

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

A Report on the Quality of Education in

**Ysgol Glan Aber C.P.
Boot End, Bagillt, Flintshire,
CH6 6LW**

School Number: 6642002

Date of Inspection: 02/06/08

by

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Ysgol Glan Aber C.P. 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 Ysgol Glan Aber C.P. took place between 02/06/08 and 04/06/08. An independent team of inspectors, led by Edward Goronwy Morris undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **full** 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. Ysgol Glan Aber Community Primary (CP) School is situated in the village of Bagillt alongside the Dee estuary in Flintshire. Nearly all the pupils live in the village. English is the first language spoken in the vast majority of homes. No pupils have Welsh as their first language. The area served by the school is described as socially disadvantaged and is included in the Communities First scheme. Around 29 per cent of the pupils are registered as entitled to receive free school meals. This is higher than the local education authority's (LEA) average of 11.8 per cent and the all-Wales average of 17.5 per cent. Information from baseline assessments indicates that pupils' attainment on entry to school is significantly below the LEA average. The school receives a raising Attainment and Individual Standards (RAISE) grant to target disadvantaged pupils and raise their levels of performance.
2. There are currently 87 pupils on the school register from reception to Year Six (Y6). In addition, 11 children attend the nursery part-time. Nursery pupils are admitted to school in the academic year in which they are 4 years old. The school also offers Early Entitlement in the term following the child's third birthday. Thirty-four pupils have been identified as having special educational needs (SEN), including 7 on school action plus. There are four pupils who are 'looked after' by the local authority. No pupils receive support in English as an additional language (EAL).
3. In addition to the head teacher, who teaches the Y3/4 class in the afternoons, there are four full-time teachers at the school. Pupils are arranged into four classes. The current head teacher took up his post in January 2008.

The school's priorities and targets

4. The school aims to provide a welcoming, friendly and caring atmosphere where children will develop into happy, well balanced and contented individuals who are tolerant, caring of others and free from discrimination. By creating a challenging and stimulating environment the school seeks to ensure that children will experience success and be encouraged to develop self discipline and self-confidence.
5. The school's main priorities and targets outlined in the school development plan (SDP) for 2007-2008 include:
 1. raising the standards of pupil achievement in the Core Subjects by the time they leave school
 2. preparing for the 2008 National Curriculum and Foundation Phase that come into force in September 2008
 3. improving pupil attendance and
 4. improving communication between the school and home

Summary

6. Ysgol Glan Aber CP is a fully inclusive school. Mutual respect between adults and pupils is evident in all aspects of school life. This contributes to creating a happy, caring and supportive learning environment where pupils feel secure and respected. Pupils benefit from the staff's dedication and conscientious work. Most pupils are considerate and friendly, relate well to each other and display positive attitudes to learning. The majority make good progress. Overall good progress has been made since the last inspection.

Table of grades awarded

Key Question	Inspection grade
1 How well do learners achieve?	Grade 3
2 How effective are teaching, training and assessment?	Grade 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 3
6 How well do leaders and managers evaluate and improve quality and standards?	Grade 3
7 How efficient are leaders and managers in using resources?	Grade 2

7. The findings of the inspection team concur with the opinion of the school in its self-evaluation report in all seven of the key questions.

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	74%	26%	0%	0%

9. These percentages are higher than the WAG's all Wales targets for 2010 that 98% of standards should be Grade 3 or better. They compare well with the figures published in HMCI's latest Annual Report for 2006/07 where overall standards in primary schools in Wales are reported to be Grade 2 in 70% of lessons and Grade 1 in 10%.
10. The overall quality of the educational provision for the under-fives is appropriate to their needs and pupils make good progress towards the Desirable Outcomes for Children's Learning.

Standards attained in the six learning areas for children under five years old:

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

Grades for standards in subjects inspected

Inspection Area	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Welsh second language	Grade 3	Grade 3
Mathematics	Grade 3	Grade 3
Science	Grade 3	Grade 3
Information technology	Grade 2	Grade 2
Design technology	Grade 3	Grade 3
History	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Music	Grade 3	Grade 3
Art	Grade 2	Grade 2
Physical Education	Grade 2	Grade 2
Religious education	Grade 2	Grade 2

11. Overall, most pupils, including those with special educational needs (SEN), succeed regardless of their ability, gender or social background. The majority make good progress and achieve agreed learning targets and goals.
12. Statutory teacher assessments in 2007 indicate that 77 per cent of pupils in key stage 1 achieved the core subject indicator (CSI) that is the expected level 2 in the three subjects of English, mathematics and science, compared to the national average of 81 per cent. In the same year in key stage 2, 62 per cent of pupils attained the CSI at level 4 or above compared to the national average of 74 per cent.
13. School records indicate that there are significant differences between year groups with a comparatively large number of pupils joining the school during the key stages. As such it is difficult to make meaningful annual comparisons with local and national benchmarking data. However, benchmarking information for the last 3 years indicates that performance at both key stage 1 and key stage 2 is consistently in the 3rd and 4th quartile when compared with similar schools. Generally, the difference between the performance of girls and boys is similar to the national average.
14. Children under five make good progress in the development of their key skills. Good features outweigh shortcomings in pupils' key skills in both key stage 1 and key stage 2. Generally, standards of speaking, listening, reading and writing are good in both key stages. Pupils' numeracy, information and

communication technology (ICT) and investigative skills are less well developed. Most pupils have a good understanding of everyday Welsh commands and greetings. However, their bilingual competence and skills have good features that outweigh shortcomings.

15. Most pupils demonstrate good behaviour. They understand what is expected of them and are considerate, courteous and relate well to each other.
16. Average attendance over the three terms prior to the inspection was below 93 per cent. There is room for improvement here. Nearly all pupils are punctual and lessons start on time.
17. Most pupils' attitudes to their work are good and, overall, they are well motivated towards achieving good standards in their work. However, although most pupils in key stage 2 work well on given tasks, their capacity for working independently is not sufficiently developed.
18. Pupils make good progress in their personal, social, moral and wider development. They understand the importance of keeping healthy.
19. Pupils display a good understanding of equal opportunity issues and they are developing a good understanding and respect for the diversity of beliefs, traditions and attitudes towards others. Pupils' awareness of the community is good.

The quality of education and training

Grades for teaching

20. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
4%	75%	21%	0%	0%

21. This is an improvement on the last inspection. These figures are slightly below the WAG's 2010 target for 80 per cent of teaching to be Grade 2 or better. They are also slightly below the national picture reported by HMCI in his latest annual report 2006-2007 where the quality of teaching is Grade 2 or better in 80 per cent of lessons, including 14 per cent with outstanding features.
22. Teachers establish good working relationships which encourages pupils to give of their best. Pupils with additional learning needs (ALN) play a full part in learning.
23. Good teaching was observed in all classes. Teaching in the early years is consistently good with some outstanding features. Where teaching is good teachers display good subject knowledge and sequence learning effectively. Classroom assistants make a significant impact on pupils' learning. In the lessons where shortcomings were noted the pace of learning is slow and pupils are not sufficiently challenged to take responsibility for their own learning.

24. Arrangements for assessing and recording pupils' achievements are good overall. Pupils' work is marked rigorously and positively. There have been positive developments with regard to moderating pupils' work in some subjects. Generally, however, pupils in key stage 2 are not sufficiently involved in the process. The school recognises this. Arrangements for reporting to parents are good.
25. Generally the curriculum meets legal and statutory requirements and responds well to the range of pupils' learning needs. Good features outweigh shortcomings in the provision the school makes for the development of pupils' key skills. The focus on developing pupils' communication skills is effective. Shortcomings remain in the way in which pupils' numeracy, ICT skills and investigative skills are developed. Planning to develop pupils' bilingual skills in different curriculum areas is not progressive.
26. Strong emphasis is placed on promoting pupils' spiritual, moral, social and cultural development. The school is developing a strong Welsh ethos and aspects of the Cwricwlwm Cymreig are well promoted.
27. The school responds well to the needs of employers and the wider community. Effective links and partnerships have been created with local schools and businesses. Good attention is given to developing pupils' awareness of sustainable development and global citizenship. Opportunities for developing pupils' entrepreneurial skills are less well developed.
28. The quality of care, guidance and support provided for pupils is a strength of the school and makes a positive contribution to pupils well being whilst in the school's care. Good relationships and partnerships exist between pupils, staff, parents and the school community. Arrangements for working with outside agencies are effective. The quality of provision for pupils with ALN is good and enables these pupils to confidently take a full part in all learning activities offered by the school.
29. The school's provision for the healthy development, safety and well being of all pupils is good. The school actively promotes equal opportunities. Effective strategies are in place to support pupils with behaviour difficulties.

