

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

A Report on the Quality of Education in

**Shotton Infants School
Plymouth Street
Shotton
Deeside
Flintshire
CH5 1JD**

School Number: 6642042

Date of Inspection: 01 June 2009

by

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Shotton Infants 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 Shotton Infants School took place between 01/06/09 and 03/06/09. An independent team of inspectors, led by Clive Phillips 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 Shotton Infants school serves the town of Shotton and the immediate area. The area is described as being neither socially advantaged nor disadvantaged with mixed private and council housing and a 'Communities First' area. The school was built in 1909 and was originally a primary school. The building was converted to accommodate Infants only (3 to 7 year olds only) in 1972. The classrooms are large and airy and there is a large main hall, which is used for P.E, music and assemblies. The dining room and kitchen are situated within the school grounds but separate from the main building. The school has an 'Out of School Club' and 'Breakfast Club', which are located in a full sized classroom, off the main hall.
- 2 The school has 89 full time equivalent pupils aged between 4 and 7 organised into four classes. The school also provides nursery facilities for twenty-six three and four year olds who attend the school on a part-time basis. The admission criteria for entry into the nursery class follows National and Local Authority (LA) guidance.
- 3 Baseline assessments undertaken during the first term in reception indicate that the attainment of the majority of children is similar or below the LA average.
- 4 The school has a specialist resource class, which caters for children with moderate learning difficulties. Seven pupils with statements of special educational needs and one pupil with a statement pending, attend the resource class from across Flintshire Local Authority. The school has eight other pupils with additional learning needs who are taught in the mainstream classes. Seventeen per cent of the children are entitled to free school meals, which is similar to the national average and above the Flintshire's average of 12.4 per cent. Nearly all the pupils speak English as a first language, and at the time of the inspection, two children were learning English as an additional language.
- 5 The school was last inspected in 2003. The Head teacher has been in post since April 2008.

The school's priorities and targets

- 6 The school aims to help each child experience success, happiness and security through the provision of good quality education within a safe, secure and stimulating environment, catering for their intellectual, physical, social, moral and spiritual needs.
- 7 The school's major priorities and targets for 2008-2009 include:
 - Improving the standards of attainment in literacy.
 - Improving the standards of attainment in maths.
 - Improving the standards of attainment in science.
 - Introduce the Foundation Phase at key stage 1.

Summary

- 8 Shotton Infants School provides a happy, welcoming and caring learning environment for its pupils. The school has many good features, which outweigh the shortcomings. The good features include the care support and guidance, the general learning experiences and the strong leadership.

Table of grades awarded

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

- 9 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes.

- 10 Pupils' standards of achievement in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	71%	29%	0%	0%

- 11 In key stage 1, pupils' standards of achievement in the subjects inspected are as follows:

Subject	Key stage 1
English	Grade 3
Design and technology	Grade 2
History	Grade 2
Music	Grade 2
Religious education	Grade 2
Science	Grade 2

- 12 In the National Curriculum assessments in 2008, the pupils' attainment according to teacher assessment, are below Local Authority (LA) and national averages in English, mathematics and science. Over a three-year period, the Core Subject Indicator, which takes into account pupils' attainment in all three subjects, fluctuates from being above LA and national averages in 2007 to

being below in 2006 and 2005. These figures include the pupils based in the school's resource class.

- 13 In comparison with similar schools across Wales, based on the number of pupils receiving free school meals, pupils' attainments in 2008 are in the lowest 25 per cent for English, mathematics and science.
- 14 Overall, the pupils' development in key skills is good. Their speaking and listening skills are generally good with many of the children being happy to converse, share their thoughts and feelings and contribute to group and class discussions. However, their writing across the curriculum is underdeveloped. Their numeracy skills across the curriculum are developing appropriately and most pupils are competent with using ICT relative to their ages and abilities.
- 15 The standard achieved by pupils in their bilingual proficiency is good. The majority of pupils communicate well in English and are developing a good basic language patterns in Welsh. The majority have a good awareness of '*Y Cwricwlwm Cymreig*'.
- 16 The pupils' creative skills are developing well and they display their creativity in a whole range of activities. The opportunities to nurture problem-solving skills are limited and as a result, most of the pupils' standards are underdeveloped.
- 17 Overall, pupils make good progress towards fulfilling their potential. Generally, they succeed regardless of their social, ethnic or linguistic background.
- 18 Most pupils have positive attitudes towards their work and play. They listen carefully to their teachers and other adults in the school, co-operate willingly with staff and their fellow pupils and settle quickly to their tasks.
- 19 The majority of pupils respond well to the range of learning opportunities available. However, their involvement in understanding how well they are progressing is underdeveloped. They are unclear about what they are able to do well and what they need to do in order to improve.
- 20 Pupils' spiritual, moral, social and cultural development is good. The positive relationships that pupils enjoy with staff, the supportive ethos of the school, the contribution of circle time within the personal and social education programme and the sensitive content of collective worship enables pupils to develop a secure set of moral and personal values.
- 21 Nearly all pupils are well behaved, act responsibly and show respect for others. They listen well and show kindness and consideration to one another and to all staff and visitors. There have been no exclusions in the last twelve months.
- 22 The average attendances over the three terms prior to the inspection were nursery 89.5 per cent, reception 92.35 per cent and the rest of the school 93.3

per cent. These figures are the same as the all Wales averages but below local averages and national targets set by the Welsh Assembly Government.

