The school's priorities and targets

4. The school aims to provide a broad and balanced curriculum to allow children to make choices within a happy and secure environment which ensures mutual respect, fairness, understanding and care for all. The school strives to create self-motivated, life long learners enabling all to reach their full potential.
5. The school's main priorities and targets outlined in the school development plan for 2007-2008 include:
 1. To raise standards in English at Key Stage 1 and Key Stage 2.
 2. To improve the teaching and learning of mathematics throughout the school.
 3. To raise standards of incidental Welsh throughout the school.
 4. To raise standards of ICT as a key skill and as a discrete subject.
 5. To continue to develop Year 1 and 2 in preparation for the Foundation Phase.
 6. To raise standards of teaching and learning in line with the Foundation Phase curriculum.
 7. To achieve Dyslexia friendly accreditation during academic year 07/08.
 8. To integrate and develop key skills across the curriculum.
 9. To improve assessment procedures and make better use of data to raise standards of achievement across the curriculum.

Summary

6. Sandycroft CP School is a good school with many strengths. There are outstanding features in the way in which learners are cared for, guided and supported and in particular the quality of provision for pupils with additional learning needs. The school is well led and strong emphasis is placed on the professional development of all staff. Relationships within the school are very good. As a result pupils make good progress and achieve well. Good progress has been made since the last 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 2
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 2
7 How efficient are leaders and managers in using resources?	Grade 2

7. The findings of the inspection team concur with the opinion of the school in its self-evaluation report in five of the key questions. In the other two the team awarded a higher grade.

8. Pupils' standards of achievement in the lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
7%	90%	3%	0%	0%

9. These percentages are higher than the Wales Assembly Government's (WAG) all Wales targets for 2010 that 98 per cent of standards should be Grade 3 or better. They are also higher 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 per cent of lessons and Grade 1 in 10 per cent.

Grades for standards in subjects inspected

Inspection Area	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Welsh 2 nd language	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
History	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical education	Grade 2	Grade 2

10. All pupils succeed whatever their social, ethnic or linguistic background and achieve agreed learning targets and goals. Pupils with additional learning needs make outstanding progress.
11. 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. Children in the early years make particularly good progress in their communication skills including their bilingual competence and in their personal and social development.
12. Overall standards in the key skills of speaking, listening, reading, writing and numeracy in both key stage 1 and 2 are good. Their ICT skills have good features that outweigh shortcomings. Pupils' problem solving and creative skills develop well throughout the school. Most pupils have a good understanding of everyday Welsh commands and greetings. However, their bilingual competence and skills have good features that outweigh shortcomings.
13. Statutory teacher assessments in 2007, indicate that 88 per cent of pupils in key stage 1 achieved the core subject indicator (CSI) i.e. the expected level 2 in the three subjects of English, mathematics and science compared to the national average of 80 per cent. In the same year in key stage 2, 61 per cent of pupils attained the core subject indicator at level 4 or above compared to the national average of 74 per cent.
14. Detailed analysis carried out by the school indicates that pupil progress based on prior attainment compares favourably with similar schools. The difference between the performance of girls and boys is similar to the national average.
15. The development of pupils' personal, social and learning skills is good. Pupils understand the importance of keeping healthy.
16. Pupils are very well behaved overall. They are considerate and courteous. This contributes positively and constructively to the quality of life in the school. Overall attendance and punctuality is good.
17. Although most pupils work well on given tasks their capacity for working independently is underdeveloped.
18. Pupils' awareness of equal opportunities is good. They display a responsible attitude, as well as respect towards the diversity of other faiths and cultural traditions. Pupils play an active role in the life and work of the local community.

The quality of education and training

Grades for teaching

19. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
18%	66%	16%	0%	0%

20. This is an improvement on the last inspection. These figures compare well with the WAG's 2010 target for 80 per cent of teaching to be Grade 2 or better. They are also above 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.
21. Teachers establish very good working relationships which encourages pupils to give of their best. Pupils with additional learning needs play a full part in learning.
22. Where lessons have outstanding features, they include lively and energetic delivery and very good opportunities for pupils to develop their independent learning skills.
23. In the majority of lessons where teaching is good teachers display good subject knowledge and sequence learning effectively. Classroom assistants make a significant impact on pupils' learning. In the few lessons where shortcomings were noted pupils are not sufficiently challenged to take responsibility for their own learning.
24. Arrangements for assessing and recording pupils' achievements are good. Pupils' work is marked rigorously and positively. Pupils involvement in evaluating their own progress is good. The school recognises that moderated portfolios of exemplar work are at an early stage of their development. Arrangements for reporting to parents are good.
25. The curriculum meets legal and statutory requirements and responds well to pupils' learning needs. The school places appropriate emphasis on developing pupils' key and basic skills. There is, however, some inconsistency in the provision for ICT.
26. Strong emphasis is placed on promoting pupils' spiritual, moral, social and cultural development. The school is developing a strong Welsh ethos and aspects of the *Cwricwlwm Cymreig* are well promoted.
27. The school responds well to the needs of employers and the wider community. Very effective links and partnerships have been created with local schools and businesses. Good attention is given to developing pupils' awareness of sustainable development. Opportunities for developing pupils' entrepreneurial skills are less well developed.

28. The quality of care, guidance and support provided for pupils is an outstanding feature of the school and makes an excellent contribution to pupils well being whilst in the school's care. Excellent relationships and partnerships exist between, pupils, staff, parents and the school community. Arrangements for working with outside agencies are particularly effective. The quality of provision for pupils with additional learning needs is outstanding.
29. The school promotes equal opportunities and there are clear policies in place to promote good relations across the school. Very effective strategies are in place to support pupils with behaviour difficulties.

