

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

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

**St Asaph V.P. Infants  
Upper Denbigh Road  
St Asaph  
Denbighshire  
LL17 0RL**

**School Number: 6633024**

**Date of Inspection: 19 January 2009**

**by**

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

The inspection of St Asaph V.P. Infants took place between 19/01/09 and 21/01/09. An independent team of inspectors, led by Will Williams, undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **short** 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. The school is situated in St Asaph, Denbighshire. It draws the majority of its pupils from the immediate area, although approximately 25 per cent of pupils live in neighbouring towns and villages, which are outside the school's designated catchment area.
2. There are 74 full-time pupils attending the school together with 29 part-time nursery children. They are taught in four single age classes, namely nursery, reception, year 1 and year 2.
3. English is the predominant language spoken at home by almost all pupils. Two per cent of pupils are Welsh speaking, with one other pupil receiving support in English as an additional language (EAL).
4. The area served by the school is described as being neither prosperous nor economically disadvantaged. Approximately 9 per cent of pupils are entitled to receive free school meals, which is well below local and national averages. There are no pupils who are 'looked after' by the local authority.
5. Pupils' attainment on entry represents the full range of academic and social abilities with Baseline Assessment scores being similar to local averages. Approximately 10 per cent of pupils have been identified as having additional learning needs (ALN), which is lower than county and national averages. No pupil has a statement of additional learning needs.
6. There have been no significant changes in the school since it was last inspected in the spring Term of 2003. Following the retirement of the head teacher in August 2008 the deputy head was appointed to the post of temporary acting head in September of that year.

### The school's priorities and targets

7. The main aim of the school is to provide a happy, safe and secure environment where pupils and parents feel that they are welcome and part of a learning environment.
8. The school's main priorities and targets for the 2008-9 period include to:
  - work towards becoming a bilingual school;
  - focus more on setting quantitative targets for the end of key stage 1;
  - refine whole-school planning systems, including the *Cwricwlwm Cymreig*; and
  - develop pupil self-assessment procedures.

## Summary

9. The skills and vision of the acting head teacher have been key factors in securing the success and improvement of the school and ensuring that, within a short time, good progress has been made in the quality of leadership and strategic management.
10. The school's judgements in its self-evaluation report agree with the findings of the inspection team in all seven key questions. Good progress has been made in addressing all four key issues identified in the 2003 inspection report.

### 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 2
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

11. 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.
12. Pupils of all ages achieve good standards in their knowledge, understanding and skills. Pupils with additional learning needs make good progress and achieve their individual targets.
13. During the period 2006 – 2008 end of key stage attainment has exceeded both national and local performance in English, mathematics and science by a considerable margin and has, in the main, been in the best performing 25 per cent of schools which have a similar percentage of pupils eligible to receive free school meals.
14. The under fives and Key Stage 1 pupils make good progress in their communication, mathematical, information, communication and technology (ICT), thinking and problem-solving skills.
15. Pupils respond positively to opportunities to speak Welsh. Although they contribute confidently when discussing daily class routines, they make little progress in Key Stage 1 in their ability to speak Welsh in more extended and complex sentences.

16. Pupils of all ages make good progress in their learning. They have positive attitudes to learning, show a good interest in their work and, in the majority of cases, maintain good levels of concentration during lessons. They respond readily to challenges and acquire new knowledge and skills confidently.
17. Throughout the school all pupils are well behaved, considerate and courteous. They demonstrate respect for each other, members of staff and the school environment.
18. All pupils make good progress as independent learners and by year 2 they are using their decision-making and problem-solving skills effectively.
19. Pupils across the school make good progress in their personal, social, and learning skills. They develop an appropriate understanding of right and wrong and recognise the need to treat every person fairly, consistently and without discrimination.
20. Pupils' knowledge and understanding of the workplace and the local community is good.
21. The average level of attendance over the last three full terms was 92 per cent. This is below the national average for schools with similar free school meals entitlement and also below the local and national averages for all schools. Punctuality is good.