The quality of education and training

Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade5
0%	65%	30%	5%	0%

- 23 The quality of teaching is below the national picture as reported by the Chief Inspector in his annual report of 2007-2008, where the quality of teaching in primary schools was 83 per cent grade 1 or 2 in the lessons observed.
- 24 The good features in the teaching include effective questioning to extend pupils' learning, good relationships with the pupils, where teachers respect pupils' views and thoughts and encourage them to participate. Other good features include good pace and energy in the teacher input and good subject knowledge. Where there are shortcomings in the teaching, there are a lack of clear learning objectives, the tasks are not well matched to pupils' learning needs; and there is insufficient attention to pupils' standards of handwriting and presentation skills.
- 25 Assessment, recording and reporting procedures have good features, which outweigh shortcomings. Teachers celebrate pupils' work and efforts with regular oral feedback. However, the marking policy is not consistently applied and there are few examples of marking contributing to the process of setting future learning objectives.
- 26 The school's procedures for moderating teacher assessment and the development of annotated and levelled work in the core subject areas are at an early stage. The production of moderated cluster based portfolios of work to promote consistency of standards of assessments is under-developed.
- 27 Teachers successfully challenge stereotypical images and views. All pupils are encouraged to participate in the full range of activities provided. This includes a conscious effort to ensure that all pupils have access to a good range of learning opportunities, which include a good emphasis on practical tasks and group activities.
- 28 Teachers have a good understanding of the requirements of '*Y Cwricwlwm Cymreig*'. They are also making good provision for the development of pupils' early bilingual skills and many staff use the language frequently during the day.
- 29 The school provides a broad, balanced and relevant curriculum which is fully accessible to all pupils. The learning experiences provided effectively meet the needs of most learners but do not consistently offer sufficient challenge for the more-able and talented pupils.

- 30 The school has good arrangements that contribute effectively to pupils well-being. The school supports and leads learners effectively, giving consideration to their social, educational, ethnic and linguistic background. The family ethos and nurturing environment ensures that all pupils are respected and treated fairly. The acts of worship promote understanding, tolerance and friendship towards all backgrounds. Members of staff create a welcoming ambience, where the contributions of all pupils are clearly valued.
- 31 The provision for pupils with additional learning needs is good. The school effectively identifies pupils' individual needs and appropriately monitors progress in meeting these needs in both the resource class and in the mainstream setting.

Leadership and management

- 32 The head teacher leads and manages the school very well. She has a clear vision for the future development of the school and is a proactive and energetic leader. The staff and governing body support the head teacher and are committed to improving the standards and general wellbeing of the pupils at the school. As a result, the school is making good progress towards fulfilling its aims and objectives as stated in the school information booklet to parents.
- 33 The governing body is very supportive and committed to the school. The school is staffed with an appropriate number of well-qualified and experienced teachers, including those with special educational needs and under-fives expertise.
- 34 The school development plan is a comprehensive working document. It focuses on improving standards, based on the school's self-evaluation process. The head teacher, with the support of governors, ensures that key priorities for improvement benefit from the adequate allocation of resources.
- 35 The head teacher is beginning to establish a culture of self-evaluation which has led to some initiatives which have already brought clear improvements for example in improving behaviour and in raising teacher' expectations in order to get more pupils attaining higher levels at the end of the key stage. Other staff members have conducted audits but the outcomes are not yet evident.
- 36 Subject leaders are beginning to gather information about standards. There is not yet a clear understanding of strengths and areas for development in their subjects. Their monitoring role has not been formalised sufficiently and there are no formal arrangements in place to enable the parents and pupils to express their opinions and to offer suggestions for improvement.
- 37 There are sufficient learning support staff in the nursery and reception classes. In the main, they carry out their roles effectively and make a good contribution to the overall learning experiences provided for the children. The number of learning support staff in key stage 1 is insufficient to deliver the Foundation Phase methodology as implemented by the school. Consequently, the pupils

carry out tasks in the continuous provision areas without the necessary support to enhance their experiences and extend their knowledge.

- 38 The school has given good attention to the main key issues for action as identified in the 2003 report. The school has addressed the need to improve the quality of the outside environment as a learning resource for the early years' classes. Also, the school has provided sheltered areas on the yard and a broader range of activities for the pupils to enjoy during their play time. In English, the standard of pupils' oral skills has improved and most pupils were able to talk at length and to convey their thoughts and opinions confidently.
- 39 There is a good match between the spending plans and the school's priorities. The head teacher and administrative officer conduct regular cost/benefit analyses to ensure that the school receives best value for money.

Recommendations

- 40 The school needs to:
- R1 Raise the standard of pupils' writing and presentation skills across the curriculum;
 - R2 Improve the quality of teaching especially with regard to ensuring that tasks extend the learning experiences of all learners in key stage 1;
 - R3 Develop further self-evaluation and monitoring procedures; and
 - R4 Develop further the assessment moderation procedures.