Leadership and management

30. The school is well led by the head teacher. There is strong sense of teamwork with leaders and managers at all levels providing clear direction. The school has a very positive ethos and takes full advantage of local and national initiatives to promote high standards.
31. The governing body complies with all its legal duties and relevant policies are in place. Governors are supportive and are becoming increasingly knowledgeable about the educational provision. The school is aware of the need to further develop their role with regard to monitoring the standards that pupils achieve.
32. Leaders and managers are well informed about performance in their areas of responsibility. The school's procedures for self-evaluation are inclusive. Planning for improvement is appropriately focussed on raising standards. The school recognises the need for success criteria in self-evaluation and improvement planning to focus more specifically on pupil achievement.
33. The school is well resourced. The school has sufficient, qualified, specialist teachers. Classroom assistants, support and administrative staff make a significant contribution to pupils' learning. Accommodation and learning resources are utilised well. Financial management is systematic and methodical and the school manages its expenditure prudently in order to provide good value for money.

Recommendations

34. In order to improve the school further, the head teacher, governors and members of staff need to:
- R1 improve pupils' ICT and bilingual skills;
 - R2 further improve the quality of teaching by ensuring that pupils in all classes are actively focussed and take increasing responsibility for their own learning;
 - R3 strengthen the self-evaluation and school improvement process by ensuring that monitoring focuses more specifically on pupils' achievement.

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

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

35. The findings of the inspection team do not match the judgement made by the school in its self-evaluation report. The team considered that in awarding a grade 3 for this key question based on previous National Curriculum assessment data the school had not taken sufficient account of the good standards currently being achieved by pupils in key stage 2. As a result the team awarded a higher grade.
36. Pupils' standards of achievement in the lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
7%	90%	3%	0%	0%

37. These percentages are higher than the WAG's all Wales targets for 2010 that 98 per cent of standards should be Grade 3 or better. They are also higher 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 per cent of lessons and Grade 1 in 10 per cent.
38. The overall quality of 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. They make particularly good progress in their communication skills and in their personal and social development.

Grades for standards in subjects inspected

Inspection Area	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Welsh 2 nd language	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
History	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical education	Grade 2	Grade 2

39. All pupils succeed whatever their social, ethnic or linguistic background and achieve agreed learning targets and goals. For those pupils with additional learning needs, particularly those with SEN, English as an additional language and pupils from the travelling community, achievement across the school is outstanding taking account of their different needs and start points.
40. Standards of speaking, listening, reading and writing in both key stage 1 and key stage 2 are good. Pupils with additional learning needs make outstanding progress. Most pupils listen attentively, speak confidently in discussion and

offer contributions freely. Their reading skills progress well across the age range. Most have a very positive attitude to reading and read for pleasure as well as for information. They read with appropriate fluency and expression relative to their ages. Pupils' written work shows good imaginative and creative ability. All pupils take great pride in the presentation of their work.

41. Pupils' numeracy, problem solving and creative skills develop well throughout the school.
42. Pupils' ICT skills are not consistently and progressively used to promote their learning across the curriculum. Some effective use is made by pupils to develop their literacy and numeracy skills. However, they do not make sufficient independent use of ICT to further investigate topics and gather relevant information across all subjects. As a result, pupils' ICT skills have good features that outweigh shortcomings.
43. 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. Consequently, their bilingual competence and skills have shortcomings.
44. Statutory teacher assessments in 2007, indicate that 88 per cent of pupils in key stage 1 achieved the core subject indicator i.e. the expected level 2 in the three subjects of English, mathematics and science compared to the national average of 80 per cent. In the same year in key stage 2, 61 per cent of pupils attained the core subject indicator at level 4 or above compared to the national average of 74 per cent.
45. National benchmarking data indicates improvement over the previous three years in pupil performance at key stage 1. However, pupil performance at key stage 2 for the same period has generally been in the lowest 25 per cent when compared with similar schools (i.e. schools with similar numbers of pupils entitled to free school meals). School records indicate that there are significant differences between year groups and a comparatively large number of pupils with additional learning needs. As such it is difficult to make meaningful comparisons with local and national benchmarks. Detailed analysis carried out by the school indicates that pupil progress based on prior attainment is good. The difference between the performance of girls and boys is similar to the national average.
46. Most pupils make good progress in acquiring new skills and developing their understanding and knowledge. Regardless of their social, ethnic or linguistic background, the majority of pupils understand what they are doing, how well they are progressing and what they need to do to improve.
47. Nearly all pupils are well behaved, considerate and courteous. This contributes positively and constructively to the quality of life in the school. Pupils demonstrate respect for each other, all members of staff and the school

environment. They enter and move around the school in a quiet, orderly and purposeful manner settling into their classroom areas quickly. Their developing self-confidence helps them take a degree of responsibility for their own attitudes and behaviour.