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

22. The quality of teaching was judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
0%	80%	20%	0%	0%

23. The percentage of lessons where teaching is Grade 2 or better is similar to the most recent national picture reported by HMCI; however, 14 per cent of teaching was Grade 1 nationally, 66 per cent Grade 2 and 18 per cent Grade 3.
24. Teaching in the Nursery and Reception classes is consistently good with a wide range of activities that motivate children and are clearly linked to the outcomes for the Foundation Phase.
25. Good features that are evident in the vast majority of teaching include good working relationships between teachers and pupils, effective use of learning support assistants and the promotion of positive attitudes to learning. The consistent use of praise encourages and motivates pupils to give of their best.
26. Where there are shortcomings in teaching, planning does not include sufficiently interesting and challenging tasks and the development of skills is limited.

27. Overall, the quality of assessment, recording and reporting is good and is an integral part of the teaching and learning process. Teachers know pupils well and use an appropriate range of approaches when making judgements about standards.
28. Annual reports to parents are good and contain useful comments on their children's academic and personal progress. However, pupils' individual targets for improvement are not included in the reports.
29. The curriculum meets the needs of the range of pupils and is equally accessible to all.
30. The stimulating experiences provided for the Foundation Phase ensure the successful development of children's knowledge, understanding and skills in all areas of learning. In Key Stage 1, there are appropriate schemes of work for all subjects, which provide progression and continuity in pupils' learning.
31. There is good provision for promoting pupils' moral, social and cultural development. Good opportunities are provided for pupils to be responsible for various aspects of school life, to take initiatives and to make decisions when representing their fellow pupils on the School Council.
32. There are some shortcomings in planning for the *Cwricwlwm Cymreig* and there are not enough opportunities for pupils to develop their bilingual competency.
33. The school's partnership with parents, the local community and neighbouring junior school is good. Visitors from the community have a positive effect on pupils' learning.
34. Although provision for work-related education is good, few opportunities are provided for pupils develop their entrepreneurial and business skills.
35. The school acts in a sustainable way and suitable attention is given to global citizenship, but there are no clear strategies for further developing these aspects.
36. The school is effective in providing high quality personal support and guidance for all its pupils. It provides a secure, happy and caring environment where every pupil is respected and valued. Staff know pupils very well and understand their educational, social and personal needs.
37. Pupils' attendance, punctuality and behaviour are routinely monitored. However, the procedures for identifying and dealing with pupils with poor levels of attendance and punctuality lack rigor.
38. Provision for ensuring the healthy development and well-being of pupils is good. The school actively promotes a healthy lifestyle amongst its pupils. Projects and the Healthy Schools Initiative raise pupils' awareness of the importance of healthy eating and after-school sports clubs promote exercise.

39. Child protection arrangements meet current good practice with designated named persons and a nominated governor.
40. The quality of provision for pupils with additional learning needs is good. Well-focused early intervention ensures that appropriate support is put into place as soon as pupils' needs are assessed.
41. Learning support staff are effective and caring and give valuable in-class support. Close monitoring, teacher encouragement and targets, which are carefully matched to pupils' needs, enable all learners to make good progress in their work.
42. All pupils regardless of their social, linguistic or ethnic backgrounds are given equal access to all aspects of school life.

### **Leadership and management**

43. The quality of leadership and strategic management is good. The school has a clear set of aims that firmly puts the welfare and education of pupils at its heart and this is reflected in its daily practices.
44. Governors have a thorough understanding of the school's developmental needs and, by working closely with the head teacher, are very influential in setting the strategic direction of the school
45. Self-evaluation processes are thorough and draw on direct evidence from a number of sources that include pupils' work, lesson observations, curriculum audits and benchmarking information. There are clear links between the outcomes of the self-evaluation and the priorities included in School Development Plan.
46. Pupils are well-supported by an appropriate number of qualified and experienced teachers and have access to a wide range of good quality resources.
47. The accommodation provides a suitable setting for teaching and learning and is adequate for the number of pupils. An interesting and stimulating outdoor area has been provided for the Foundation Phase and practitioners take every opportunity to teach the children outdoors.
48. All the school's resources are managed effectively and efficiently giving value for money.