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

- 41 The findings of the inspection team do not match the grade 2 judgement made by the school in the self-evaluation report. Generally, the standards achieved have good features, which outweigh shortcomings. The main shortcomings are the low percentage of pupils achieving the higher level three at the end of year 2 compared to other similar schools and pupils' writing skills across the curriculum.
- 42 Pupils' standards of achievement in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	71%	29%	0%	0%

- 43 The figures are below the national figures published in the Chief inspector's latest Annual Report for 2007-2008 where standards reported to be grade 1 or 2 overall in 84 per cent of the lessons inspected.
- 44 The overall quality of the educational provision for the under fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes.
- 45 Baseline assessments undertaken within the first term of entry indicate that the majority of children's attainment is below the Local Authority (LA) average. The children in the nursery and reception class make good progress from this below average baseline

Grades for standards in subjects inspected

- 46 In key stage 1, pupils' standards of achievement in the subjects inspected are as follows:

Subject	Key Stage 1
English	Grade 3
Design and Technology	Grade 2
History	Grade 2
Music	Grade 2
Religious Education	Grade 2
Science	Grade 2

- 47 In the National Curriculum assessments in 2008, the pupils' attainment according to teacher assessment, are below LA and national averages in English, mathematics and science. Over a three-year period, the Core Subject Indicator, which takes into account pupils' attainment in all three

subjects, fluctuates from being above LA and national averages in 2007 to being below in 2006 and 2005.

- 48 In comparison with similar schools across Wales, based on the number of pupils receiving free school meals, pupils' attainments in 2008 are in the lowest 25 per cent for English, mathematics and science.
- 49 The end of key stage results includes the children attending the resource class. The school's results without the inclusion of the resource class compare favourably with the local and national averages.
- 50 However, the percentage of pupils achieving the higher level, namely level 3, in the core subjects of English, mathematics and science is well below the national average. The school has worked hard to address this issue during the past year, and the results for 2009 indicate a significant improvement. The school also has a significant increase in pupils achieving level 1 in 2009, which is below the level 2 expected of pupils at the end of year 2. These results were unverified during the time of the inspection.
- 51 Over the last three years, teacher assessments show a significant gap between performance of boys and girls. This year, there are indications that the gap is minimal with boys and girls attaining equally well.
- 52 Pupils in the resource class make good progress relative to their ages and abilities.
- 53 Overall, the pupils' development in key skills is good in both the early years and in key stage one. Their speaking and listening skills are generally good with many of the pupils being happy to converse, share their thoughts and feelings and contribute to group and class discussions. The more able pupils' can use extended vocabulary with good understanding. However, pupils' abilities to write in a range of genres across the curriculum and their handwriting and presentation skills are underdeveloped. Their numeracy skills across the curriculum are developing appropriately and most children are competent with using ICT relative to their ages and abilities.
- 54 The standard achieved by pupils in their bilingual proficiency is good. The majority of pupils communicate well in English and are developing a good basic language patterns in Welsh. The majority have a good awareness of '*Y Cwricwlwm Cymreig*'.
- 55 The pupils' creative skills are developing well and they display their creativity in a whole range of activities. The opportunities to nurture problem-solving skills are limited and as a result, most of the pupils' standards are underdeveloped.
- 56 Overall, pupils make good progress towards fulfilling their potential. In the main, they succeed regardless of their social, ethnic or linguistic background.

- 57 Most pupils have positive attitudes towards their work and play. They listen carefully to their teachers and other adults in the school, co-operate willingly with staff and their fellow pupils and settle quickly to their tasks.
- 58 The majority of pupils respond well to the range of learning opportunities available. However, their involvement in understanding how well they are progressing is underdeveloped. They are unclear about what they are able to do well and what they need to do in order to improve.
- 59 Pupils' spiritual, moral, social and cultural development is good. The positive relationships that pupils enjoy with staff, the supportive ethos of the school, the contribution of circle time within the personal and social education programme and the sensitive content of collective worship enables pupils to develop a secure set of moral and personal values.
- 60 Nearly all pupils are well behaved, act responsibly and show respect for others. They listen well and show kindness and consideration to one another and to all staff and visitors. There have been no exclusions in the last twelve months.
- 61 The average attendances over the three terms prior to the inspection were nursery 89.5 per cent, reception 92.35 per cent and the rest of the school 93.3 per cent. These figures are the same as the all Wales averages but below local averages and national targets set by the Welsh Assembly Government. Most pupils are punctual and lessons start on time.
- 62 Pupils' awareness of equal opportunities and their respect for diversity in society is good and appropriate for their age.
- 63 Pupils are well prepared for effective participation in the workplace. Visits and visitors to the school help them understand the world around them and 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

64 The findings of the inspection team do not match the grade 2 judgement made by the school in the self-evaluation report. Although the teaching has good features, there were also shortcomings in many of the lessons observed.

65 The quality of teaching was judged as follows:

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

66 The quality of teaching is below the national picture reported by the Chief Inspector in his annual report of 2007-2008, where the quality of teaching in primary schools was 83 per cent grade 1 or 2 in the lessons observed.

67 The good features of teaching include:

- Effective questioning to extend pupils' learning;
- Good relationships with the pupils, where teachers respect pupils views and thoughts and encourage them to participate;
- Good use of resources and good support from the teaching assistants;
- Good subject knowledge particularly with regard to the Foundation Phase in the under-fives classes;
- Good pace and energy in the teacher input and effective direct teaching.

68 The shortcomings in the teaching include:

- Lack of clear learning objectives;
- Tasks which are not always well matched to pupils' learning needs;
- Insufficient attention to pupils' standards of handwriting and presentation skills;
- Lack of opportunities for the pupils to self-assess and reflect on their own learning.

69 The teamwork between practitioners ensure effective delivery of the learning objectives in the under five classes. They have good knowledge and understanding of the areas of learning and the requirements of the Foundation Phase. In key stage 1, the teachers demonstrate good knowledge of the National Curriculum subjects and, overall, deliver effective teaching sessions. However, opportunities to develop pupils' learning are underdeveloped in some lessons due to a lack of challenge, focus and clarity in the follow up activities.