48. In discussion, pupils indicate they understand what standard of behaviour is expected of them and agree that good behaviour is promoted, recognised and regularly rewarded. Almost all respond positively to these expectations. There are extremely few reports of recent incidents of bullying or inappropriate behaviour with three short term pupil exclusions during the last year.
49. The average level of attendance over the last three full terms was just above 90 per cent. This is below the national average for schools with similar free school meals entitlement and also below the LEA and national averages for all schools. There are specific circumstances, which adversely affects these attendance figures.
50. With a very few exceptions, punctuality is good at the start of, and throughout, the school day allowing sessions to start promptly without interruption.
51. Generally pupils' attitudes to their work and school are good. Most enjoy their lessons and work productively in pairs and small groups. A small number of pupils find listening difficult and are not always attentive and motivated in lessons. Although most pupils work well on given tasks their capacity for working independently is underdeveloped.
52. The development of pupils' personal, social and learning skills is good with no important shortcomings. Pupils across the school make good progress in the development of their personal and social understanding. Relationships within the school are very good. Pupils are caring of each other. This enables pupils to feel a great sense of security. As a result, all pupils, including those with SEN, feel accepted and are confident in themselves and in their ability to make positive contributions to the life of the school. They understand the importance of keeping healthy.
53. Pupils' awareness of equal opportunities is good. In discussion, pupils indicate they understand and appreciate importance of adaptability, flexibility and tolerance. They respect and appreciate their surroundings, both locally and further afield. They play an active role in the life and work of the local community.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

54. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
55. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
18%	66%	16%	0%	0%

56. This is an improvement on the last inspection. These figures compare well with the WAG's 2010 target for 80 per cent of teaching to be Grade 2 or better. They are also above 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.
57. Across the age range teachers establish very warm and positive relationships, which encourage pupils to give of their best. Teachers treat their pupils fairly and plan carefully to meet their needs and interests.
58. Where lessons have outstanding features, they include:
- Clear learning outcomes for all pupils;
 - Interesting and lively presentations and tasks that stimulate pupils' interest and motivation including opportunities for pupils to develop their independent learning skills;
 - Exceptionally good questioning skills which means that pupils make good progress in developing their ability to communicate.
59. In the majority of lessons where teaching is good, good features include:
- Planned learning in achievable steps;
 - Good subject knowledge and suitable tasks which correspond to each individuals' needs;
 - Good relationships between pupils and adults;
 - Skilful use of the classroom assistants who work with groups and individuals to help raise standards.
60. In the few lessons where shortcomings were noted:
- Introductions are overlong and the lessons lack pace;
 - Pupils are not sufficiently focussed on their learning;
 - Opportunities are missed to develop pupils' ICT and bilingual skills.
61. Teachers actively address the issues of gender, race and ability and promote equality of opportunity for all. They discourage stereotypical images.

62. Pupils with SEN play a full part in learning. Their teachers and classroom assistants support them very well. Arrangements for organising pupils with SEN in various sub groups for specialist teaching are highly effective.
63. Arrangements for assessing and recording pupils' achievements are good. Assessment systems for identifying pupils with SEN are particularly effective. Good use is made of baseline assessment and a number of other tests as well as teachers' expertise. The documentation for this area of the curriculum is good and includes a system of record keeping involving the whole staff. Recent developments with regard to standardisation and moderation of teacher assessment at key stages 2 and 3 are having a positive impact on the accuracy of end of key stage teacher assessment at the school.
64. All teachers review pupils' longer term progress well. Teachers measure pupils' progress regularly and ensure that their pupils are on track to meet the standards of which they are capable. The school has correctly identified the need to complete the process of assembling collections of pupils' work in all subjects to indicate the standards pupils should achieve year on year.
65. Pupils' work is marked regularly and there are positive and constructive comments on pupils' books that motivate them to make progress. Pupils also self-evaluate and this helps them focus on improving their work.
66. Arrangements for reporting to parents and other relevant agencies on pupils' progress and achievements are good. The quality of the reports is good. Sufficient positive comments are given and also valuable guidance on the next steps in the individual's development. Parents have the opportunity to discuss their children's development with teachers in three parent evenings each year.

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

67. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
68. The quality of curriculum provided for the under fives is appropriate to their needs. In key stage 1 and 2 the school's curriculum provision meets the statutory requirements of the National Curriculum and the agreed syllabus for religious education. Provision for collective worship also meets requirements. The school has worked hard to update its policies and schemes of work, which inter-link effectively into its long term planning strategies. As a result the curriculum is well planned to meet pupils' needs.
69. Overall the school places appropriate emphasis on developing pupils' key and basic skills. These are evident in teachers planning. There is, however some inconsistency in the provision for ICT. The use of ICT for enquiry based work is still at an early stage of development. Pupils' creative skills are developed

well through their work in music and on the whole, many opportunities are given, to develop thinking and problem solving skills, especially in mathematics.

70. Good and useful policies are in place including an effective policy for identifying and providing for gifted and talented pupils and those pupils with additional learning needs. Pupils participate in a good range of extra-curricular experiences, all of which makes a significant contribution to pupils' learning.
71. The school promotes pupils' personal and moral development well. Collective worship makes an effective contribution to pupils' moral and spiritual development. Visits to places of worship and regular visitors from local churches encourage positive discussion on relevant and topical issues.
72. Very good links exist with the local schools. Subject cluster groups are very well developed and provide teachers with opportunities to explore 'best practice' in those subject areas. The school has developed very good links and partnerships with local industry and businesses. These links support the provision of effective work and workplace education. Topics contained in the schools' good personal and social education programme, visitors to the school and wide range visits to places of educational interest provide opportunities to broaden and enrich pupils' experience of work related education.
73. The school has succeeded in creating a Welsh ethos. Aspects of the *Cwricwlwm Cymreig* are well reflected across the curriculum and appropriate provision is included in teachers' planning. Pupils receive regular encouragement to develop confidence in both Welsh and English. Regular 'Helpwr Heddiw' sessions provide pupils with opportunities to develop their oral skills. As yet, however, bilingualism is not sufficiently nor consistently integrated into the life of the school.
74. All pupils have equal access to all areas of the curriculum including sport. Personal and social education lessons and collective worship are used well to discuss social disadvantage and to challenge stereotyping.
75. Good attention is given to developing pupils' awareness of sustainable development. The school is currently working towards the Eco bronze award. Global citizenship, however, is in need of further attention.
76. Opportunities to develop pupils' entrepreneurial skills, such as buying, selling and marketing are not fully exploited across the school.
77. The importance of regular homework is increasingly emphasised as pupils move up through the school. As they progress through the school pupils are encouraged to be actively involved with community based activities.