## Recommendations

49. In order to move the school forward, the governing body and staff need to:

R1 \*further develop pupils' bilingual competence;

R2 \*improve planning for the promotion of *Y Cwricwlwm Cymreig*;

R3 \*implement strategies to promote education for sustainable development; and

R4 attend to the few shortcomings identified in teaching.

\* Priorities in the current 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

50. The inspection team's judgements match the school's findings in its self-evaluation report.
51. 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.
52. Pupils of all ages achieve good standards in their knowledge, understanding and skills. Pupils with additional learning needs make good progress and achieve their individual targets.
53. End of key stage 1 attainment in 2008 exceeded both national and local performance in English, mathematics and science by a considerable margin with a high proportion of pupils attaining Level 3 in mathematics and science.
54. During the period 2006 – 2008 attainment at the end of the key stage has, in the main, been in the best performing 25 per cent of schools which have a similar percentage of pupils eligible to receive free school meals. There is no discernable difference between the performance of girls and boys.
55. Early Years' children make good progress in their communication and mathematical skills. They speak confidently, listen intently to their teachers and peers and use basic mathematical skills well in practical situations. They use ICT equipment confidently to enhance their learning.
56. Standards in the key skills in key stage 1 are good. Most pupils use the appropriate subject vocabulary confidently when discussing their work and apply their reading and writing skills effectively across a range of curricular contexts. They use and apply their mathematical skills purposefully especially when undertaking practical activities and are confident users of ICT equipment. However, little use is made of graphs and tables to represent information and data.
57. Pupils' thinking and problem-solving skills develop appropriately.
58. Pupils respond positively to opportunities to speak Welsh and generally have a good understanding of the language. They respond confidently when discussing the weather and daily class routines however, little progress is made during Key Stage 1 in their ability to speak Welsh in more extended and complex sentences.
59. Most pupils of all ages make good progress in their learning. They respond readily to challenges, acquire new knowledge and skills confidently and make effective use of their investigational and creative skills when working independently. They are confident and eager to ask questions and sustain their work with a sense of commitment and enjoyment.

60. The sharing of lesson objectives and the emphasis placed on setting pupils individual targets, contribute well to developing pupils' ability to evaluate their own work.
61. All pupils of all ages have positive attitudes to learning, show a good interest in their work and, in the majority of cases, maintain good levels of concentration during lessons. They are well motivated and show great enthusiasm for their schoolwork and related activities.
62. Pupils of all ages generally work at full capacity, make good progress towards fulfilling their potential and are well-prepared to move on to the next stage of their education.
63. Throughout the school, pupils are well behaved, considerate and courteous. They demonstrate respect for each other, members of staff and the school environment. They move around the school in an orderly and purposeful manner settling into their classrooms quickly.
64. Foundation Phase children make good progress as independent learners. They make their own decisions about which learning activities to follow and are not over-reliant upon adult help. Year 2 pupils use their decision-making and problem-solving skills very effectively during practical tasks and have developed good team working skills.
65. Pupils across the school make good progress in their personal, social, and learning skills. The good relationship which they share with adults enables them to feel secure and confident in their learning environment.
66. As they mature, most pupils develop an appropriate understanding of right and wrong and recognise the need to consistently treat every person fairly and without discrimination. They have a good realistic understanding of equal opportunities and of differences and similarities between cultures and customs around the world.
67. Pupils' knowledge and understanding of the workplace and the local community is good. They identify themselves with their local community and discuss confidently the different work people do and the ways in which people look after and care for their community.
68. The average level of attendance over the last three full terms was 92 per cent. This is below the national average for schools with similar free school meals entitlement and also below local authority and national averages. Overall, apart from holidays being taken at the start of the autumn term, there are no significant or unexplained variations in attendance levels across the school or throughout the year. The two main causes of pupil absence are sickness and holidays being taken during term time, a practice not condoned by the school.
69. Punctuality is good at the start of, and throughout, the school day allowing lessons to start promptly without delay or disruption.