70 Teachers successfully challenge stereotypical images and views. All pupils are encouraged to participate in the full range of activities provided. This includes a conscious effort to ensure that all pupils have access to a good

range of learning opportunities, which include a good emphasis on practical tasks and group activities. As a result, pupils' engagement and enjoyment in most tasks is good.

- 71 In the main, the teachers cater appropriately for the learning abilities of most pupils including pupils with special educational needs. However, the teachers do not plan specifically for more able and talented pupils and this aspect is underdeveloped.
- 72 Teachers have a good understanding of the requirements of '*Y Cwricwlwm Cymreig*'. They are also making good provision to develop pupils' early bilingual skills and many staff use the language frequently during the day.
- 73 Assessment, recording and reporting procedures have good features, which outweigh shortcomings. The school's procedures meet statutory requirements. They correctly implement the baseline assessments and targets are set for further development. The school meets the statutory requirements for the regular assessment, recording and reviewing of the needs of pupils with additional learning needs.
- 74 The school complies with statutory requirements with regard to reporting to parents. National assessments results and individual pupil results are reported to parents at the end of key stage 1. The quality of the annual written reports is good. Parents value the meetings with staff to discuss their children's progress and development.
- 75 Teachers celebrate pupils' work and efforts with regular oral feedback. However, the marking policy is not consistently applied and there are few examples of marking contributing to the process of setting future learning objectives.
- 76 The school collates evidence of pupil attainment in 'Learning Journey' and 'Travelling Together' profiles, which exemplify areas of learning reflective of the Foundation Phase. The profiles provide useful summative accounts of the pupils' record of achievement as well as commenting on their disposition and attitude to learning. These profiles are shared with parents giving them a good insight into their child's attainment and achievement.
- 77 The school's procedures for moderating teacher assessment and the development of annotated and levelled work in the core subject areas are at an early stage. The production of moderated cluster based portfolios of work to promote consistency of standards of assessments is under-developed.

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

- 78 The findings of the inspection team match the judgement made by the school in the self-evaluation report.
- 79 The school provides a broad, balanced and relevant curriculum, which is fully accessible to all pupils. Policy documents and schemes of work ensure good coverage of National Curriculum subjects and the seven areas of learning in the Foundation Phase. The extension tasks following teacher input in key stage one do not always build on the good learning experiences provided for the children. As a result, some opportunities are lost to extend pupils' learning experiences, particularly the more able and talented learners. This is partly due to the number of learning support staff in key stage 1 being insufficient to deliver the Foundation Phase methodology as implemented by the school. Consequently, the children carry out tasks in the continuous provision areas without the necessary support to enhance their experiences and extend their knowledge.
- 80 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes.
- 81 The school provides equal opportunities for all pupils to participate in a range of activities. There is an extra curricular after school recorder club and a football club is run in conjunction with a local team. The school makes good use of the local churches and the vicar is a regular visitor to the school. The school also supports activities arranged in the adjacent community centre.
- 82 The provision for promoting pupils' personal development, including their spiritual, moral and cultural development is good. The provision for collective worship is good. The school's assemblies are broadly Christian in character and are appropriate to the development and background of the pupils. The provision for promoting pupils' moral development is also a good feature with the quality of relationships and the fostering of values such as honesty, fairness and respect for others having a positive influence on pupils' attitudes and behaviour. The effective use of circle time also contributes well to promoting these values.
- 83 The school enjoys positive partnerships with parents and carers. Parents are kept well informed about school events and the home-school agreement fulfils statutory requirements. There are good links with other providers of education, including Chester University, and local Colleges. These links provide a positive input to the life and work of the school particularly in terms of student placements.

- 84 Pastoral bridging arrangements with the junior school to which most pupils transfer are effective. There are very close links with the special schools in the area.
- 85 A good range of relevant activities, educational visits and guest speakers extend pupils' experiences and enrich their learning. In particular, the pupils' have benefited from the involvement of a local artist in helping them to create a ceramic mural to celebrate the school's centenary.
- 86 The curriculum fully meets legal requirements. The learning experiences provided include links with businesses and employers in the local area. These contribute effectively to the pupils' understanding of the world of work.
- 87 *Y Cwricwlwm Cymreig* is effectively promoted in several areas, including assemblies and history. Bilingual skills are developed effectively with a good emphasis on using incidental Welsh during school routines.
- 88 The school recognises and respects diversity and all pupils are equally valued. Pupils learn about the needs and rights of others through their work in personal and social educational lessons and this is reflected in their positive attitudes, relationships and behaviour.
- 89 The school is working towards gaining accreditation for sustainable development through the Eco-School scheme. The importance of recycling and looking after the world is often emphasised in whole school assemblies and most children are developing a good awareness of issues associated with sustainability.
- 90 The work of the school reflects National priorities in some aspects for example the implementation of the Foundation Phase and the good care and support given to the pupils through the breakfast club and after school activities.
- 91 The school effectively ensures equality of access and opportunity to all its pupils.

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

Grade 2: Good features and no important shortcomings

- 92 The findings of the inspection team do not match the grade 1 judgement made by the school in its self-evaluation report. This is because the inspection team did not identify any outstanding features with regard to the care, support and guidance provided by the school. However, the quality of care, support and guidance is consistently good and this is a major strength of the school. The head teacher and staff know pupils well and effective procedures are in place to monitor and support pupils' development and welfare.
- 93 The school works in partnership with a range of agencies and support services to ensure pupils' needs are addressed. The school uses the LA support

services effectively with regard to matters relating to the well being of the pupils. The Head teacher and staff make every effort to encourage parents and carers to become involved in the life and work of the school.