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

Grade 1: Good with outstanding features

78. The findings of the inspection team do not match the Grade 2 judgement made by the school in the self-evaluation report. The team considered that in awarding a Grade 2 the school had not fully considered the positive impact of the outstanding features identified on pupil learning. As a result the team awarded a higher grade.
79. All pupils in Sandycroft CP School are exceptionally well looked after and there is extremely good attention given by the school to their care and guidance. There is a very effective learning, pastoral and behaviour management structure, which ensures sensitive support and care. As a result, pupils speak openly of their utmost trust in all staff to deal with their concerns very quickly and effectively.
80. Excellent relationships and partnerships exist between pupils, staff, parents and the local community. The school operates an 'open door' policy and parents are invited to attend three parents' evenings per year. These evenings are well attended. Each term parents are also invited to attend the scheduled parents/school partnership meeting to discuss any relevant matter. These meetings are an outstanding feature of the school.
81. Family learning courses are held frequently and are popular with many parents. The small and dedicated group of parents that form the Friends of Sandycroft School (FOSS) organise and hold fund-raising and social events throughout the year. A large number of parent volunteers regularly help in school every week. All are appropriately Criminal Record Bureau (CRB) checked.
82. The school seeks parents' views and opinions on a range of relevant matters. A good home/school agreement is in place. Overall, parental and community support for school events and activities is outstanding. Regular newsletters are issued to parents.
83. The positive ethos, the family atmosphere and the well developed induction arrangements for pupils at different levels in the school helps them settle into school life and routines quickly and happily. The 'buddy' system helps the shy and more reserved pupils to settle into school. School council members are elected democratically and a wide range of issues is discussed at their regular meetings.
84. The good links with the high school and the transfer arrangements for pupils moving from Year 6 to the high school are effective and pupils undertake an English curriculum link assignment as part of the process.
85. Arrangements for working with outside agents and services are very effective and an outstanding feature of the school. Pupils with additional learning needs, benefit from enhanced management. For those pupils with special

educational needs (SEN), there are outstanding arrangements for their care and support.

86. Attendance registers are completed appropriately and quickly at the start of the morning and afternoon sessions. Parents are advised that all pupils are expected to attend regularly and arrive punctually. The system for monitoring attendance and punctuality is generally robust and effective. The head-teacher personally monitors punctuality during his presence near the school entrance each morning – ‘meeting and greeting’ parents and pupils. Procedures for promptly following up lateness or unexplained absence are appropriately implemented. The on-the-day follow-up procedures for unexplained absences are used for targeted pupils only.
87. The regular, bi-weekly, meetings with the inclusion welfare officer, school nurse, child protection co-ordinator and head-teacher to discuss relevant matters are effective. Attendance targets for three years have been agreed.
88. The school expects good standards and does not tolerate inappropriate behaviour. Behaviour and anti-bullying policies are consistently implemented. Pupils understand and generally adhere to the school rules. The schools’ very effective systems for recognising and rewarding good standards of behaviour, attendance and achievement, in particular, the ‘superstar’ assemblies, are understood and appreciated by pupils.
89. The school has clear and well documented arrangements which appropriately contribute to pupils’ well being when in its care. Risk assessments, including fire risks, are undertaken regularly and are appropriately documented.
90. All members of the school staff are trained in emergency first aid. The schools personal and social education programme contains ‘health and safety’ related topics, and as a result pupils have an appropriate awareness of healthy and safe lifestyles. Good procedures are in place to fully meet the needs of pupils who are unwell or who have suffered an injury whilst in school.
91. Child protection arrangements meet recommended good practice with designated named persons and a nominated governor. Staff are aware of the signs of possible child abuse and the specific procedures they must closely follow. Complaint and appeal procedures are in place.
92. The quality of provision for pupils with additional learning needs is outstanding. Pupils’ individual needs are assessed through a range of very effective procedures, including observation, discussion and relevant testing. Specialist screening and intervention programmes are also carried out by highly experienced and trained staff.
93. Professionals involved in the early diagnosis, treatment and care of pupils are from a wide range of very effective services. These include learning and behaviour teams; English as an Additional Language (EAL) and Traveller Services; Health, Psychological, Social and other specialist services. Their regular involvement provides complementary and enhanced support for the

most vulnerable pupils. Plans are written collaboratively and involve parents at all stages.

94. There are expertly led training opportunities available for all staff to help and support pupils. Management of the support for meeting individual needs is led by a highly experienced and very effective co-ordinator. Consequently, the school fully includes additional learning needs pupils, whatever their individual needs and thus allows them full access to the whole curriculum.
95. Pupils benefit well from equal opportunities. They all have access to a wide range of activities and events in and out of school. There are no differences in the treatment of boys and girls in any setting.
96. There are clear and decisive policies in place to promote good race relations across the school. Action planning is included to ensure these policies are implemented well. Pupils talk openly and confidently about the procedures in place to prevent or address any bullying. School policy and practice ensures that incidences are rare and are immediately and effectively tackled if they occur.
97. Very effective strategies are in place to support pupils with behaviour difficulties. These are monitored regularly. There is an all-pervading sense of harmony and co-operation between staff and pupils. In discussion, pupils confirm that they feel safe and valued. They speak confidently of whom they can ask for help or seek comfort from when in need.
98. Arrangements for the treatment of physically disabled learners are in place and include clear plans to improve access to some areas.
99. The school actively promotes diversity and equality of opportunity through teaching, personal and social education programmes, Circle Time and a range of relevant activities. A strong feature throughout the school is the way that pupils value the contribution of others. This reflects the way that all staff respect individual pupils.