## The quality of education and training

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

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

70. The inspection team's judgements match the school's findings in its self-evaluation report.

71. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	80%	20%	0%	0%

72. The number of lessons where teaching is Grade 2 or better is similar to the national picture reported by HMCI in his latest annual report; however, 14 per cent of teaching was Grade 1 nationally, 66 per cent Grade 2 and 18 per cent Grade 3.

73. Teaching in the nursery and reception classes is consistently good with a wide range of activities that motivate children and which are clearly linked to the outcomes for the Foundation Phase.

74. Good features that are evident in the vast majority of teaching include:

- good working relationships between teachers and pupils;
- learning support assistants used effectively to support individual pupils and groups;
- the promotion of positive attitudes to learning with consistent use of praise to encourage and motivate pupils;
- sharing the learning objectives with the pupils at the beginning of lessons;
- lessons that have a lively pace, enabling a good balance to be achieved between oral, written and practical activities; and
- effective questioning techniques and tasks that meet the needs of pupils of all abilities, including those with additional learning needs.

75. Where there are shortcomings in teaching:

- the use of incidental Welsh is inconsistent;
- planning does not include sufficiently interesting and challenging tasks; and
- insufficient attention is given to developing pupils' learning skills.

76. Overall, the quality of assessment, recording and reporting is good and assessment is an integral part of the teaching and learning process. The recently applied strategies for assessment are well matched to identified aims and learning objectives. Teachers know their pupils well and use an appropriate range of approaches when making judgements about standards.

77. In the Foundation Phase, pupils' achievements are recorded accurately and consistently. The knowledge obtained enables staff to monitor development in the seven areas of learning and to plan for children's individual needs.
78. In Key Stage 1, the results of standardised tests and internal half-termly assessments in English and mathematics are used well to inform teaching and learning. Regular meetings are arranged between year 2 staff and the local primary school's year 3 staff in order to moderate teacher assessments.
79. The marking of work is positive and formative in nature. Oral and written feedback is effective and supportive.
80. Pupils have individual targets in core subjects and pastoral areas which are agreed with staff and impact directly on the learning. Although self-assessment is at an early stage of development, year 2 pupils are regularly involved in evaluating their own and others' performances.
81. Annual reports to parents are good and contain useful comments and assessments in all subjects, including strengths and weaknesses. They also give parents a good outline of their children's personal development. Parents are formally invited to a meeting to discuss the findings of the report and offer comments. Pupils' individual targets for improvement are not included in the reports.

**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**

82. The inspection team's judgements match the school's findings in its self-evaluation report.
83. The curriculum meets the needs of the range of pupils and is equally accessible to all. It meets statutory requirements.
84. The stimulating experiences provided for the Foundation Phase ensure the successful development of children's knowledge, understanding and skills in all areas of learning. They have access to a carefully planned and meaningful range of learning activities both indoors and outdoors. These allow them to make choices and become independent learners.
85. In key stage 1 there are appropriate policies and schemes of work for all subjects which provide progression and continuity in pupils' learning. Most individual lesson plans clearly state the learning aims, with a balanced range of activities at suitable levels for pupils, including those with additional learning needs.
86. There are appropriate arrangements to ensure that all pupils develop the key skills of language and communication, using and applying mathematics and ICT.