- 94 The induction arrangements for new children are very effective, and help the children to settle well into school life. Pupils move from one class to another easily and they know their teachers very well.
- 95 The school has set up a school council even though this is not statutory for a school of this age group. The school council is well established and is an effective forum for pupils' to convey their ideas and opinions. Pupils are actively encouraged to accept responsibilities and to work collaboratively and co-operatively. The school listens to the views of the pupils and acts accordingly.
- 96 The school has good procedures for monitoring pupils' attendance, punctuality, behaviour and performance. Parents are required justify all absences and the school works in co-operation with the Education Welfare Officer to ensure the full compliance of the monitoring policy. The school reminds the parents about the importance of regular attendance and generally, the attendance figures are improving.
- 97 The school's scheme of work for promoting personal and social education is at an early stage of development.
- 98 The school's child protection procedures are clearly understood by all members of staff. All staff have received training and there is designated governor with responsibility for child protection.
- 99 The school places a strong emphasis on all aspects of health education and the promotion of healthier lifestyle permeates the curriculum and is evident in the daily routines. The policies and procedures for first aid, sex education and racial equality are effectively implemented and they are familiar to all members of staff. The school has adopted suitable arrangements for dealing with complaints and appeals.
- 100 The school pays appropriate attention to health and safety matters. A representative of the police force visits the school to talk about welfare and safety issues with the pupils. A number of staff are first aid qualified.
- 101 The provision for pupils with additional learning needs is good. The school's additional educational needs policy is comprehensive and fully complies with the SEN Code of Practice and the framework for inclusive education. The school effectively identifies pupils' individual needs and appropriately monitors progress in meeting these needs in both the resource class and in the mainstream setting. The overall quality of the school's tracking systems is good. The school's two additional needs co-ordinators manage their responsibilities well.

- 102 An appropriate register of pupils with SEN is maintained, indicating the range of support given at the 'school action' and 'school action plus' stages of the Code of Practice. Pupils on the register have their own individual educational plans [IEPs]. These are written by the mainstream additional needs co-ordinator in collaboration with the class teachers. Individual educational plans are of good quality and include short-step targets, teaching strategies and achievement criteria.
- 103 Pupils on the SEN register are well supported within the mainstream classes. Those who have under-developed skills in literacy and numeracy benefit not only from support within class but also from good targeted intervention from suitably-trained teaching assistants. These sessions mirror those provided in the mainstream setting.
- 104 The school has recently produced a policy for supporting more-able and talented pupils and maintains an appropriate register for such pupils within this category. Intervention strategies to support, challenge and extend identified pupils are currently being developed. The quality of differentiation for meeting the needs of more able and talented is underdeveloped.
- 105 Provision for pupils in the resource class is good and organised well by the resource class additional needs co-ordinator. There are an appropriate range of learning opportunities to meet pupils' ages and individual learning needs. Together, the teacher and teaching assistants ensure pupils also make good progress in the personal and social development, particularly in regard to promoting pupils' self-esteem. There are missed opportunities to develop pupils' independent learning skills.
- 106 The school supports and leads learners effectively, giving consideration to their social, educational, ethnic and linguistic background. The family ethos and nurturing environment ensures that all pupils are respected and treated fairly. The acts of worship promote understanding, tolerance and friendship towards all backgrounds. Members of staff create a welcoming ambience in which the contributions of all pupils are clearly valued.
- 107 There are appropriate measures in place to eliminate oppressive behaviour, including bullying, racial discrimination and all forms of harassment. Records indicate that such incidents are extremely rare and the school functions well as a supportive and happy community.
- 108 The school has current equal opportunities policies, including one on accessibility that identifies specific measures to allow access to every part of the school for a person with a physical disability. The disability plan is a comprehensive document, which indicates the steps the school is taking to ensure equality of opportunities for all pupils and adults.

Leadership and management

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

Grade 2: Good features and no important shortcomings

- 109 The findings of the inspection team match the judgements made by the school in the self-evaluation report. In the inspection framework, there is usually a close correlation between the grade awarded for key question 5 and the grades awarded for key questions 1 and 7. As key questions 1 and 7 are awarded a grade 3, it follows that key question 5 should also be a 3. However, it is the view of the inspection team that the head teacher in particular has instilled a strong sense of purpose and direction to the life and work of the school and the school is beginning to reap the benefits of her leadership. As a result, leadership and strategic management are good with no important shortcomings.
- 110 The head teacher leads and manages the school very well. She has a clear vision for the future development of the school and is a proactive and energetic leader. The staff and governing body support the head teacher and are committed to improving the standards and general wellbeing of the children at the school. As a result, the school is making good progress towards fulfilling its aims and objectives as stated in the school information booklet to parents. The head teacher has instilled high expectations with regard to pupil attainment and behaviour, and as a result, the targets for improvement are beginning to be realised.
- 111 Overall, the school takes appropriate account of national priorities. The school has introduced the Foundation Phase methodology in years 1 and 2 and has reorganised the teaching areas in order to maximise the learning opportunities provided for the children in the early years and key stage one. The good level of training and development has resulted in very good provision in the early years classes. A breakfast club is available to all pupils and the school is working towards accreditation as a healthy school. However, it is too early to measure the positive impact of some of these initiatives on standards and general wellbeing of the pupils.
- 112 The school sets challenging but appropriate targets for pupils at the end of the key stage. The targets are based on the likely performance of each pupil. Most pupils achieve and on occasion exceed their personal targets.
- 113 Performance management procedures are well established. The school ensures that the all members of staff have appropriate support and training to meet their targets. The impact of the training is evident in many aspects of school life, particularly in the implementation of the Foundation Phase in the early years' classes. The impact of the Foundation Phase training at key stage 1 is at an early stage of development.