Leadership and management

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

Grade 2: Good features and no important shortcomings

100. The findings of the inspection team match the judgement made by the school in the self-evaluation report
101. Leaders and managers provide clear direction and promote high standards. Staff at all levels take responsibility readily and demonstrate a strong commitment to teamwork. The head teacher provides purposeful and sensitive leadership. He is well supported by the deputy head teacher and senior management team. Team leaders and subject leaders, many of whom are new to their role, carry out their responsibilities conscientiously. Classroom Assistants make an outstanding contribution in supporting teaching and learning. Administrative, support and caretaking staff all make a very significant contribution to the effective daily routines.
102. The school has a supportive ethos that promotes shared values about learning, behaviour and relationships. Staff are fully involved in the formulation of aims, values and policies. The school's value statement 'we provide a happy and secure environment where we show mutual respect, fairness, understanding and care for all' is reflected in all aspects of school life.
103. The school takes full advantage of local and national initiatives gaining accreditation through Investors in people, the Basic Skills Agency Quality Mark, the Healthy Schools initiative and most recently being recognised as a Dyslexia Friendly School. The school is actively involved in LEA and local initiatives and collaborates well with other partners within the cluster for example in hosting and leading elements of the Physical Education in School Sports (PESS) programme and in moderating pupils' work. Staff benefit from being involved in leading training developments and sharing good practice. These initiatives have a positive effect on pupil achievement.
104. Whole-school targets set for pupils at the end of key stages are realistic and are appropriately based on prior assessment and the likely performance of each pupil. The school recognises the need to make better use of benchmarked predictive information to provide additional challenge.
105. Effective Performance Management arrangements are in place based on agreed job descriptions. All staff are appraised annually and performance objectives have been agreed. Procedures for identifying staff development needs are effective and positive support is provided for staff development and learning that helps to ensure continuing improvement of provision. This is particularly evident in the development of the classroom assistants' role.
106. Governors are supportive of the school and are provided with a range of information about the schools' operations by the head-teacher, prior to each

governors meeting. The role of governors as a 'critical friend' is developing well. Governors help set the school's strategic direction each year and have had an opportunity to comment on the current whole school self-evaluation report and school development plan.

107. Most governors have developed curriculum area interests. The governors who visit the school regularly follow an agreed protocol and provide the other governors with information about their visit experience. The head teacher provides a significant level of guidance to the governing body. However, all members of the governing body are not effectively involved with fully evaluating the successes of whole school strategies, the quality of provision and the standards pupils achieve.
108. Governors meet regularly as a full governing body at least once every term and fully satisfy all statutory, legal and regulatory requirements. Appropriate committees have been established and meet regularly. The proceedings at all governors' meetings are appropriately recorded. All statutory policies, documents and procedures have been adopted and implemented.

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

Grade 2: Good features and no important shortcomings

109. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
110. Leaders and managers are well informed about performance in their areas of responsibility. Monitoring systems ensure that planning, teaching and learning are regularly reviewed by subject leaders the senior management team and LEA advisers.
111. Evaluation involves staff at all levels. Subject leaders draw up detailed self-evaluation reports. In the best examples they draw on classroom observations, the scrutiny of teachers' planning and the collation and moderation of examples of pupils' work as an aid to assessing standards. The school recognises the need to develop a greater focus on pupil achievement rather than provision in order to come to a firm conclusion on whole school standards. Good use is made of school data about pupil performance in National Curriculum assessments to identify trends over time. The use of predictive and value added data is not firmly established.
112. The school's self-evaluation procedures are inclusive. Members of staff and governors are involved in evaluating and making judgements. Parents' views are sought via questionnaires and the parents'/school partnership meetings. The School Council provides valuable opportunities for pupils to make their views known on a number of issues.
113. The self-evaluation report produced by the school before the inspection is comprehensive and carefully considers strengths and areas for development, in relation to each of the elements of the seven key questions of the inspection

framework. Issues identified by the school as requiring further attention are similar to those identified by the inspection team. The grades awarded by the school match the grades awarded by the inspection team in five of the seven key questions. In the other two questions the inspection team awarded a higher grade.

114. Planning for improvement is focussed on raising standards and the school development plan focuses on appropriate priorities for improvement. Challenging targets for improvement have been set in each of the core subjects. The school is aware of the need to clarify the link between the self-evaluation process and the priorities listed in the school development plan in order to ensure that success criteria focus more specifically on pupil achievement.
115. The school development plan sets out appropriate timescales and the head teacher and governors ensure that all identified priorities are adequately resourced.
116. Good progress has been made since the last inspection. Both key issues raised during the last inspection have been addressed. Standards have improved significantly in English and mathematics in Key Stage 1 and in Welsh in both key stages. Subject leaders are having a positive impact on monitoring and evaluating standards all subjects.

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

Grade 2: Good features and no important shortcomings

117. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
118. The school has sufficient qualified, specialist and experienced teachers and invaluable support staff. Pupils also have access to the expertise of visiting staff from a range of specialist support services. All staff are deployed, trained and managed effectively.
119. The school fully meets the statutory requirements for workload remodelling and every member of the teaching staff is allocated appropriate planning, preparation and assessment time and resources. These arrangements are effective.
120. Outstanding emphasis is placed on the professional development of staff. This is particularly effective in developing the role of classroom assistants. Arrangements, incorporating induction for newly qualified teachers and strong early and continued professional development, are comprehensive.
121. The school is particularly well served by the caretaker and his team; kitchen supervisors and lunchtime staff and there is very effective administrative support. A number of personnel, including parents, have undertaken additional training to enhance the provision for pupils. Other training needs are currently being assessed.