Leadership and management

30. Good features outweigh shortcomings in leadership and management. The newly appointed head teacher has a clear vision of how to develop the school. He receives good support from the deputy head teacher and from all staff. The school has a positive ethos. All staff are conscientious and work well together. Good consideration is given to WAG priorities and to a number of local initiatives.
31. The whole-school targets currently set for pupils' attainment in the core subjects at the end of key stage 2 are not sufficiently challenging to ensure continued improvement. The school recognises this.

32. Performance management arrangements have been established. However, at present the process is not challenging enough nor does it concentrate sufficiently on pupils' achievements. The head teacher recognises this.
33. The governing body (GB) is supportive and fulfils most of its legal duties. Governors are increasingly aware of their responsibilities in helping to set the school's strategic direction. The school is aware of the need to further develop their role with regard to monitoring the standards that pupils achieve.
34. The head teacher has in the short time since his appointment developed a good understanding of the school's strengths and areas for improvement. The school's self-evaluation procedures are inclusive and a culture of self evaluation is developing. Detailed self-evaluation has been carried out by members of staff in a number of subject areas. The school recognises the need to be more systematic in the way it monitors and evaluates performance and how it uses this information to help raise standards.
35. Planning for improvement is focussed on raising standards. The key priorities identified, although generally appropriate do not focus sufficiently on what needs to be improved and specific performance indicators by which progress can be measured.
36. Overall, good progress has been made in addressing the key issues for action identified in the previous inspection report.
37. The school is well resourced. The school has sufficient, qualified, specialist teachers. Classroom assistants, support and administrative staff make a significant contribution to pupils' learning. Accommodation and learning resources are generally utilised well. Finances are generally well managed, the outcome being that the school provides value for money. Budgetary control is stringent; however, the school is aware of the need for the governing body to monitor expenditure more closely to ensure cost effectiveness.

Recommendations

38. In order to improve the school further, the head teacher, governors and members of staff need to:
 - R1 raise standards in those subjects judged to have shortcomings; *
 - R2 continue to improve standards in the key skills with a particular focus on pupils' numeracy, ICT, investigative and bilingual skills; *
 - R3 improve pupil attendance; *
 - R4 further improve teaching by using a broader range of teaching strategies in key stage 2 to support pupils' development as independent learners; *

- R5 strengthen target setting and performance management arrangements; *
- R6 further develop the self-evaluation and school improvement process by ensuring that monitoring focuses more specifically on pupils' achievement. *

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

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

Standards

Key Question 1: How well do learners achieve?

Grade 3: Good features outweigh shortcomings

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

Pupils' standards of achievement in the subjects inspected were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	74%	26%	0%	0%

40. These percentages are higher than the WAG's all Wales targets for 2010 that 98% of standards should be Grade 3 or better. They compare well with the figures published in HMCI's latest Annual Report for 2006/07 where overall standards in primary schools in Wales are reported to be Grade 2 in 70% of lessons and Grade 1 in 10%.
41. The overall quality of the educational provision for the under-fives is appropriate to their needs and pupils make good progress towards the Desirable Outcomes for Children's Learning.

Standards attained in the six learning areas for children under five years old:

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Physical development	Grade 2	Grade 2
Creative development	Grade 2	Grade 2

Grades for standards in subjects inspected:

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Science	Grade 3	Grade 3
Information technology	Grade 2	Grade 2
Design technology	Grade 3	Grade 3
History	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Music	Grade 3	Grade 3
Art	Grade 2	Grade 2
Physical Education	Grade 2	Grade 2
Religious education	Grade 2	Grade 2

42. Statutory teacher assessments in 2007 indicate that 77 per cent of pupils in key stage 1 achieved the CSI that is the expected level 2 in the three subjects of English, mathematics and science, compared to the national average of 81 per cent. In the same year in key stage 2, 62 per cent of pupils attained the CSI at level 4 or above compared to the national average of 74 per cent.
43. School records indicate that there are significant differences between year groups with a comparatively large number of pupils joining the school during the key stages. As such it is difficult to make meaningful annual comparisons with local and national benchmarking data.
44. However, benchmarking information for the last 3 years indicates that performance at both key stage 1 and key stage 2 is consistently in the 3rd and 4th quartile when compared with similar schools. Generally, the difference between the performance of girls and boys is similar to the national average.
45. Overall, most pupils, including those with SEN, succeed regardless of their ability, gender or social background. The majority, including those with ALN, make good progress and achieve agreed learning targets and goals.

46. Children under five make good progress in the development of their key skills. Good features outweigh shortcomings in pupils' key skills in both key stage 1 and key stage 2. Generally, standards of speaking, listening, reading and writing are good in both key stages. Most pupils listen carefully to their teachers and the majority in both key stages ask and answer questions confidently. Pupils' reading skills progress well across the age range. Most have a very positive attitude to reading and read with appropriate fluency and expression relative to their ages. Those with SEN make good progress in their reading skills. Pupils' writing skills are good and their creative skills develop well throughout the school.
47. Pupils' numeracy, ICT and investigative skills are less well developed. Generally in both key stages, pupils do not make sufficient use of their numeracy skills to develop their work in a number of areas across the curriculum. This restricts for example, their ability to gather data effectively and to present it independently in relevant and appropriate contexts.
48. Pupils do not make consistent and developmental use of ICT to enhance their learning across the curriculum. Throughout the school, pupils use their word processing skills effectively to support their learning in some subjects. Older pupils make very effective use of Powerpoint presentations to extend their understanding of a number of areas of the curriculum. Generally though, the majority of pupils make insufficient use of data bases and control. In addition not enough independent use is made by pupils of ICT to investigate topics and to gather relevant information across all subjects.
49. Most pupils have a good understanding of everyday Welsh commands and greetings. The majority respond appropriately to questions about themselves and the weather. However, their confidence in their own oral ability is not sufficiently secure for them to use Welsh on a regular basis in informal situations around the school.
50. Pupils gain a good understanding of what they need to do to improve their work through discussions with their teachers. However, they do not, as a matter of course, evaluate their own work and set realistic targets for themselves.
51. Most pupils demonstrate good behaviour. They understand what is expected of them and are considerate, courteous and relate well to each other. There were no exclusions in the three terms prior to the inspection.
52. Average attendance over the three terms prior to the inspection was below 93 per cent. This is below local and national averages and below Welsh Assembly Government targets for less than 7 per cent absence. Holidays taken during term time continues to be an issue. Nearly all pupils are punctual and lessons start on time.
53. Most pupils' attitudes to their work are good and, overall, they are well motivated towards achieving good standards in their work. Children under-five and in key stage 1 develop as independent and confident learners. However,

although most pupils in key stage 2 work well on given tasks, their capacity for working independently, is not sufficiently developed.

54. Pupils make good progress in their personal, social, moral and wider development. All pupils are fully involved in the life and work of the school through the School Council and Eco Committee, participating in the decision making process about identified issues. Most pupils carry out their responsibilities conscientiously. The majority of pupils show respect and concern for others, sharing their views openly and listening well whilst appreciating that others may hold different opinions to themselves. Most pupils are sensitive to the needs of others and know how to respond if they see other pupils upset or lonely. This contributes to creating a happy, caring and supportive learning environment.
55. Pupils display a good understanding of equal opportunity issues and they are developing a good understanding and respect for the diversity of beliefs, traditions and attitudes to others. Their awareness of the diverse beliefs and traditions is enhanced through the school's links with the Cayman Islands. Pupils react very positively to the totally inclusive ethos in the school and recognise the need to treat everyone fairly and without discrimination. Most pupils show and practice fair play and consideration for others and have good moral values. Pupils provide positive support for local, national and international charitable causes.
56. Pupils' awareness of the community is good. They contribute well to a number of local events. They make effective use of their locality to extend their understanding of the world of work and of the contribution various people make to their community.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

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

58. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
4%	75%	21%	0%	0%

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

60. Overall, teaching throughout the school is good. Good teaching was observed in all classes. Teaching in the early years is consistently good with some outstanding features. The quality and use that is made of assessment and resources for the under fives and the very detailed, effective and well developed planning in place ensures continuity and progression of children's learning. Together they contribute significantly to the very good start children get at the school.