- 114 There are clear policies and practices promoting equality of opportunity for all pupils and staff.
- 115 The governing body is very supportive and committed to the school. Eight new governors have been appointed during the last two years and the School Development Plan (SDP) recognises the need to develop their roles further. The school has identified appropriate training opportunities to enable this to happen.
- 116 The governing body contributed to the school's self-evaluation report and have a firm understanding of the main issues affecting the school.
- 117 Governors are starting to develop a monitoring role within the subject areas. They are linked with specific curriculum areas and are beginning to establish a better understanding of standards in those subjects through discussions with the relevant subject leaders. They meet regularly and have a number of well-established sub committees.
- 118 The governing body meets all regulatory and legal requirements.

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

Grade 3: Good features outweigh shortcomings

- 119 The findings of the inspection team do not match the grade 2 judgement made by the school for this key question as the self-evaluation procedures and processes at the school are at an early stage of development. Consequently, it is the view of the inspection team that key question 6 has good features, which outweigh shortcomings. The inspection team does not agree with the school's judgement in its self-evaluation report in five of the seven key questions.
- 120 The head teacher is beginning to establish a culture of self-evaluation which has led to some initiatives which have already brought clear improvements for example in improving behaviour and in raising teacher' expectations in order to get more pupils attaining higher levels at the end of the key stage. Other staff members have conducted audits but the outcomes are not yet evident.
- 121 Through discussions and questioning, the staff and governors have contributed fully to the school's self-evaluation report. The report itself has good features being both clear and evaluative.
- 122 Subject leaders are beginning to gather information about standards. There is not yet a clear understanding of strengths and areas for development in their subjects. Their monitoring role has not been formalised sufficiently to ensure that there are comprehensive procedures to provide a reliable overview of pupils' standards of achievement across the school. No formal arrangements

are in place to enable the parents and pupils to express their opinions and to offer suggestions for improvement.

- 123 Local and national benchmarking data is analysed to compare the school's performance with that of similar schools.
- 124 The school development plan is a comprehensive working document. It focuses on improving standards, based on the school's self-evaluation process. The head teacher, with the support of governors, ensures that key priorities for improvement benefit from the adequate allocation of resources.
- 125 The school has given good attention to the main key issues for action as identified in the 2003 report. The school has addressed the need to improve the quality of the outside environment as a learning resource for the early years' classes. Also, the school has provided sheltered areas on the yard and a broader range of activities for the pupils to enjoy during their play time. In English, the standard of pupils' oral skills has improved and most pupils were able to talk at length and to convey their thoughts and opinions confidently.

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

Grade 3: Good features outweigh shortcomings

- 126 The findings of the inspection team do not match the judgement made by the school in its self-evaluation report. The grade 3 is lower than the grade 2 awarded by the school for Key Question 7. This is because the resources at key stage one are insufficient to further the learning opportunities of the pupils.
- 127 The school is staffed with an appropriate number of well-qualified and experienced teachers, including teachers with expertise in special education needs and the Foundation Phase.
- 128 There are also sufficient learning support staff in the nursery and reception classes. In the main, they carry out their roles effectively and make a good contribution to the overall learning experiences provided for the children. The number of learning support staff in key stage 1 is insufficient to deliver the Foundation Phase methodology as implemented by the school. Consequently, the children carry out tasks in the continuous provision areas without the necessary support to enhance their experiences and extend their knowledge.
- 129 The head-teacher's roles and responsibilities are wide ranging. Presently, the school has no assistant head or deputy. Two members of staff have leadership roles although it is not imperative that they undertake the role of whole school leader in the incidence of the head teacher being absent for an extended period. This situation poses a potential risk for the school and the governors need to ensure that a suitable contingency plan is in place.

- 130 Arrangements for providing teachers with time for planning, preparation and assessment are in place, and contribute well to the overall curriculum offered to pupils. Teachers use the time to work together as teams to plan, prepare and assess work and to evaluate the success of their teaching and learning input. The school has good arrangements in place to ensure that teachers do not have to undertake unnecessary paper work and administrative tasks. The school has a part time administrative assistant and has effectively allocated resources for workforce remodelling.
- 131 Nearly all staff benefit from appropriate training. The Foundation Phase training has had a good impact on the quality of the provision in the early years' classes. However, not all members of staff have a clear understanding of the requirements of the Foundation Phase at Key Stage 1. Consequently, the opportunities to enhance the children's learning experiences are often lost.
- 132 Nearly all the learning support assistants are involved in appropriate professional development activities, which in most cases have a positive impact on the quality of the learning experiences provided for the children. In a minority of examples, and where training has not been undertaken, the learning support assistants' contribution to the learning experiences provided for the pupils is very limited.
- 133 The quality and extent of the resources to support learning are sufficient to meet the requirement of the curriculum and, overall, are appropriate to pupils' ages and needs.
- 134 The accommodation has been very well adapted to meet the learning experiences of the children. The rooms are open, bright and airy and the resources are well managed and accessible. The standard of cleanliness is very good.
- 135 There is a good match between the spending plans and the school's priorities. The head teacher and administrative officer conduct regular cost/benefit analyses to ensure that the school receives best value for money. For example, the re-arranging the classrooms has allowed the school to re-distribute resources enabling the pupils to access a good range of reading books and other materials.
- 136 The school provides value for money.