122. Learning resources are good. Considerable investment in ICT equipment has enhanced pupils' learning opportunities. There are well stocked resource areas, including a very good library with a wide range of books. Other equipment and artefacts are easily accessible and regularly used. Pupils benefit from good resources that match the demands of the curriculum.
123. The wide range of learning resources and educational materials available to meet the varying needs of pupils of all abilities and age ranges is well managed.
124. Accommodation and learning resources are utilised well. Classroom accommodation is sufficient for the number of pupils on roll. It provides a comfortable, safe, secure and attractive learning environment. Much of the interior redecoration has been completed to a good standard by parent volunteers.
125. The outside play area for the early years' pupils is well equipped, stimulating, safe and secure. This area is readily accessible from the classroom. The extensive grounds incorporate hard surface play areas, grassed playing fields, attractive well-stocked garden areas and vegetable growing plots.
126. Access to all parts of the school for pupils, staff and visitors with disabilities is limited, however, clear plans are in place to improve access.
127. Financial management is systematic and methodical. The head teacher, governors and LEA finance officer ensures cost effectiveness in the school's expenditure. Spending accords to the priorities set by the head teacher and governors in the school development plan. There are clear links between allocation of resources and identified priorities improvement.
128. The school manages its expenditure prudently within its delegated budget. The head teacher and governors regularly monitor spending decisions well, ensuring that budget is spent close to its limit to ensure that the pupils on roll benefit from all the funding available. However, the schools' decision not to hold any contingency reserves does not allow it to provide for any unexpected or unplanned expenditure.
129. The school energetically seeks ways of raising additional funds and has been very successful in securing grants and sponsorships. This additional funding, and funds raised by parents, is used well to enhance learning opportunities for all pupils and students and professional development of staff.
130. The minor recommendations contained in the most recent internal audit report have all been appropriately addressed.
131. Given the standards pupils achieve, the quality of teaching and the quality of support and guidance provided, the school manages its resources effectively, efficiently and prudently to give good value for money.

Standards achieved in subjects and areas of learning

English

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

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

Good and outstanding features

132. Most pupils in both key stages listen well and make good progress in their speaking and listening skills. They express their views with increasing confidence and reply to questions articulately. In the main, they take part willingly in class discussions and follow instructions carefully and competently. Pupils with additional learning needs make excellent progress in relation to individual starting points with language and literacy.
133. Pupils in key stage 1 listen carefully to teachers' explanations and to each other. Generally, they demonstrate excellent listening skills and speak clearly and with increasing confidence. Most pupils speak confidently in a variety of contexts and offer answers to questions eagerly. They are making good progress in speaking for different audiences and enjoy talking to visitors.
134. Pupils in key stage 1 make good progress and their reading skills are age appropriate. They love books and show great enthusiasm when handling literature. After reading their sentences, they answer questions carefully, showing very good book knowledge, such as author, plot and 'blurb', and use good expression, particularly when a question mark is used. By the end of key stage 1, more able pupils read unfamiliar texts with confidence and fluency. All readers have a positive attitude towards reading. When reading an unfamiliar word, they use their knowledge of letter and sound correspondence well.
135. Pupils' writing skills develop well in key stage 1. Most pupils make good progress in creative writing using short sentences as they progress from emergent to independent writing. During guided reading activities, they complete associated writing activities with care and precision. Presentation is very neat and skilful. Pupils take great pride in their written work and are keen to show it to visitors.
136. In key stage 2 pupils interact well with other pupils and teachers. They listen purposefully and answer pertinent questions and share their views articulately. Most demonstrate high levels of understanding and clarity of speech.
137. Standards in reading in key stage 2 are very good. Most pupils read with accuracy and fluency. They enjoy reading to visitors and show they understand the meaning of words through their expressive and modulating reading. They read with good expression and, in the main, show a good understanding of structure, setting and characters. They also express and record their likes and dislikes of different books very well, often illustrating their reviews with humour and flair. Generally pupils' higher order skills are well

developed. The majority of pupils have developed an appropriate awareness of advanced reading strategies and use this knowledge to decode words with increasing confidence.

138. Older pupils in key stage 2 know what different genres are and will find a book accordingly. In guided reading sessions, they consider the topic of bullying in a mature and sensitive manner, after reading 'A Guardian What?' by Jenny Sullivan. There is a high level of empathy and consideration for others expressed as they work through the book collaboratively.
139. In key stage 2 most pupils develop good writing skills. Younger pupils identify correctly elements, which could add suspense to a story. They recall previous work on adjectives and modelled writing, showing a good command of spelling and punctuation. Older pupils respond in an exceptionally articulate and enthusiastic manner for example as they listen, read, discuss and then record their reviews following a visit to Erddig. Most demonstrate very good recall of information about previous learning and use their powers of persuasive writing to plan and execute independent, extended written work. By the end of the key stage most pupils show good examples of writing some instructional text. More able pupils begin to write stories from scripts demonstrating a flair for writing.

Shortcomings

140. There are no important shortcomings.

Welsh second language

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

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

Good features

141. In key stage 1 most pupils listen attentively and respond well to everyday classroom commands. They know and use a range of vocabulary, phrases and sentence patterns. They count confidently to 10 and know their colours. They ask and answer questions in familiar situations for example about the weather and their likes and dislikes. The more able use simple prepositions correctly.
142. Pupils in key stage 1 sing enthusiastically a range of songs, which help to consolidate the language patterns learnt. They read simple words and phrases from flash cards combining them correctly to form simple sentences. Generally their pronunciation and intonation is good.
143. In key stage 2 most pupils listen attentively in lessons. Generally, younger pupils respond well to simple greetings and instructions and to a range of basic questions about themselves. The majority use appropriate vocabulary when participating in 'Helpwr Heddiw' question and answer sessions.