61. All teachers actively address the issues of gender, race and ability and promote equality of opportunity for all pupils. The quality of inclusiveness is a prominent feature of daily interactions between teachers and their pupils. It engenders a sense of being valued, which is a powerful boost to pupils' confidence and self esteem. Teachers work hard to raise pupils' expectations of themselves by showing concern and by giving them regular praise and support

62. Teachers have good relationships with their pupils and in most lessons demonstrate consistent and effective pupil management, particularly with pupils who have behavioural difficulties. In this regard support staff are well used to give such pupils the close support and encouragement they need. This ethos ensures that all pupils can get on with developing their learning skills without disruption.

63. Generally, lessons are well planned with clear objectives, which take account of the needs of individual pupils, including those with SEN. Planning for the learning needs of pupils in early years is exceptionally good. Teachers use opportunities at the beginning of the lesson to enable pupils to identify the key skills they will be using. This focus heightens pupils' awareness of the breadth and development of their learning skills. Most lessons end with a plenary session. At such times and in the best lessons teachers foster a culture of

evaluating whether or not objectives set at the beginning of the lesson have been achieved. This good practice is beginning to enable pupils to gain a focused understanding of target setting and of evaluating progress. In their planning and in their classroom practice teachers successfully differentiate the content of their lessons to meet the needs of not only the different ages groups within their classes but also the needs of pupils with SEN.

64. The planning for the development of pupils' bilingual skills is improving and there is regular use of incidental Welsh by staff during the day. Opportunities to use the language more fully and developmentally are at an early stage of development.
65. Teachers make good use of a range of questioning techniques to elicit pupils' views and feelings, and to develop their communication and thinking skills. However, at present not enough opportunities are given to pupils to enable them to explore ways of learning independently and to develop associated learning skills.
66. Resources are used appropriately during lessons to enhance the learning experiences of pupils. This successfully enlivens lessons and promotes learning. Resources are particularly well deployed strategically in the nursery and reception class. It allows learning to flow uninterrupted.
67. Classroom assistants are deployed and used effectively. They are capable, knowledgeable and well qualified. Their enthusiasm has a significant and positive impact on pupils' learning.
68. Teachers have good up-to-date subject knowledge through regular in-service training and demonstrate enthusiasm in their teaching. Their knowledge and understanding of the requirements of the national curriculum are good.
69. Outstanding features were identified in 4 per cent of the lessons observed. These include:
 - outstanding organisation and use of resources
70. Good features were identified in 75 per cent of lessons observed. These include:
 - the good ethos for learning;
 - the pace and rigour of the lesson.
71. Shortcomings were observed in 21 per cent of lessons. These include:
 - slow pace to lessons engendering lapses in pupils' concentration;
 - insufficient opportunities for independent learning.
72. The quality of assessment is good overall. Appropriate procedures enable teachers to assess the progress pupils make in learning. The quality of assessment for the under fives is outstanding. A wide range of strategies is used to ensure that each child's progress is tracked and well monitored. In key stages 1 and 2, teachers work closely together to determine standards pupils achieve particularly in English and mathematics. Designated assessment tasks

are carried out which provide a good source of information upon which teachers determine the progress of individual pupils

73. A tracking system is in place, which is particularly effective in following the progress pupils make in English and mathematics. Teachers use the system well to analyse data and to determine the action needed to ensure those pupils with learning difficulties receive the support they need. This is particularly successful. School records indicate many examples of measurable levels of improvement in standards achieved by such pupils in these subjects.
74. There have been positive developments with regard to moderating pupils' work in English and mathematics. This includes working with teachers from neighbouring schools to strengthen the standardisation of teacher assessment at key stage 2. There is a good moderated and annotated portfolio of work in English, which has been well used by teachers to determine standards. Along with other strategies this has been instrumental in raising standards in English. This practice is not fully embedded across all subjects.
75. Teachers effectively use their marking of pupils' work to provide assessment information and to give pupils feedback about how well they are doing in their work. By this means and through discussion they help pupils to know what they need to do to improve. Generally, however, teachers do not involve pupils in key stage 2 sufficiently in assessing and evaluating their own work and in setting their own targets for improvement.
76. The reports to parents conform to statutory requirements and are of good quality. They give parents and carers useful information about their children's progress in their schoolwork.

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

77. The inspection team's findings match the school's judgment made in its self-evaluation report.
78. The school successfully meets the needs of all its pupils including those with special education needs and children under five. Within its highly inclusive ethos for learning all pupils have equal access to every area of the curriculum and every activity offered by the school.
79. Overall the school provides a broad and balanced curriculum which meets the needs and interests of pupils. The overall quality of learning experiences for the under fives is good. Very good use is made of the outdoor environment. In key stage 1 and 2 due regard is given to ascribing sufficient time to core and foundation subjects to ensure that the requirements of national curriculum programmes of study are met. Generally teachers provide interesting and

stimulating learning experiences. However, in some subjects key elements are not ascribed a sufficient focus.

80. Good features outweigh shortcomings in the provision the school makes for the development of pupils' key skills. Teachers have worked hard to ensure that planning identifies key skills and the focus on developing pupils' communication skills is effective. Provision for the Cwricwlwm Cymreig is good. Shortcomings remain in the way in which pupils' numeracy and ICT skills and investigative skills are developed across the curriculum. Planning to develop pupils' bilingual skills in different curriculum areas is not progressive.
81. A good range of extra-curricular activities is provided which broadens pupils' learning experience and develops educational and sustainable life skills. Older pupils benefit substantially from residential visits in this regard. There are good sporting links including that with Connah's Quay Nomads FC.
82. Planning for the development of personal and social education is comprehensive. The school has ensured that through it pupils learn the many strategies necessary for them to develop into well-balanced individuals. Good use is made of the community police who work with pupils to enhance their understanding of aspects of social awareness including that of substance abuse. Appropriate attention is given to sex education.
83. The provision for spiritual, moral, social and cultural development is good. The school provides a calm, caring and supportive environment where pupils feel secure and respected. Daily acts of collective worship make a positive contribution. Teachers actively promote pupils' interest in the world around them and engender a curiosity in it. Good use is made of the opportunities that arise through the curriculum and during the daily life of the school to develop pupils' social and moral understanding. Pupils readily talk about their cultural understanding, which arises through aspects of the curriculum and through visitors to the school whose culture is different from their own. Quiet times during acts of collective worship are used effectively to enable pupils to engage in personal reflection.
84. Links with parents are good. Parents are well informed about school events through regular newsletters. Parents appreciate the school's "open door" policy, which affords them access to school staff when the need arises. An impressive number of parents and grandparents help within classes during the school day. They make a positive contribution to the school's pastoral and academic support for pupils. Links with the local community are good. Pupils benefit from student placements that come as part of the Bangor university partnership. Such students bring a fresh view of life and enrich pupils' learning activities. Staff meet regularly with colleagues from local primary schools to discuss matters of common interest.
85. Good provision exists for work related education with well established links to local companies. Visits by community police, school nurse and others contribute positively towards pupils' knowledge of the world of work.

86. The school successfully addresses social disadvantage and equality of opportunity is clearly evident in all aspects of school life.
87. The school makes good provision for pupils' understanding of sustainability and global citizenship. There is an active and enthusiastic Eco club, members of which are keen to talk about recycling and countering global warming. They work hard to ensure that the school acts in a sustainable way. Pupils' awareness of global citizenship is well promoted.
88. Members of the school council have some opportunities to develop entrepreneurial and other skills needed to support economic development. However, these skills have not yet been developed to include the wider school community.
89. The school successfully promotes pupils' positive engagement with learning and successfully fosters attitudes that help pupils to know themselves as learners. In this the school seeks to ensure that pupils will engage with learning throughout their lives.