87. Pupils' learning experiences are broadened and enriched through a good variety of lunchtime sporting sessions and after school clubs. The curriculum is further enhanced by visits to places of educational interest and visitors, such as artists, who share their expertise and experiences with pupils.
88. Pupils' personal and social education (PSE) is developed in a purposeful and effective manner and the programme is carefully integrated into the termly themes of all classes.
89. There is good provision for promoting pupils' moral, social and cultural development. Arrangements for collective worship are of good quality and fulfil statutory requirements. In these sessions and circle time periods, pupils are encouraged to respect each other and adults. These experiences make a good contribution to creating a happy and family ethos at the school.
90. Good opportunities are provided for pupils to be responsible for various aspects of school life, to take initiatives and to make decisions when representing their fellow pupils on the School Council.
91. The *Cwricwlwm Cymreig* is adequately promoted through experiences which raise pupils' awareness of the geography and history of Wales. However, this aspect is not planned and developed methodically.
92. Provision for developing bilingual skills is good for the under-fives. However, there is no clear strategy for building upon early successes in Key Stage 1.
93. The school's partnership with parents is good. Almost all the responses of parents in the pre-inspection questionnaires were positive. There is an active Home/School Association which raises substantial funds for the purchase of extra resources, such as a white board and computers. Parents and other family members regularly volunteer to support pupils' learning both in the classroom and on visits. They are kept well informed of school life through regular newsletters and information booklets.
94. Visitors from the local community, including members of the police and the ambulance and fire services, have a positive effect on pupils' learning and share a range of valuable experiences related to the workplace.
95. Transition links with the local junior school are good and are further developed through visits and meetings to moderate pupils' work. These ensure that pupils move to the next stage of their education with confidence.
96. Provision for work-related education is good. Pupils have varied opportunities mainly linked to local industry, which enable them to gain an insight into the workplace. However, there have been no recent staff placements in business or industry as part of the school's continuing professional development programme. Provision to promote pupils' entrepreneurial and business skills is underdeveloped.

97. All adults ensure that pupils have equal opportunity to access the curriculum and to take part in all areas of school life, whatever their ability gender or background.
98. Current provision for the promotion of education for sustainable development and global citizenship has good features that outweigh shortcomings. The school acts in a sustainable way and suitable attention is given to global citizenship within the geography curriculum and with the recently established links with a school in Romania. However, there is no clear strategy to further develop this aspect of work.

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

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

99. The inspection team's judgements match the school's findings in its self-evaluation report.
100. The school is effective in providing high quality personal support and guidance for all its pupils. It provides a secure, happy and caring environment where every pupil is respected and valued.
101. Staff know pupils very well and understand their educational, social and personal needs. They liaise together effectively to identify and respond appropriately to individual pupils' needs. The deployment of classroom assistants is very well organised to meet these needs and requirements.
102. The school has an open door policy for parents and carers and regularly seeks and takes account of their views. School council members are elected democratically and a wide range of issues are discussed at regular meetings.
103. The school has access to a range of outside agencies and uses their expertise effectively to further pupils' progress.
104. The positive ethos within the school together with the family atmosphere create an effective learning environment that gives all pupils good opportunities to develop and progress. The well-developed induction arrangements for pupils help them settle into school life and routines quickly and happily. The school council 'buddy' system helps the shy and more reserved pupils to settle into school.
105. Pupils' attendance, punctuality and behaviour are routinely monitored. Unexplained absences are generally followed up and parents are discouraged from taking their pupils on holiday during school term time. However, the procedures for identifying and dealing with pupils who have poor levels of attendance and punctuality lack rigor and robustness.
106. The school has high expectations of good standards of behaviour and has effective measures for dealing with bullying or inappropriate behaviour. Nearly

all pupils adhere to the school rules and support for those who impede their own or the progress of others is effective.

107. The school has clear documented arrangements which appropriately contribute to pupils' well being when in its care. Risk assessments are undertaken and documented.
108. Two members of the school staff are well trained in first aid procedures. The school's personal and social education programme contains safety-related topics and, as a result, pupils have an appropriate awareness of health and safety.
109. Provision for ensuring the healthy development and well-being of pupils is good. The school actively promotes a healthy lifestyle amongst its pupils. Projects and the Healthy Schools Initiative raise pupils' awareness of the importance of healthy eating and after-school sports clubs promote exercise.
110. Child protection arrangements meet current good practice with designated named persons and a nominated governor. All staff are aware of the signs of possible child abuse and the specific procedures they must closely follow. Relevant complaint and appeal procedures are in place.-
111. The quality of provision for pupils with additional learning needs is good. The provision fully complies with the Code of Practice and the requirements of the framework for inclusive education. The head teacher and the part-time additional learning needs teacher share the overall co-ordination of the provision and, together with support staff, ensure that pupils receive appropriate support and are fully integrated into the life of the school.
112. Well-focused early intervention ensures that appropriate support is put into place as soon as pupils' needs are assessed. This includes support in class, structured literacy programmes and withdrawal in small groups. Individual education plans are of good quality and they are reviewed regularly to ensure that work is adapted to meet individual needs. Parents are fully informed so that they can support their children's learning at home.
113. Learning support staff are effective and caring and give valuable in-class support. The school receives good support from the Local Education Authority's (LEA) learning development team and a variety of other agencies. Close monitoring, teacher encouragement and targets which are carefully matched to pupils' needs, enable all learners to make good progress in their work.
114. There are effective gender and racial equality policies. The extremely small number of pupils from ethnic groups who attend school are fully integrated and accepted without question. Pupils show no discrimination, animosity or indifference towards any other pupil or adult.
115. All pupils regardless of their social, linguistic or ethnic backgrounds are given equal access to all aspects of school life. Equality is often used as a topic