144. The majority of older pupils in key stage 2 demonstrate a good recall of previously learned vocabulary and sentence patterns. They know the names of various foods and can describe their likes and dislikes. They ask and answer questions using appropriate sentence patterns. The more able maintain a simple conversation based on what they did at the weekend. They show great enthusiasm, use the past tense of the verb correctly and provide extended responses. They speak clearly with good diction.
145. The majority of pupils in key stage 2 read correctly single words and phrases on flash card and worksheets. Older pupils increasingly complete a range of written tasks including dialogues and diaries, which help them to become familiar with sentence structures. This reinforces vocabulary and enables them to write following set patterns.

Shortcomings

146. There are no important shortcomings. However, less able pupils have an insecure grasp of the vocabulary and sentence patterns they use. As a result they are often unsure of the different responses needed to various oral questions.

Mathematics

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

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

Good Features

147. In key stage 1, younger pupils count confidently from 1 to 20. They order numbers correctly in sequence and recite and write, in figures, the numbers of dots on a dice.
148. Older pupils in key stage 1 use empty number lines effectively and count on accurately in twos, threes and tens. The majority demonstrate good mental recall of number bonds to twenty.
149. By the end of the key stage most have a good understanding of place value and use number lines successfully to add single digit numbers. The more able add two or three numbers quickly and accurately. Most pupils understand and use mathematical language associated with number such as 'more than' 'fewer' 'altogether' correctly. They use appropriate mathematical language when discussing shape and measure.
150. In key stage 2, pupils build appropriately on key stage 1 work. Generally, they have a good understanding of place value when discussing numbers up to 1000 and beyond. Most younger pupils in key stage 2 add, subtract, multiply and divide numbers quickly and accurately when playing the 36 game. They record their work effectively into a tally and frequency table. The majority demonstrate their ability to solve problems by collecting, organising and displaying information in the form of bar graphs. They use appropriate

vocabulary when discussing their graphs and communicate their findings and ideas effectively to others.

151. By the end of the key stage the majority of pupils demonstrate good mental recall of appropriate mathematical facts. They compute quickly and accurately and express simple fractions correctly as decimals and percentages. During mental warm up activities at the start of their lessons, most older pupils in key stage 2, work well in groups. They are enthusiastic about their work and respond quickly and accurately to solve problems set by the teacher.
152. Most pupils in key stage 2 display good understanding of the properties of shape, space and measure. Older pupils correctly calculate the perimeter of simple shapes. They extract and interpret data linked to fractions set out in tables and use appropriate mathematical vocabulary to explain their conclusions.

Shortcomings

153. 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

154. Pupils in both key stages are developing a good historical vocabulary. They recount their knowledge and understanding of historical events well and relate them to visits they have made to various places of interest, such as Deva and Erddig. The use of primary source material and very good artefacts greatly enhance pupils' historical knowledge and research skills across the school.
155. Key stage 1 pupils' awareness of the past is greatly enhanced by a range of historical sources. Pupils communicate well about holidays past and present. Younger pupils compare their holidays now to ones taken by their parents and grandparents. They discuss sensibly the different features of past holidays such as entertainment and transport. Most pupils identify very well the similarities and differences of holidays past and present. They produce vivid posters using a range of materials to represent the seaside. They also make Punch and Judy artefacts and a puppet theatre to re-enact the show at a later date and know about old seaside traditions. More able pupils write good sequenced sentences about the past and present, showing good chronological awareness.
156. Across key stage 2, pupils develop a good understanding of the Celts and the Victorians, interpreting evidence to increase their awareness. They make appropriate use of timelines to locate people and events in history.
157. Younger pupils in key stage 2, use mind maps well to learn about Celts from different sources. Visits and involvement in a Celtic drama enhance their knowledge and understanding of Celtic warriors. Most pupils can create a

good interpretation of a Celtic warrior. They talk with conviction about which sources have influenced them. Pupils with additional learning needs make excellent progress in their written and representational work.

158. Older pupils in key stage 2 have good knowledge about the Victorian era. Following a visit to Erddig they relate their experiences in the Victorian kitchen and other living areas with enthusiasm, using appropriate historical vocabulary and good chronological awareness.

Shortcomings

159. There are no important shortcomings.

Music

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

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

Good Features

160. Throughout the school pupils enjoy singing. They display good control of rhythm and pitch. Pupils of all abilities in both key stages perform confidently as part of a group. They maintain their parts when singing in the round and many do it well. Pupils' confidence is enhanced well by opportunities to perform both within school and public places. They use musical terminology correctly and appropriately.
161. Pupils in key stage 1 play a wide range of untuned instruments competently to create a class composition to accompany a story. They show a good sense of rhythm and maintain a steady beat. They communicate their ideas for a musical composition using pictures well. They demonstrate a developing awareness of the elements of music when they evaluate their performance and identify how they could improve.
162. Most pupils in key stage 2 make good progress and develop their skills appropriately. Older pupils explore a range of sound sources, understand a pentatonic scale and compose music using their voices and both tuned and untuned instruments. They can select, combine and arrange imaginatively with good expression, a musical composition.
163. By the end of the key stage most pupils can read musical notation, clap and chant accurately, with complex and opposing rhythm. They work with interest, enjoyment and perseverance. Most pupils can evaluate their work and discuss areas to improve their performance.
164. Supported by peripatetic music teachers, some pupils learn to play percussion, woodwind, brass and stringed instruments. This extends their musical ability. A good feature of the school is that a number of pupils move on to play in a local brass band.