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

Grade 2: Good features and no important shortcomings

90. The findings of the inspection team match the judgment made by the school in its self-evaluation report.
91. The quality of care, support and guidance is consistently good and staff have high standards in this important area of school life. The vast majority of pupils and parents have confidence in the school and many speak of the friendly and supportive ethos. Regardless of ability, race, gender or home background the school provides a happy welcoming and friendly environment for pupils to learn and play. The work of the School Council makes an effective contribution to school life.
92. The partnerships with parents and carers are good. There are regular newsletters and the construction of a school website is almost complete. Parents at the pre-inspection meeting and those that responded to the pre-inspection questionnaire were very positive in their support for the school. They say that they were confident that the school would take their views into account. Parents and grandparents regularly help in school and there is an active Friends of the School association. A Family Learning Class has been established in the school and a number of parents attend regularly. The school council are involved in various decision making opportunities and members in turn seek the views of their peers.
93. Induction programmes to help new pupils settle in quickly are good. The school has a fairly transient population which prompted the school council to draw up a useful, ten point information sheet which is given to all pupils arriving outside

the normal admission times. Pupils are also allocated a 'buddy' on arrival. Transition arrangements with the local high school are well established.

94. The personal and social education programme has many strengths which are being successfully built upon including raising awareness of substance misuse.
95. The monitoring of attendance, punctuality, behaviour and performance is improving. There are now appropriate and consistent procedures in place, however, the full impact of these procedures is yet to be seen. Registration is conducted in accordance with NAW circular 3/99 and the Inclusion Welfare Officer (IWO) is available to support the school and families where necessary.
96. The school's provision for the healthy development, safety and well being of all pupils is good. The school is in its third year of the Healthy Schools initiative and many of its principles are an everyday part of school life. Pupils have a choice of healthy dinners and snacks at break time. Chilled water is available throughout the day. Three members of staff are trained first aiders and appropriate security arrangements are in place.
97. The head teacher is the person with responsibility for child protection and is trained to the appropriate level. All staff have received training and are aware of their responsibilities. The school meets regularly and works in partnership with other relevant agencies in this field. The school's child protection policy is in line with local procedures. All child protection documentation is held in separate files in a secure cabinet.
98. The provision the school makes for pupils with special education needs is good. It fully complies with the Code of Practice. There are good procedures in place to diagnose and support the learning needs of pupils with SEN.
99. Pupils with special needs are identified as soon as they enter school. Their progress is carefully monitored. The special educational needs co-ordinator, in consultation with the class teacher, writes the individual education plans (IEPs). The latter keeps the IEP records close to hand during the school day for easy reference. Well-focused and achievable targets are set and progress the pupils make towards these targets is closely monitored. Although the review of targets is set on a six monthly basis, in practice, where targets are achieved before that time new ones are drawn up. This maintains momentum and the rate at which pupils make progress.
100. Parents are fully involved in the process from the start. The SEN co-ordinator and class teachers are pro active in encouraging parents to work with the school in support of their children.
101. Work is well differentiated for such pupils in class and they receive good support from classroom assistants, who are well informed about their particular targets. In addition, small group work with the SENCO, the RAISE assistant and the external support teacher employed by the school, enhances the good progress pupils make.

102. The school is well supported by a good range of outside agencies to help deal with the wide range of learning and personal difficulties some pupils at the school experience.
103. The good quality support pupils with ALN receive at the school enhances their self esteem. It enables them to confidently take a full part in all learning activities offered by the school.
104. The school has a range of effective equality policies. All pupils from all social backgrounds are fully integrated and accepted without question and actively encouraged to take part in all the school offers. All related policies are comprehensive and meet statutory requirements. Boys and girls receive equal treatment which enables them to take part in all activities.
105. The school provides appropriate support for pupils whose behaviour impedes their progress and that of others. The policies and procedures in place to promote good behaviour are consistent and effective. Where behaviour is challenging it is well managed by staff using a range of suitable strategies.
106. The school has effective measures to eliminate oppressive behaviour, including bullying and other forms of harassment. In discussion, pupils were firm in their view that bullying or discrimination of any kind would not be tolerated. They are confident to report such incidents in the knowledge that they will be dealt with promptly and fairly.
107. The school takes all reasonable steps to ensure equal treatment of disabled pupils. There is a Disability Access Plan and the school is currently working on implementing a Disability Equality Scheme and action plan.
108. The school is very inclusive, welcoming pupils from a variety of backgrounds and actively promotes pupils' awareness of the diversity within our society.

Leadership and management

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

Grade 3: Good features outweigh shortcomings

109. The findings of the inspection team match the judgment made by the school in its self-evaluation report.
110. The newly appointed head teacher has a clear vision, based on sound values, of how to develop the school. He provides sensitive and caring leadership. In the short time since his appointment he has ensured a sense of direction and successfully promotes shared values about learning, behaviour and relationships which promote equality for all. He receives good support from the deputy head teacher and from all staff.
111. Teachers shoulder significant responsibilities as subject leaders for aspects of the curriculum. They fulfil this role conscientiously. They are committed to raising standards of attainment in the subjects which they lead and have worked hard to review policies and schemes of work. The school recognises the need to develop further their monitoring role so that they can review more critically what has been done and how it can be improved. Classroom Assistants make a significant contribution in supporting teaching and learning. Administrative, support and caretaking staff make a positive contribution to the effective daily routines.
112. Good consideration is given to WAG priorities and to a number of local initiatives. The school has succeeded in gaining accreditation through The Basic Skills Agency Quality Mark and the Eco Schools initiatives. The school is currently working towards retaining recognition as Investors in People. The school is actively involved in LEA and local initiatives and collaborates well with other partners within the cluster for example in developing the Physical Education in School Sports (PESS) programme and in moderating pupils' work. An effective relationship has been developed with the local secondary school.
113. The whole-school targets currently set for pupils' attainment in the core subjects at the end of key stage 2 are not sufficiently challenging to ensure continued improvement. The school recognises the need to review these targets and to make better use of benchmarked predictive information to provide additional challenge.
114. Performance management arrangements have been established and good opportunities are provided for staff to attend appropriate courses. However, at present the process is not challenging enough nor does it concentrate sufficiently on pupils' achievements. The head teacher recognises the need to ensure more rigour during the setting of performance targets and the necessity of using rigorous classroom observations, monitoring of pupil achievement and opportunities to share good practice more effectively as tools to raise standards.

115. The Governing Body is supportive and increasingly aware of its responsibilities in helping to set the school's strategic direction. Governors have had some involvement in the SDP and school evaluation report. Lately, responsibility has been given to individual members to supervise specific areas of the curriculum and thereby they are becoming increasingly knowledgeable about the educational provision.
116. The Governing Body's role with regard to monitoring standards achieved by pupils has not been developed sufficiently. Currently governors are not effectively involved in evaluating the successes of whole school strategies, the quality of provision and the standards pupils achieve. The head teacher is aware of the need to increase governors' monitoring role and to establish a clear timetable to more accurately identify actions for the Governing Body and staff.
117. Governors fulfil most of the legal duties placed upon them. The annual report to parents does not contain the required information nor is there a register of governors' business interests.

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

Grade 3: Good features outweigh shortcomings

118. The findings of the inspection team match the judgment made by the school in its self-evaluation report.
119. The head teacher has in the short time since his appointment developed a good understanding of the school's strengths and areas for improvement. A self-evaluation programme has recently been established and detailed self-evaluation has been carried out by members of staff in a number of subject areas. These are based on looking at teachers' plans, examples of pupils' work, classroom observation and visits by advisers. In the best examples, self-evaluation carefully considers provision and is supported by evidence of pupil achievements. However, this practice is not consistent across the age range.
120. Curriculum co-ordinators have created portfolios to display the range of work achieved in some subjects. The school acknowledges that generally insufficient attention has been paid to standardising the work, in order to stimulate discussion about improving the quality of teaching and learning. The school recognises the need to be more systematic in the way it monitors and evaluates performance and how it uses this information to help raise standards. At present the process does not concentrate specifically enough on evaluating standards achieved by pupils and what needs to be done to improve.
121. The school's self-evaluation procedures are inclusive. Members of staff and governors are involved in evaluating and making judgements. Parents' views are sought via questionnaires. Pupils have an opportunity to express their opinions by responding to questionnaires and through the School Council.