Standards achieved in subjects and areas of learning

English

Key stage 1: Grade 3: Good features outweigh shortcomings

Good features

- 137 Standards in speaking and listening are good.
- 138 All pupils listen extremely well to their teachers and respond appropriately to questions. They listen well to one another's ideas when working in pairs or small groups. They take turns in conversations, contribute to them effectively and they carry out their teachers' instructions.
- 139 Standards in reading have good features. In lower key stage 1, pupils read with increasing fluency and they use a range of cueing strategies to decode unfamiliar words. At the end of key stage 1, the most able readers have a good understanding of the characteristics of fiction and non-fiction. They show enjoyment and understanding of what they read. They state how they use 'the blurb' when choosing library books. They can state a preference with regard to their favourite authors and illustrators.
- 140 Lower key stage 1 pupils are beginning to produce their own unpunctuated pieces of writing. By the end of the key stage, a few pupils write extended pieces with interesting content.

Shortcomings

- 141 Most of the pupils' written work involves retelling stories. Also, their handwriting, punctuation and presentation skills are underdeveloped and many pupils in lower key stage 1 rely on adults to scribe their stories.
- 142 Overall, the standard of written work does not reflect the standards attained in speaking, listening and reading. The majority of the pupils' ability to draft, edit and present completed pieces to an appropriate standard is also underdeveloped.

Science

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

Good features

- 143 Most pupils in year 2 are familiar with the stages involved in conducting investigations. They understand how to plan their investigations, make sensible predictions based on the evidence and collate the findings in a systematic way. They are developing a good understanding of fair testing.

- 144 Many pupils in year 2 successfully gather useful information based on their investigations for example when finding out about the extent to which some materials are waterproof and soundproof. They correctly apply their knowledge to everyday situations and discuss the validity of their investigations.
- 145 In their investigations on friction and movement, most children observe accurately and vary the angle of a slope in order to test how well toy cars move over different surfaces. They confidently predict the outcomes and explain their hypotheses with good understanding.
- 146 Many pupils in years 1 and 2 have a good understanding how to classify animals according to two or more criteria. They can discuss the different features and decide on other ways of grouping the animals according to new criteria. They use appropriate diagrams to record their work.
- 147 Most pupils have a good understanding of a range of appropriate scientific knowledge and this is reflected in this year's end of key stage results.

Shortcomings

- 148 There are no important shortcomings.

Design technology

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

- 149 It was not possible to observe any lessons in design technology, evidence was gained from scrutiny of pupils past and current work, discussions with teachers and pupils and scrutiny of teachers planning.

Good features

- 150 All pupils develop good skills of working together and independently in their designing and making. They learn to use tools and equipment safely and make an effective range of artefacts including cards and Easter bonnets. They talk about their ideas and sketch, measure, choose suitable materials, assemble and join materials.
- 151 Most pupils respond well to a design task. They use good problem solving strategies and make individual choices in order to design and make a greenstraw house.
- 152 Most pupils develop a good understanding that materials behave in different ways. By the end of the key stage there are good examples of the whole process of design, making and evaluating in the wheeled vehicles project.
- 153 All pupils apply appropriate health and safety measures when they use tools and equipment safely during food preparation. When making simple teddy puppets most pupils are able to sew either running stitches or overstitches.

- 154 They evaluate each other's work sensitively against set criteria and offer positive ideas for improvement.

Shortcomings

- 155 There are no important shortcomings.

History

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

Good features

- 156 Many children in year 2 have a good understanding of time lines and can locate dates and events correctly and in sequence. They can relate the time lines to the lives of their parents and grandparents. They are beginning to understand that history involves learning about the past through interpreting events, artefacts and sources of evidence.
- 157 Visits to Erddig and in particular the role- play activities enable the children to appreciate and understand aspects of day-to-day life during that period. This includes learning about the lives and roles of servants in the manor house and the challenges of washing clothes and making food without modern implements and equipment. As a result, most pupils are developing a good understanding of life in the early Victorian manor House.
- 158 Many children in year 2 can relate to, and have a good understanding of, some of the seaside leisure activities at different periods during the last century up to the present day. They correctly identify artefacts and clothes worn at different periods and begin to relate the modes of transport, the clothes and the leisure activities associated to those periods. They understand the relation between the different eras and people within their extended families.
- 159 Many children in year 1 and 2 have a good understanding of the lives of famous people associated with the Victorian period.

Shortcomings

- 160 There are no important shortcomings.

Music

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

Good features

- 161 All pupils listen carefully to a range of music. They sing a range of songs in English and Welsh with good intonation and diction.
- 162 Most pupils throughout the key stage demonstrate good technical competence and accuracy appropriate to their development, in both vocal and instrumental

performance. Most pupils can clap a rhythm and keep a steady beat. The more able pupils can sustain an ongoing complementary rhythm pattern.

- 163 Many pupils confidently explore a range of sound sources from which they select sounds effectively and imaginatively to produce simple compositions, which they perform and evaluate. Some pupils create pictorial scores, which they then perform on the xylophone or bells.
- 164 Most of the older key stage pupils play the recorder to a good standard and accompany a simple hymn tune in assembly. A few pupils can read simple standard music notation to play with expression and sensitivity.