Shortcomings

165. There are no important shortcomings.

Physical 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

166. In key stage 1, pupils dress appropriately and are aware of the effects of physical exercise, the need to 'warm-up' and 'cool down' on their bodies.
167. Most pupils in key stage 1 make good use of the space around them whilst moving around the hall. They listen and respond readily to instructions, show increasing control of their bodies and demonstrate the ability to balance and change direction when swivelling, walking and jogging. The more able successfully put together a series of linked actions.
168. Most pupils demonstrate good throwing, aiming and catching skills when using beanbags and hoops. They co-operate easily with each other and concentrate and persevere well in order to improve their skills. The more able transfer their skills successfully when using small balls.
169. In key stage 2, most pupils demonstrate their knowledge and understanding of the principles of exercising their body in the context of healthy living. They handle equipment safely.
170. Younger pupils in key stage 2 consolidate, adapt and refine their skills when running, jumping and landing and rolling. Most pupils evaluate the progress in their performances sensibly and make appropriate suggestions for improvement. Older pupils practice and establish a sequence of movement carrying out the individual elements of rolling, stretching and balancing with increasing skill. The more able demonstrate control, fluency and accuracy in linking their movements.
171. Older pupils in key stage 2 demonstrate very good orienteering skills. They co-operate well in pairs and use their communication and problem solving skills effectively.
172. All pupils in key stage 2 have opportunities to attend swimming lessons. School records indicate that the majority swim 25 metres unaided by age 11. Many pupils participate in a variety of after school sports clubs. These opportunities impact positively on standards in physical education.

Shortcomings

173. There are no important shortcomings.

School's response to the inspection

The staff, Governors and pupils of Sandycroft C P School wish to thank the inspection team for the thorough and professional way they conducted our inspection. The team recognised that this is a good school with many strengths.

We were pleased that our Self-Evaluation closely matched the findings of the team confirming that we know our school well.

We are very pleased with the many strengths and outstanding features that are highlighted throughout the report. In particular, we are delighted with the commentary linked to Key Question 4, "How well are learners cared for, guided and supported?"

Parents will, I am sure, be delighted to read the report in the knowledge that their children are:-

"exceptionally well looked after and there is extremely good attention given by the school to their care and guidance"

"All pupils succeed whatever their social, ethnic or linguistic background and achieve agreed learning targets and goals. For those pupils with additional learning needs, particularly those with SEN, English as an additional language and pupils from the travelling community, achievement across the school is outstanding taking account of their different needs and start points"

Whilst celebrating a very positive report we recognise that there is always the opportunity for further improvement. The governing body and Head teacher accept the recommendations outlined in the report. As noted in the report they have already been identified and will continue to feature as a priority of next year's school development plan. A summary of the plan will be shared with parents and progress will be reported annually in the Annual Governors' report to parents.

The role of the Nominee in the inspection process was extremely positive and offered an excellent opportunity for discussions to fully expand upon issues and evidence raised. This proved to be very positive professional development.

We very much welcome the report and consider that it reflects the hard work and excellent progress being made at the School.

Appendix 1

Basic information about the school

Name of school	Sandycroft CP School
School type	Nursery and Primary
Age-range of pupils	3-11
Address of school	Leaches Lane, Mancot Flintshire
Postcode	CH5 2EH
Telephone number	01244 532083

Head teacher	Mr Andrew Liptrot
Date of appointment	September 2004
Chair of governors/ Appropriate authority	Mrs Jackie Jenkins
Registered inspector	Mr Goronwy Morris
Dates of inspection	21-24 th April 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	23	32	28	37	39	44	44	42	289

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	13	2	14

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	27
Teacher (fte): class ratio	1.2:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 07	77	85	88
Autumn 07	70	89	92.2
Spring 08	83.4	89	91.3

Percentage of pupils entitled to free school meals	15%
Number of pupils excluded during 12 months prior to inspection	3

Appendix 3

National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2007			Number of pupils in Y2:				
			42				
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	0	10	69	21
		National	0	3	14	63	20
En: reading	Teacher assessment	School	0	0	14	67	19
		National	0	4	15	55	26
En: writing	Teacher assessment	School	0	0	21	60	19
		National	0	5	16	68	11
En: speaking and listening	Teacher assessment	School	0	0	2	36	62
		National	0	2	11	64	23
Mathematics	Teacher assessment	School	0	0	10	62	29
		National	0	2	11	65	22
Science	Teacher assessment	School	0	0	0	40	60
		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	88%	In Wales	80.1%

National figures relate to school year 2005/06

- 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					56			
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School							25	57	18
		National	0	0	1	0	1	4	16	50	29
Mathematics	Teacher assessment	School							38	55	7
		National	0	0	1	0	1	3	15	50	30
Science	Teacher assessment	School							20	60	21
		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	60.6%	In Wales	74.1%

National figures relate to school year 2005/06

- 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

Four inspectors spent 12 inspection days at the school. The head teacher attended team meetings and acted as nominee on the inspection team.

The inspectors visited:

- 38 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 head teacher, teachers, support staff, the school council and groups of pupils during the inspection.

The team also considered:

- the school's self-assessment report;
- 95 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, 5 and 6	Welsh second language PE
Mr Kerry Jones Lay Inspector	Contributions to Key Questions 1, 3, 4, 5 and 7	
Mrs Lowri Evans Team Member	Key question 2 and 3; and contributions to Key Question 1	Mathematics Music
Mrs Colette Gribble Team Member	Key Questions 4 and 7; and contributions to key Question 1	English History
Mr Andrew Liptrot Head Nominee	Contributions to all questions by providing information.	

Contractor

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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.