122. The self-evaluation report produced by the school before the inspection considers each of the seven key questions of the inspection framework. It is open and honest and identifies strengths and areas for development which, on the whole, correspond to the judgment of the inspection team. However, it does not refer sufficiently to the standards pupils' attain and is not explicit enough about what needs to be improved. It matches the grades awarded by the inspection team in all seven of the key questions.
123. Planning for improvement is focussed on raising standards. The recently developed SDP sets out a one year programme covering the period 2007–08. The key priorities identified, although generally appropriate to the school's development do not focus sufficiently on pupil achievement, what needs to be improved and specific performance indicators by which progress can be measured. The school is aware of the need to clarify the link between the self-evaluation process and to set out a longer term plan detailing clear priorities and actions to bring about further improvement.
124. Overall, good progress has been made in addressing the key issues for action identified in the previous inspection report. Standards have improved significantly in over half of the subjects. However, shortcomings remain in the remaining subject areas. Appropriate assessment procedures have been developed to enable teachers to assess the progress pupils make in learning. Planning for the development of personal and social education is good and used effectively to ensure that pupils learn the many strategies necessary for them to develop into well-balanced individuals. Provision for pupils with special education needs is good and these pupils are fully included in all aspects of school life. The head teacher is provided with non-contact time. Further improvements are required in monitoring, self-evaluation and improvement planning and to ensure that statutory requirements are fully met.

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

Grade 2: Good features and no important shortcomings

125. The findings of the inspection team match the judgment made by the school in its self-evaluation report.
126. There is a good blend of young and experienced members of staff who are well qualified to teach all aspects of the curriculum. Their specialist expertise is drawn upon when teachers exchange classes for some lessons, for example religious education, so that pupils can benefit from their expertise. Arrangements for ensuring that teachers have sufficient planning, preparation and assessment time work well. Teachers use this time effectively for the benefit of pupils in their respective classes.
127. Based upon the school's needs, teachers attend relevant courses regularly to update their knowledge and keep abreast of current educational directives. There are also frequent in house staff development initiatives which have been

particularly useful in moving the school forward. Support staff are actively encouraged to take advantage of relevant training opportunities.

128. Support staff have well defined tasks. They are involved in planning meetings and their expertise is greatly valued. They are very effectively deployed so that optimum use is made of their time and skills.
129. The school is fortunate in benefiting from the skills and commitment of a growing number of volunteers, parents and students who make a valuable contribution to pupils' learning.
130. Administrative staff, midday supervisors, cleaning and catering staff are all valued members of the school team and make an important contribution to school life.
131. Overall there is adequate space for the number of pupils on roll. The accommodation provides a comfortable and safe learning environment, which is further enhanced by the attractive displays throughout the school. The buildings, grounds and play areas are well used and well maintained by the caretaker and cleaning staff. Particularly effective use is made of their outdoor play area by the under fives.
132. The quality of resources for teaching and learning is good in most subject areas. The number of computers at school does not currently meet pupils' needs; however, all classes have access to interactive whiteboards. Resources are generally well managed by subject co-ordinators and class resources are easily accessible and used effectively during most lessons. Resources are used particularly effectively in the early years. The school is aware of the need to undertake an audit of all resources presently on site and to link future resource acquisitions more rigorously to the school's priorities for development.
133. In liaison with the local authority finance department the head teacher and governors ensure finances are generally well managed, the outcome being that the school provides value for money. Resources, including staffing, are under constant review. Budgetary control is stringent; however, the school is aware of the need for the governing body to monitor expenditure more closely to ensure cost effectiveness. A modest surplus has been earmarked to maintain present staffing levels.
134. Additional funding is secured through a range of grant applications and the successful efforts of the Parent Teacher Association. All the additional income is put to good use for the benefit of the pupils.

Standards achieved in subjects and areas of learning

Under 5s

Grade 2: Good features and no important shortcomings

Language, literacy and communication skills

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 2: Good features and no important shortcomings

Good features

135. Nursery children are eager to engage adults in conversation talking about their ongoing activity as and when it happens. They listen attentively to stories and to instructions and are beginning to express themselves well, in their play and when using resources and equipment to experiment and to see what might be achieved.
136. Most reception children are able to speak clearly and use an increasing vocabulary of words to express themselves, to relate imaginative ideas and to get things done. When listening they do so often with rapt attention and with good level of respect for the speaker be it another child or an adult. They memorize and sing simple rhymes.
137. They are making good progress in developing their writing skills moving from simple letter strings to recognizable sentences. Their understanding of the Welsh language is developing well. They are able to name the parts of a face they make in play dough in Welsh. They are familiar with the story of Tedi Twt ar y Fferm.

Shortcomings

138. There are no important shortcomings.

Personal and social development

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 2: Good features and no important shortcomings

Good features

139. Nursery and reception children show considerable respect and care for one another.
140. Nursery children quickly settle into the routines of their school and are eager to participate in the wide range of activities that are provided for them. Their social skills are developing well. They demonstrate good levels of behaviour and are generally willing to share equipment and to take turns without rancour. They are able to concentrate on their activities for an appropriate period of time. They show good levels of concern for each other and for small creatures they find in the outside environment.

141. Reception children respond well to their teacher's high expectations of them. They demonstrate good levels of behaviour and interest in their work and respond positively to praise and encouragement when bestowed upon them. They show good levels of independence when working upon their activities. They are becoming familiar with the nature of responsibility in the way they react within social situations and in the way they look after themselves.

Shortcomings

142. There are no important shortcomings.

Mathematical development

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 2: Good features and no important shortcomings

Good features

143. Nursery children show good levels of awareness in the real life transactions that occur when their parents visit the shops. They understand that a menu contains the list of items on sale with their prices. They understand the role of shopkeeper and customer and are able to replicate this as money is exchanged. Most nursery children recognize numbers 1 to 5 and use simple counting games to re-enforce their learning.
144. Through practical activities reception children understand and record numbers well. They are beginning to use mathematical strategies and the associated language effectively. They can count forward and backward to 10, whilst the more able can extend this operation to 20. They can name and match two and three dimensional shapes and can compare, sort and match objects when using their collection of seaside objects.

Shortcomings

145. There are no important shortcomings.

Knowledge and understanding of the world

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 2: Good features and no important shortcomings

Good features

146. Nursery and reception children enjoy this area of learning and make good progress. They enjoy exploring the environment outside the school learning about the creatures and plants to be found there on their mini beast walk. Both nursery and reception children show good levels of curiosity when observing the small creatures they find. They use magnifying glasses purposefully to observe the development of caterpillars into cocoons and to explore the shape of natural objects. They use their experiences to explore further through drawing, painting and through role-play the things that they have observed.

147. Nursery children enjoy using sand and water and associated equipment to play, try out and observe what can be achieved through their use. Reception children's knowledge of living things is good. They know the conditions needed to enable plants to grow. They can name the animals that might be found on the farm and in the greater environment and can group animals according to different criteria.

Shortcomings

148. There are no important shortcomings.

Creative development

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 2: Good features and no important shortcomings

Good features

149. Nursery children explore the sounds and sensations that can be created by hitting suspended metal objects. They are beginning to develop ideas of dynamics through creating patterns of sound. They enjoy using colour freely when painting pictures. They use their imagination well when engaged in role-play successfully recreating everyday scenes.

150. Reception children are able to use their observational skills effectively to record in paint the things they see. They develop the skills established when they were in the nursery making clear choices in the equipment and the materials they use in their work. They continue to enjoy the sensation of vivid colours and use them when painting colourful caterpillars or butterflies. Reception children respond very well to music and show great enjoyment in singing activities.