during collective worship and is incorporated in the personal and social education programme. The school actively encourages pupils to participate in all activities.

116. Teachers effectively encourage pupils to report any oppressive incident or inappropriate behaviour immediately. Parents and pupils are confident that should any matter of bullying be made known to the school then the matter will be dealt with quickly and fairly.
117. The schools' accommodation is not fully accessible for those with physical disability. There are appropriate arrangements to integrate pupils with some disabilities into the school. A disability accessibility plan is in place and the disability equality scheme recognises the need to review procedures regularly. However, the detail of the current accessibility plan is incomplete. However, the school makes every effort to ensure that all pupils are fully included regardless of their background and ability.
118. There is a suitably wide range of activities and experiences which enable pupils to develop a good understanding of diversity within today's society. The school frequently recognises and celebrates diversity, for example in its collective acts of worship.

## Leadership and management

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

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

119. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
120. The skills and vision of the acting head teacher have been key factors in securing the success and improvement of the school and ensuring that, within a short space of time, good progress has been made in the quality of leadership and strategic management. The school has a clear set of aims that firmly puts the welfare and education of the pupils at its heart and this is reflected in its daily practices.
121. Staff and governors have a good understanding of the school's principles and priorities and play an active role in its development. Teachers undertake their curricular responsibilities conscientiously and their views are taken fully into account by the acting head teacher when making key decisions. This fosters agreed aims and values and effective team work.
122. The day-to-day running of the school is managed effectively by the acting head teacher, teaching and administrative staff.
123. Appropriate attention is paid to national and local priorities. The school has gained the Basic Skills Agency Quality Mark accreditation and has run numerous Family Learning programmes for parents of young children. The school is in its third phase of the Healthy Schools initiative.
124. The school collaborates well with a number of partnerships which include colleges, teacher-training establishments and other primary schools in the area. Pupils and staff benefit substantially from these partnerships.
125. LEA officers, advisers and advisory teachers, such as the 'Athrawon Bro', work closely with the school and make a key contribution to its development.
126. The targets set at the end of the key stage are challenging and realistic and take appropriate account of pupils' current and potential attainment. Individual groups of pupils are carefully identified and given additional support to help them achieve their targets.
127. Staff development is a strong priority for the school and has a positive impact on teaching and learning. The training opportunities provided through school-based training, staff meetings and attendance at externally organised courses, are of good quality.
128. Under the direction of the acting head teacher, performance management procedures are securely in place throughout the school. The objectives

agreed upon take into account both the needs of the individuals and the school's priorities. Arrangements made by the acting head teacher for monitoring and developing newly qualified teachers (NQTs) are very effective.

129. Governors have a thorough understanding of the school's developmental needs and, in close collaboration with the head teacher, are very influential in setting the strategic direction of the school. Individual governors are all members of a range of committees which play an important role in supporting school development. Governors fulfil their duties conscientiously and appreciate the importance of their role as critical friend to the school. They fulfil their monitoring and evaluation responsibilities effectively.
130. The acting head teacher has worked closely with the governors in order to ensure that all regulatory and legal requirements are fulfilled thoroughly.