Shortcomings

- 165 There are no important shortcomings.

Religious education

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

- 166 Pupils have a good awareness of the importance of celebrations in their own lives and are familiar with the main Christian festivals of Harvest, Christmas and Easter.
- 167 The more able pupils have a good recall of many Bible stories and talk about their significance. They are beginning to understand the significance of baptism in the Christian Faith.
- 168 Older pupils are aware of the significance of prayer and all pupils say simple prayers of thanksgiving at collective worship and at other times during the school day.
- 169 Many pupils are becoming aware of the importance of looking after their environment and show a good understanding of the contribution they can make for example, to conserving energy.
- 170 Many pupils are developing their early knowledge and understanding of the Hindu faith.

Shortcomings

- 171 There are no important shortcomings.

School's response to the inspection

The School wishes to thank the inspection team for the thorough and professional manner in which they carried out the inspection of our school. The inspection process has been a positive experience to enable us to continue to take the school forward.

Shotton Infant School has been involved in numerous positive changes over the past two years and we have been (and still are) fully engaged in the change management and improvement process to raise standards across the school.

We are all very proud of our school and welcome all feedback (good or bad) in a positive vein. We will continue to work hard to provide the good features that make our school special, whilst developing other areas for inclusion in the school development plan.

We are proud that the inspection team recognised the good provision for '*y Cwricwlwm Cymraeg*' as we strive to support, and are very proud of our Welsh culture and language throughout the school.

The Head and Governors would like to pay tribute to the staff who not only worked extremely hard in preparation for the inspection, but more importantly give their best to the care, support and guidance of the pupils during their time at Shotton Infant School. This was recognised as consistently good and is a major strength of the school. We are proud that the school provides a happy, welcoming and caring learning environment for our pupils. We would also like to thank the parents for their continued support but most importantly to commend the children whose behaviour and attitudes, as always, did us proud during the inspection week.

In concluding our response to the inspection report, we would like to add that the recommendations and areas for further development will be incorporated into a new action plan. We will involve pupils in the self-evaluation of their work and target setting and continue to develop our assessment and moderation systems. A copy of the action plan in response to the inspection recommendations will be sent to all parents. The Governors annual report to parents will report on the progress we are making on the inspection recommendation.

Appendix 1

Basic information about the school

Name of school	Shotton Infants School
School type	Nursery and Infant
Age-range of pupils	3-7 years
Address of school	Plymouth Street, Shotton, Deeside, Flintshire.
Postcode	CH5 1JD
Telephone number	01244 812806

Head teacher	Ms Lisa Gaskell
Date of appointment	April 2008
Chair of governors/ Appropriate authority	Ann Minshull
Registered inspector	Clive Phillips
Dates of inspection	June 1-3, 2009

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	13	31	25	33					102

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	4	3	5.8

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	1:22
Pupil: adult (fte) ratio in nursery classes	1:7
Pupil: adult (fte) ratio in special classes	2:9
Average class size, excluding nursery and special classes	22
Teacher (fte): class ratio	17

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 09	95.1%	93.5%	93.9%
Autumn 08	84.6%	91.0%	93.5%
Summer 08	88.8%	92.5%	92.6%

Percentage of pupils entitled to free school meals	17%
Number of pupils excluded during 12 months prior to inspection	None

Appendix 3

National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2008			Number of pupils in Y2:					26
Percentage of pupils at each level								
			D	W	1	2	3	
English:	Teacher assessment	School	0	8	15	69	8	
		National	0	4	14	63	19	
En: reading	Teacher assessment	School	0	8	15	69	8	
		National	0	4	15	55	26	
En: writing	Teacher assessment	School	0	8	15	69	8	
		National	0	5	16	68	11	
En: speaking and listening	Teacher assessment	School	0	0	15	81	4	
		National	0	2	11	63	24	
Mathematics	Teacher assessment	School	0	0	14	86	0	
		National	0	2	11	65	22	
Science	Teacher assessment	School	0	0	0	100	0	
		National	0	2	9	66	22	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	73	In Wales	81

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

Appendix 4

Evidence base of the inspection

Four inspectors spent a total of eight inspector days at the school. A peer assessor was also part of the team and the head teacher accepted the role as nominee.

The inspectors visited:

- 20 lessons or part lessons;
- all classes;
- acts of collective worship and;
- registrations

Members of the inspection team had meetings with:

- staff, governors and parents;
- head-teacher, teachers and support staff;
- pupils groups including the School Council.

The team also considered:

- The school's self-evaluation report;
- fourteen responses to the parents' questionnaires;
- comprehensive documentation provided by the school before and during the inspection; and
- a wide range of pupils' past and current work.

The inspection team also:

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

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

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Clive Phillips Registered Inspector	Context Summary and Recommendations Key Questions 1,2,5 and 7 Science, History and Religious Education
Buddug Bates Team Inspector	Key Questions 3,4 and 6 English, Music and Design and technology
Justine Barlow Lay Inspector	Contributions to Key Questions 1 and 5
Jim Hewitt Team Inspector	Contributions to Key Questions 1 and 4
Sue Edgar Peer Inspector	Contributions to all Key Questions
Lisa Gaskell Nominee	Contribution to team meetings and provision of documentation

Contractor:

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

Acknowledgement

The visiting inspectors wish to thank the governors, the head teacher and all the staff for the co-operation and courtesy they received during the inspection.