Shortcomings

151. There are no important shortcomings.

Physical development

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 2: Good features and no important shortcomings

Good features

152. Nursery and reception children make good progress when developing their physical skills. They are able to use their bodies effectively to move in different ways to the sound of music. They can march in time to it and hop and skip when the character of sounds they listen to prompts it. Both reception and nursery children are able to move and swerve safely to avoid one another when working as a group. In the outdoor classroom, both nursery and reception children enjoy using the wheeled toys and are developing the skill of pedalling using the fixed front wheel on the tricycles. Their gross motor skills are developing well.

153. Reception children show increasing control with clothing and fastenings. They demonstrate good levels of skill when handling small objects, such as pencils and paintbrushes. They use them appropriately showing an awareness of the need for care when handling them.

Shortcomings

154. There are no important shortcomings.

English

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

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

Good features

155. In key stage 1 pupils' speaking and listening skills develop effectively and the majority make good levels of achievement. Pupils respond well to their teacher. They listen carefully to the instructions they are given and as a result are able to access their tasks without disruption. They have a good recall of stories they have listened to and can recite passages with good levels of expression and intonation.
156. Younger pupils in key stage 2 continue to develop their speaking and listening skills and use them to good effect in class discussions. They communicate clearly and confidently when speaking and respect, through careful listening, the contribution of others.
157. Older pupils in key stage 2 through their many class discussions use language effectively to explain debate and contribute ideas to the tasks in hand. A significant number of pupils are confident speakers and are able to use extended speech to convey their understanding. In groups pupils listen to each other effectively supporting and extending the ideas of others when there is a need to do so.
158. In key stage 1, pupils show a keen interest in the books they read and in those that are read to them. They respond to stories enthusiastically and use well developed predictive skills when required to indicate what they think might happen next in the stories they read. They indicate the authors whose books they most enjoy reading. When pupils read out loud during lessons, they do so with increasing levels of expression. More able pupils will stop at intervals to give personal anecdotes in response to what they have read. In most cases, where it is necessary, less able pupils confidently use self-correct techniques when they encounter hard words.
159. By the end of key stage 2 most pupils read with good levels of fluency and demonstrate good word attack skills when they encounter difficult words. The least able readers are as enthusiastic about reading as the more able and show good levels of confidence when reading to an adult. They tackle more difficult words with confidence. Pupils across the ability range have a good

understanding of the difference between fiction and non-fiction. They are able to indicate the use that can be made of indexes and they can suggest the purpose of the glossary. Pupils clearly enjoy reading. Some read avidly and can discuss their favourite authors and what it is they like about their style of writing. Less able pupils are proud of the way they have been able to develop their reading skills. Pupils use a range of sources to find information, including reference books and the Internet. They do so with skill and a sense of purpose.

160. In key stage 1, pupils write for a good range of purposes. They begin to experience what it is like to write a book focusing upon simple plot development. They know how to plan a story through story maps and use this knowledge well in their writing. They write lively anecdotes about family occasions. Less able pupils are able to write meaningful sentences using correct punctuation. More able and older pupils, using appropriate punctuation, write passages containing well-formed sentences with simple connectives. Such pupils are beginning to understand, through the stories and accounts they write, the needs of the audience for their writing.
161. Younger pupils in key stage 2 have a good knowledge of how compound words are created and enthusiastically suggest examples related to a theme or idea. They develop their note taking skills well and can use them effectively to reconstruct texts.
162. By the end of key stage 2 pupils' handwriting skills are good. Across the ability range pupils can write legibly, demonstrate a recognizable style and clearly take pride in their work. Pupils write for a wide range of purposes and regularly share their writing with each other. They have a good knowledge of biographical and autobiographical writing and can differentiate between them. They write at length on occasions and through such writing demonstrate their skill of writing in a wide range of formats.

Shortcomings

163. There are no important shortcomings.

Welsh second language

Key Stage 1: Grade 3: Good features outweigh shortcomings

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good features

164. In key stage 1 most pupils know and use a range of vocabulary, phrases and sentence patterns. They count confidently to 10 and know their colours. The majority understand everyday classroom instructions and respond correctly in short phrases, for example to teacher questions about how they feel. They know the names of various items of clothing. Generally their pronunciation and intonation is appropriate.
165. Most pupils in key stage 1 listen attentively to simple stories and match familiar

words to pictures correctly. They sing enthusiastically a range of songs, which help to consolidate the language patterns learnt.

166. Generally pupils in key stage 2 respond appropriately to greetings and instructions by the teacher. Most express their feelings in simple phrases. The more able respond correctly to a range of basic questions about themselves. They ask and answer simple questions relating to their likes and dislikes. Most pupils in key stage 2 read correctly single words and phrases on flash cards and worksheets. They write a range of simple sentences correctly.
167. The majority of younger pupils in key stage 2 respond appropriately to teacher questions using the past tense. They write simple sentences to a set pattern setting out where they have been.
168. The majority of older pupils in key stage 2 respond appropriately to a range of questions by the teacher about themselves. Most are able to follow with understanding the main events in a class story. The majority read with appropriate pronunciation. They increasingly complete a range of structured written tasks. These help them to become familiar with sentence structures, reinforce vocabulary and to enable them to write following set patterns, for example when describing a fictional character. More able pupils use reference materials appropriately to inform their writing.

Shortcomings

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

Mathematics

Key stage 1: Grade 3: Good features outweigh shortcomings

Key stage 2: Grade 3: Good features outweigh shortcomings

Good features

172. In key stage 1, most pupils have a good grasp of basic number processes. The majority of pupils count forwards and backwards to 20 confidently and arrange numbers correctly in numerical order. More able pupils count successfully in twos and threes. The majority add up single digit numbers accurately. The more able recognise patterns in number and develop appropriate mathematical language, including odd and even, fewer and more than.

173. By the end of the key stage, many pupils have good knowledge of number bonds to 20. The majority add and subtract number and money accurately. Most pupils successfully identify the correct time on simple clock faces showing the hour. Most know the name and properties of simple two-dimensional shapes. The more able select and use mathematical equipment and materials appropriately as they extend their understanding of capacity.
174. In key stage 2, many pupils demonstrate a range of mental strategies and answer questions relating to the multiplication tables accurately. Younger pupils write in hundreds, tens and units correctly. The majority show good understanding of number bonds to 20 and of simple multiplication and division. The majority understand the link between multiplication and division and demonstrate an appropriate understanding of fractions, measure, shape and space.
175. By the end of the key stage, the majority of pupils have a good knowledge of place value. Most use the four rules of number accurately. A minority recall number bonds and table facts quickly. Most pupils check their work for accuracy and the more able spot unlikely results quickly.
176. The majority understand and use the different units of measurement for time, weight, length and capacity accurately. Most correctly identify acute, right and obtuse angles and use a protractor with increasing accuracy to measure various angles. The more able estimate and check their answers effectively. The majority recognise and interpret correctly information presented in the form of graphs and charts.

Shortcomings

177. In both key stages less able pupils' recall of addition, subtraction, multiplication and division facts is slow.
178. In both key stages the ability of a significant minority of pupils to discuss their work using appropriate language is limited.
179. Generally pupils' application of their thinking skills to mathematical problems is variable and their mathematical investigation skills are not sufficiently well developed.

Science

Key stage 1: Grade 3: Good features outweigh shortcomings

Key stage 2: Grade 3: Good features outweigh shortcomings

Good features

180. Throughout the school the majority of pupils show a keen interest in their science lessons, especially if they are well organised practical sessions.

181. In key stage 1 most pupils are developing good observational skills and record their findings accurately, for example the labelling of plants and flowers, identifying roots and stem correctly. Most pupils accurately sort a variety of materials by their properties, correctly identifying similarities and differences. The majority know that some materials change when heated and that the process can be reversed through cooling.
182. Using the medium of play dough, pupils experience simple forces as they twist, stretch, pull and pinch it. They also find that differing types of surfaces have a direct impact on the distance travelled by wheeled objects projected down a slope.
183. The majority of younger pupils in key stage 2 are aware that magnets attract certain materials and carefully record their findings having predicted possible outcomes.
184. Older pupils in key stage 2 further develop their understanding of a fair test and most pupils appreciate the importance of evaluating evidence gained. The majority of pupils have produced a significant amount of interesting work covering such topics as friction, forces, electrical currents, the Earth as part of the solar system and relevant geology. A significant number of pupils know the requirements of a healthy diet and the importance of exercise and the harmful effects of smoking, alcohol and drugs on the body. They use a heat sensor linked to a computer to study the fact that sugar dissolves more quickly in warm water than in cold water.
185. Most pupils have a growing knowledge of the simple properties of solids, liquids and gases and a secure knowledge of evaporation and filtering.