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

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

131. The inspection team's judgements match the school's findings in its self-evaluation report.
132. The head teacher and staff are well-informed about the school's performance and use the information gathered through self-evaluation effectively to raise standards and make improvements. The school's judgements in its self-evaluation report agree with the findings of the inspection team in all seven key questions.
133. The self-evaluation processes focus clearly on the quality of provision and standards achieved. They are well embedded in strategic planning and draw on direct evidence from a number of sources that include pupils' work, lesson observations, curriculum audits and benchmarking information. Outcomes are shared with governors and priorities for action included in the school development plan.
134. All members of staff and the governing body contribute to the self-evaluation process and they have a good overview of the strengths and shortcomings of the school and use the information effectively to direct future planning.
135. Through the use of questionnaires, ample opportunities are provided for parents to express their views about various aspects of school life. The school council is an important forum for pupils to discuss matters which affect their daily lives in school and to influence the decision-making process.
136. The school's self-evaluation report is of good quality and has a clear focus on standards and performance. All the criteria in each key question are addressed fully and the comments made are evaluative rather than descriptive. The judgements made are clear, honest and evidence based.

Both the strengths of the school and the areas for improvement are identified in the report.

137. There are clear links between the outcomes of self-evaluation and the priorities included in the school development plan. The school development plan provides a clear strategic direction for the work of the school with the outcomes of self-evaluation used effectively to identify both immediate and long-term priorities for action. Detailed development plans are drawn up which are monitored against clear targets and success criteria. Specific tasks are identified and individual members of staff are assigned to put the plans into action.
138. The school's processes for evaluating its performance and planning for improvement have been instrumental in bringing about the substantial improvements that have been made in both provision and standards under the leadership of the acting head teacher.
139. Good progress has been made in addressing all four key issues identified in the 2003 inspection report. Standards across the school, the quality of teaching and the role of subject co-ordinators have been improved. Self-evaluation processes are now robust and the school development plan is an effective tool for planning for improvements.

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

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

140. The inspection team's judgements match the findings of the school in its self-evaluation report.
141. Pupils are well-supported by an appropriate number of qualified and experienced teachers who have the knowledge and expertise to teach all aspects of the school curriculum. They have a clear understanding of their roles and responsibilities and regularly update their knowledge and skills through in-service training.
142. Classroom support assistants make an invaluable contribution to the teaching and pupils' learning. Weekly planning meetings with the class teachers enable them to have a good understanding of the work to be undertaken to support pupils in their learning.
143. The school secretary, caretaker, cleaners, cook and mid-day supervisor are all valued members of staff and make a positive contribution to the school community.
144. The head teacher and governors have responded positively to the requirements of workforce remodelling and are in the process of reviewing the roles and responsibilities of all the teaching staff.

145. Pupils have access to a wide range of good quality resources that match their learning experiences. There is an appropriate supply of books in the central library, although some are dated and no longer meet pupils' needs. Provision for learning and teaching ICT is, in the main, adequate. Both teachers and pupils use these resources effectively.
146. The accommodation provides a suitable setting for teaching and learning and is adequate for the number of pupils. Displays of pupils' work enhance the environment and the large hall provides ample room for physical and other activities.
147. An interesting and stimulating outdoor area has been provided for the Foundation Phase and practitioners take every opportunity to teach the children outdoors.
148. All the school's resources are managed effectively and efficiently. The careful budgetary arrangements ensure that specific sums of money have been earmarked to support the school's main priorities and reasonable funds are kept in reserve in order to respond to any unexpected eventuality.
149. Staff are used efficiently and effectively. For example, teachers exchange classes in order to teach specific subjects, such as Welsh, and good use is made of the acting head teacher's expertise. Arrangements for teachers' planning, preparation and assessment time are effectively managed by using the expertise of a member of staff to teach Welsh and music. This is having a positive impact on standards pupils' learning.
150. There are effective arrangements to reduce teachers' workload and to secure non-contact time for them for the purposes of planning, preparation and assessment. This has a positive impact on the standards achieved by pupils and on the efficiency of the teaching.
151. The school regularly reviews its use of resources, thus securing value for money.

## School's response to the inspection

The head teacher, staff, governors and pupils at St. Asaph V.P. Infants welcome the findings of the Inspection and consider the report to be a fair and accurate appraisal of the work of the school. It provides a positive and constructive reflection of the hard work and dedication of all those connected with the school.

The inspection experience has been extremely valuable in validating our sense of purpose and in providing a fitting testimony to the positive, happy and caring atmosphere of the school.

We are very proud of our children and are extremely pleased to note that the inspectors found that our pupils have positive attitudes to their work and that their behaviour in lessons and around school is good. We are also delighted to note that the inspection report acknowledges that the school meets the needs and interests of the pupils well and commends the good working relationships which the teachers have with the pupils.

We were pleased to note that the findings of the inspection team matched those of our own regarding the school self-evaluation and we are now in a position to move forward positively and with confidence that what we are doing is considered to be good practice.

All members of the School Community have worked hard as a team to put our school vision into practice. We appreciate the positive comments and recommendations from the inspection team which will help us to continue implementing our vision for the future.



## Appendix 1

### Basic information about the school

Name of school	St Asaph V.P. Infants
School type	Infants including Foundation Phase
Age-range of pupils	3 – 7 years
Address of school	Upper Denbigh Road, St Asaph, Denbighshire
Postcode	LL17 0RL
Telephone number	01745 583416
Acting head teacher	Mrs Nicola James
Date of appointment	September 2008
Chair of governors	Mrs Carole Derry
Registered inspector	Wil Williams
Dates of inspection	19 – 21 January 2009

## Appendix 2

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	14.5	24	29	21					88.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	5	0	5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	16.2:1
Pupil: adult (fte) ratio in nursery classes	8:1
Pupil: adult (fte) ratio in special classes	n/a
Average class size, excluding nursery and special classes	24.6
Teacher (fte): class ratio	1.4:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2008	91.7	91.9	94
Summer 2008	70.9	91.4	93
Autumn 2008	84.6	91.9	88.7

Percentage of pupils entitled to free school meals	9%
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:				34
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	2.4	0	83.3	14.3
		National	0.2	3.5	13.8	63.0	19.4
En: reading	Teacher assessment	School	0	2.4	0	64.7	32.3
		National	0.2	4.1	14.9	55.2	25.5
En: writing	Teacher assessment	School	0	2.4	5.8	82.3	8.8
		National	0.2	4.8	15.9	67.8	11.3
En: speaking and listening	Teacher assessment	School	0	2.4	0	82.3	14.7
		National	0.2	2.4	10.7	62.8	23.8
Mathematics	Teacher assessment	School	0	0	2.4	61.9	35.7
		National	0.2	2.0	10.9	65.2	21.6
Science	Teacher assessment	School	0	0	2.4	40.5	57.1
		National	0.2	1.6	8.5	66.3	23.4

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	97.6%	In Wales	80.7%

- D Pupils who are disapplied under statutory arrangements from part or all of the National Curriculum (0.1 per cent of pupils were also not awarded a level for other reasons)
- W Pupils who are working towards level 1

## Appendix 4

### Evidence base of the inspection

Three inspectors, including the school's nominee, spent the equivalent of six inspector days in the school and met as a team before the inspection.

These inspectors visited:

- twenty lessons or part lessons; and
- registrations, assemblies and acts of collective worship.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection;
- senior managers, teachers, support and administrative staff;
- groups of pupils representing each year group;
- the school council; and
- representatives of organisations associated with the school.

The team also considered:

- the school's self-evaluation report;
- ten responses to parents' questionnaire;
- documentation provided by the school before and during the inspection;
- a wide range of pupils' past and current work; and
- samples of pupils' reports.

After the inspection, the team held meetings with teachers, senior managers and governors.

## Appendix 5

### Composition and responsibilities of the inspection team

<b>Team member</b>	<b>Responsibilities</b>
Wil Williams Registered Inspector	Context; Summary; Recommendations; Annexes; Key questions 1; 5; 6 and 7.
Lisa J Davies Team Inspector	Key questions 2; 3; 4.
J Kerry Jones Lay Inspector	Contributions to key questions 1; 3; 4 and 7
Mrs Nicola James School's Nominee	

#### **Contractor**

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#### **Acknowledgement**

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