Shortcomings

186. In both key stages pupils' investigative and independent learning skills are underdeveloped.
187. In key stage 2 pupils' ability to independently record their science investigations is limited.
188. Generally pupils do not make sufficient use of ICT to explore relationships in science.

Information technology

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

Good features

189. Pupils in key stage 1 use the mouse effectively to click on icons, to follow prompts and to drag items displayed on the screen. Pupils' keyboard skills

develop well and, with support, they type and save simple sentences. The majority of older pupils in key stage 1 use their word processing skills successfully to write and save captions as they present their work.

190. Pupils in key stage 1 use a paint programme creatively for example to decorate an Easter card. With support, they enter data about eye colours into a simple data-handling package to create graphs. They successfully control a programmable toy and understand the need for accuracy in inputting their instructions.
191. In key stage 2 the majority of pupils log on, access programs, save, retrieve and print their work confidently. They develop their ability to communicate, share and exchange ideas and information in different forms, including graphs and pictures.
192. The majority of younger pupils in key stage 2 change font size, style and colour of text and introduce borders and backgrounds competently. They use the cut and paste function successfully to add images to the text. Older pupils use Powerpoint very effectively to prepare good quality presentations for example of their recent visit to Llanberis. They successfully incorporate text, graphics and pictures. They show sensitivity to the needs of their audience and evaluate their own and others' work making sensible suggestions how the presentations could be improved.
193. Younger pupils in key stage 2 enter information about their journey to school into a prepared database. They manipulate it successfully to produce simple bar charts. Older pupils are beginning to understand how spreadsheets can be used to interpret and analyse information.
194. Older pupils in key stage 2 are beginning to understand the power of the internet to support their work in a number of subjects.

Shortcomings

195. There are no important shortcomings, however, pupils' independent use of their ICT skills to progressively support learning across the curriculum is variable.

Design technology

Key Stage1: Grade 3: Good features outweigh shortcomings

Key Stage2: Grade 3: Good features outweigh shortcomings

Good features

196. In their work on puppet making, pupils in key stage 1 research effectively the materials they wish to use. They practice particular skills such as the running stitch to enable them to produce a good standard of workmanship in the finished pieces of work.

197. They use effective systems for planning their methods of working and for evaluating the finished pieces of work.
198. They successfully create winding equipment planning and evaluating the finished product and suggesting ways in which their models could be improved.
199. In key stage 2 older pupils discuss methodically their aspirations for a board game they wish to create. They have good ideas about the features that would make it attractive to board game players. They understand fully how to set about making and evaluating its potential.
200. In food technology pupils can distinguish quality in different types of bread using appearance, texture and taste as important criteria.
201. Pupils are able to instruct a programmable toy using Logo and have it follow different routes and record different geometric shapes.

Shortcomings

202. In both key stages pupils do not sufficiently develop their skills in designing and making artefacts.
203. In key stage 2 pupils' knowledge of electrical circuits, the use of levers and pulleys and the purposes to which they can be put is insecure.

History

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

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

Good features

204. Pupils have a developing understanding of places and events of historical significance through visits and visitors to the school by older relations or local residents.
205. In key stage 1 most pupils display a sound understanding of a time line when they arrange old, fairly new and brand new toys using criteria such as the quality of the general conditions and materials used to manufacture them. A significant number of pupils are able to place a collection of toys from different periods accurately into those belonging to grandparents, parents and to a modern day child.
206. In key stage 2 the majority of pupils gain an increasing awareness of chronology and correctly place the periods in history studied in relation to the present day. Younger pupils in key stage 2 understand that this country was inhabited by Celts and are fully aware of Celtic origins and the main features of daily Celtic life. Most pupils begin to empathise effectively with the history of the Roman invasion following a visit to Chester which enabled pupils to relive that

period. A significant number of pupils are aware of the armour worn by a Roman soldier and sensibly compare and contrast features of a Roman villa with their own homes in Bagillt.

207. By the end of the key stage most pupils make good use of a wide range of evidence such as photographs, letters, visitors to the school, visits and websites to support their learning and investigations. The majority of pupils have a good knowledge and understanding of eating a healthy diet when applied to the rationing of certain foods during World War II using appropriate ICT research skills for their projects. They successfully interpret evidence such as world leaders and their impact on historical events and life as it is today.

Shortcomings

208. There are no important shortcomings, however, younger key stage 2 pupils' ability to organise their investigative skills and communicate their findings in an increasing range of methods is underdeveloped.

Geography

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

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

Good features

209. Throughout the school most pupils are developing a good geographical knowledge when describing their own locality. A significant number of pupils are developing a good understanding of different places, confidently distinguishing between natural and man made features.

210. Most pupils in key stage 1 use large scale maps successfully. They recognise a good range of map symbols, confidently enhancing their knowledge of the geography of Wales and engaging in a variety of well directed enquiry activities designed to develop key skills.

211. Mapping skills for a significant majority of pupils are well developed throughout both key stages. Pupils make good progress in identifying geographical features in their local area of Bagillt when comparing them with Llangollen. By the end of key stage 2 most pupils use a range of resource material to locate major geographical features around Llanberis, communicating and sharing information in a variety of forms including the use of information and communication technology, text, graphics and illustrations.

212. Younger pupils in key stage 2 confidently use a range of geographical vocabulary to describe differing climates around the world. Pupils reflect sensibly on a range of geographical questions related to climate, creating suitable personalised postcards describing places where people go on holiday.

213. Older key stage 2 pupils research the location of Cardiff, focusing on social, economic and political issues. Most pupils confidently use a variety of appropriate resources to compare similarities and differences in human and physical features between Snowdon and Llanberis.
214. In both key stages, most pupils have a good grasp of the impact people can have on their the environment. Most understand how and why places change and the need for conservation. Most pupils take an active part in the school's recycling activities and have a good understanding of sustainable development, making good progress in their understanding of world citizenship and the important part each country has to play.

Shortcomings

215. There are no important shortcomings.

Art

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

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

Good features

216. In both key stages, pupils have a good knowledge of the work of famous artists including some from Wales for example the work of Sir Kyffin Williams. Pupils in year 6 talk knowledgeably about their styles of work.
217. In key stage 1, pupils investigate the possibilities the medium of clay offers in making animals. They develop well their rolling and moulding techniques and explore the process of creating texture by pressing objects into the clay adventurously. They show good levels of imagination when they manipulate clay to make their animals.
218. They experiment with pencils and have discovered that pencils come in different grades, B pencils being the softest. They use pencils sensitively to create their interpretations of animal shapes.
219. Pupils in key stage 1 are familiar with the work of Picasso and make good attempts at creating their own self-portraits in the style of his work.
220. In key stage 2, pupils make good use of their sketchbooks to experiment with a good range of techniques and record ideas for future finished work. Within the pages of their books they have created delightful pencil drawings from their observations of pomegranate sections and seashells. They use a range of artistic vocabulary correctly. They have a good understanding of shade and tone and know how to incorporate them successfully into their work.
221. Pupils in key stage 2 use a wide range of equipment, materials and techniques to create three-dimensional shapes such as their figures in action. Pupils are

successful in capturing movement in their work and approximate body proportions.

Shortcomings

222. There are no important shortcomings

Music

Key stage 1: Grade 3: Good features outweigh shortcomings

Key stage 2: Grade 3: Good features outweigh shortcomings

Good features

223. Throughout the school, pupils enjoy singing. They sing a range of songs with good diction. During assemblies and acts of collective worship pupils sing in unison and in two or three parts with great gusto and in tune.

224. As they progress through the school, pupils enjoy playing a wide range of percussion instruments and make good progress in playing them with dexterity and control.

225. In key stage 1, pupils have a good understanding of dynamics in music and can demonstrate it effectively when singing. They recognize the importance of silences in musical composition.

226. In key stage 2, pupils use untuned percussion instruments and body parts to create interesting rhythms. They understand that ostinato is a musical pattern that is repeated through a piece of music. Pupils can use and hold these patterns rhythmically when creating music together as a class. They create simple musical scores using symbols to aid performance.

227. Throughout the school pupils listen to a wide range of music including that of Wales, other countries and from different time periods. Pupils at the end of key stage 2 particularly enjoy the calypso music from Trinidad and Tobago.

Shortcomings

228. In both key stages pupils do not sufficiently develop their composing, performing and evaluating skills progressively.

Physical education

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

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

Good features

229. In key stage 1, pupils dress appropriately and are aware of the effects of physical exercise, the need to 'warm-up' and 'cool down', on their bodies.

230. Most pupils in key stage 1 make good use of the space around them whilst moving around the hall. They listen and respond readily to instructions, show increasing control of their bodies and demonstrate the ability to balance and change direction when walking and jogging. They successfully put together a series of linked actions which they perform with increasing control, body tension and changes in direction. They talk about what they have done and make simple suggestions about how to improve performance.
231. Most pupils demonstrate good throwing, aiming and catching skills when using beanbags and hoops. They co-operate easily with each other and concentrate and persevere well in order to improve their skills.
232. In key stage 2, most pupils demonstrate their knowledge and understanding of the principles of exercising their body in the context of healthy living. They handle equipment safely.
233. The majority of younger pupils in key stage 2 make good use of space as they consolidate, adapt and refine their throwing and catching skills. They successfully direct and catch large balls at different heights and speeds. Older pupils practice, refine and further improve their throwing skills as they develop the basic techniques for discus throwing. The majority throw with increasing control, accuracy and efficiency. They make simple judgements about their own and other's performance and use this information effectively to improve their own efforts.
234. All pupils in key stage 2 have opportunities to attend swimming lessons. School records indicate that 75 per cent of pupils swim 25 metres unaided, competently and safely by age 11.

Shortcomings

235. There are no important shortcomings.

Religious education

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

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

Good features

236. In both key stages pupils develop a secure knowledge and understanding of the beliefs and practices of Christianity and other major faiths such as Judaism and Hinduism as required by the locally agreed syllabus.
237. A significant number of key stage 1 pupils have a good understanding of Christian festivals which they celebrate in school. Most develop their own personal and social skills well as they consider what makes a 'True Friend'. Pupils use role play effectively to develop their understanding of the roles and

responsibilities of people and the significance of the school family. Pupils understand the meaning of special people and that Jesus was special. Most pupils are able to retell the Creation stories and respond to them effectively through art, drama and music.

238. Most younger key stage 2 pupils have a good understanding and knowledge of the Hindu faith. They clearly explain the Hindu tradition of decorating their homes with Rangoli patterns. Most are able to retell the story of Rama and Sita and the significance of light in that religion. A significant number of pupils have a good understanding of the importance of the Rites of Passage when related to a Christian marriage ceremony.
239. The majority of older pupils in key stage 2 produce good examples of writing on the comparison between the Jewish faith and major world faiths. Most are able to describe in good detail 'My Hero's' personal attributes, linking this very successfully to the qualities of Jesus. Pupils present their work in some very creative ways using a variety of genre.
240. Throughout key stage 2 most pupils are increasingly aware of issues raised by their own experiences of the natural world and human relationships. The majority of pupils have a good understanding of the ways in which religious beliefs and practices address these common values of tolerance, respect, empathy and co-operation.

Shortcomings

241. There are no important shortcomings.

School's response to the inspection

As Governors and Staff we accept the inspection report as being fair, constructive and positive.

We are pleased that the team agreed with the school's judgement on the seven key questions and that the report also recognises that the school has made good overall progress since the last inspection.

Most importantly, the report recognises the inclusive, caring nature of the school and the high quality of support and guidance given to pupils. It also acknowledges the hard work and diligence of the teaching and support staff and the impact this has on the children of the school. We are proud that good teaching was observed in all classes.

We will now create an action plan in order to address the recommendations set out in the report. These recommendations will form part of our School Development Plan and a summary will be sent out to parents. The Governors will report to parents annually on the progress made in relation to these recommendations.

The Governors and Staff at Ysgol Glan Aber would like to thank the inspection team for their professionalism and courtesy during their time at the school.

Appendix 1

Basic information about the school

Name of school	Ysgol Glan Aber County Primary School
School type	Nursery and Primary
Age-range of pupils	3-11
Address of school	Boot End Bagillt Flintshire
Postcode	CH6 6LW
Telephone number	01352 711995

Headteacher	Mr Huw Jones
Date of appointment	January 2008
Chair of governors/ Appropriate authority	Mr Kelvin Jones
Registered inspector	Mr Goronwy Morris
Dates of inspection	2 nd – 4 th June 2008

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	5	6	10	14	14	17	14	12	92

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)	17:1
Pupil: adult (fte) ratio in nursery classes	10:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	22
Teacher (fte): class ratio	1.25:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 07	76.7	92.2	92
Autumn 07	84.9	93.6	93.2
Spring 08	89.3	93.2	92.7

Percentage of pupils entitled to free school meals	28.7%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2007			Number of pupils in Y2:					13
Percentage of pupils at each level								
			D	W	1	2	3	
English:	Teacher assessment	School	0	0	23	69	8	
		National	0	3	14	63	20	
En: reading	Teacher assessment	School	0	0	23	62	15	
		National	0	4	15	55	26	
En: writing	Teacher assessment	School	0	0	23	69	8	
		National	0	5	16	68	12	
En: speaking and listening	Teacher assessment	School	0	0	15	69	15	
		National	0	2	11	64	23	
Mathematics	Teacher assessment	School	0	0	23	62	15	
		National	0	2	11	65	22	
Science	Teacher assessment	School	0	0	23	69	8	
		National	0	1	9	66	24	

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

In the school	76.9%	In Wales	80.1%
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National figures relate to school year 2005/06

D Pupils who have been disapplied from the statutory arrangements

W Pupils who are working towards level 1

National Curriculum Assessment Results End of key stage 2:

National Curriculum Assessment KS2 Results 2007			Number of pupils in Y6					12			
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	7	0	31	31	31
		National	0	0	1	0	1	4	16	50	29
Mathematics	Teacher assessment	School	0	0	0	0	7	0	31	54	8
		National	0	0	1	0	1	3	15	50	30
Science	Teacher assessment	School	0	0	0	0	0	7	31	23	39
		National	0	0	0	0	0	2	12	53	32

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) by teacher assessment

In the school	61.5%	In Wales	74.1%
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National figures relate to school year 2005/06

D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum

A Pupils who have failed to register a level because of absence

F Pupils who have failed to register a level for reasons other than absence

W Pupils who are working towards level 1

Appendix 4

Evidence base of the inspection

Four inspectors spent eight inspection days at the school. Additionally, a peer assessor took a full part in the process over the inspection period. The head teacher attended team meetings and acted as nominee on the inspection team.

The inspectors visited:

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

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

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

The team also considered:

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

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

Appendix 5

Composition and responsibilities of the inspection team

Team Members	Responsibilities	Subjects/areas of learning
Mr.Goronwy Morris Registered Inspector	Context Summary and Recommendations Key questions 1, 5 and 6	Welsh second language Mathematics Information technology Physical Education
Mrs Justine Barlow Lay Inspector	Contributions to Key Questions 1, 3, 4, 5 and 7	
Mr Kerry Knapper Team Member	Key question 2 and 3; and contributions to Key Question 1	Under fives English Technology Music Art
Mr Peter Clark Team Member	Key Questions 4 and 7; and contributions to key Question 1	Science History Geography Religious education
Mrs Mary Andrews Peer Assessor	Contributions to all aspects	
Mr Huw Jones Headteacher Nominee	Contributions to all questions by providing information.	

Acknowledgement

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

Contractor

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