

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

A Report on the Quality of Education in

**Pentrepoeth Junior School
Soar Terrace
Morrison
Swansea
SA6 6HX**

School Number: 6702049

Date of Inspection: 21 January 2008

by

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Date of Publication: 26 March 2008

Under Estyn contract number: 1111807

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

The inspection of Pentrepoeth Junior School took place between 21/01/08 and 23/01/08. An independent team of inspectors, led by Robert Stuart Wormleighton undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

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Context

The nature of the provider

1. Pentrepoeth Junior School is a co-educational community school with 250 pupils on roll situated in the Lower Swansea Valley in the town of Morriston on the northern outskirts of the city of Swansea. The area served by the school is considered by the school to be neither economically, or socially, advantaged nor disadvantaged. Twenty-three percent of pupils are registered for free school meals, which is above the all Wales average of 17.5 per cent and the local authority (LA) average of 20.6 per cent.
2. Pupils aged 7 transfer to the school from Pentrepoeth and Graig Infant Schools and the majority, aged 11, transfer to Morriston Comprehensive School.
3. Ninety-seven percent of pupils come from English speaking homes. No pupils speak Welsh as their first language and approximately 3 per cent come from homes where English is not the predominant language. Thirteen pupils (5 per cent) receive support for English as an additional language. Children's attainment on entry to the school covers a wide range of abilities. Sixty-five pupils (26 per cent) are placed on the register for pupils identified as having special educational needs (SEN) and eight pupils have a statement of SEN, this is above the national average. The school was last inspected in February 2002 and the head teacher was appointed in October 2004. The School was awarded the Basic Skills Quality Mark in February 2006, the British Educational Communications and Technology Agency (BECTA), ICT Mark in December 2007, the Health Promoting Schools award on three occasions and has the Silver Eco Schools award. It has also been awarded the Investors in People Award.

The school's priorities and targets

MISSION STATEMENT

As a self-evaluating school, we will provide a broad, balanced and relevant curriculum in a caring, secure and orderly environment, reflecting the needs of a young citizen living in 21st century Wales.

4. The school's priorities identified in their School Development Plan are;
 - to further develop Resources and Premises;
 - to further develop pupils' key skills;
 - to further develop an all inclusive thinking creative school of opportunity;
 - to further ensure the continuing professional development of all staff;
 - to further develop effective partnerships;
 - to raise standards further in literacy, mathematics and science, and;
 - to improve further pupils' attendance.

Summary

5. Pentrepoeth Junior School is a good school with some outstanding features and no important shortcomings. The manner in which the school cares for, guides and supports its pupils is outstanding. The school provides a happy, safe, secure and caring environment where pupils feel secure and respected.
6. The school has made good progress since its previous inspection and is well prepared to adopt the new skills based curriculum that is to be introduced in the autumn.

Table of grades awarded

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

Standards

Grades for standards in subjects inspected

Inspection Area	Grade
Welsh second language	Grade 2
Mathematics	Grade 2
Science	Grade 1
History	Grade 2
Art	Grade 1
Physical education	Grade 2

7. During the inspection, standards of achievement in the thirty lessons observed in the subjects inspected were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
24%	73%	3%	0%	0%

8. These figures are above the targets set by the Welsh Assembly Government in its publication Vision into Action, that by 2010 the quality of learning assessed by Estyn should be grade 3 or better in 98 per cent of classes.

9. Children's attainment on entry to the school covers a wide range of abilities. Overall pupils' success in attaining agreed learning goals is good. Pupils, achieve well, and make good progress. The achievement of pupils with special educational needs (SEN) in relation to their needs and abilities is outstanding.
10. The results for the end of key stage teacher assessment for 2007 were above the national and the LEA averages in each subject and pupils had made outstanding progress, from their starting points, to reach the targets set for them.
11. When compared with schools with a similar proportion of pupils entitled to receive free school meals, the end of key stage results indicate that the school is performing in the top 25 per cent in English and science and in the top 50 per cent in mathematics.
12. Recent trends show that the school's performance over time is good across all core subject areas with pupils' achievement consistently meeting or exceeding expectations.
13. Pupils' achievement in the key skills of communication, numeracy and ICT is an outstanding feature of the school. However pupils' bilingual skills are underdeveloped.
14. Pupils acquire new knowledge and skills well and as they pass through the school, pupils' progress in learning is good overall. They develop a good understanding of what they are doing and they make good progress towards fulfilling their potential and are well prepared to go on to their next stage of learning.
15. The development of pupils' personal, social and learning skills is good. Pupils are well motivated show good levels of concentration and work productively. They are taking more responsibility for their own actions; their behaviour and their ability to work with others are outstanding features.
16. The average attendance over the three terms prior to inspection was 92.3 per cent. This is just below the all Wales' average but above the local authority figure of 91.9 per cent. Pupils' attendance levels are improving every term and punctuality levels are usually good.
17. Pupils show good progress in the development of their ability to work independently. Their thinking and problem-solving skills are good and their creative skills have outstanding features.
18. Pupils' personal, moral, social and cultural development is good. Pupils increasingly respect the diversity of society and cultural traditions. They show a good awareness of equal opportunity issues and a respect for other faiths, and are beginning to develop an empathy with less fortunate communities within Europe and a good understanding of their own community and the world of work.

The quality of education and training

Grades for teaching

19. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
24%	73%	3%	0%	0%

20. When teaching is outstanding there is a very good working relationship between teachers and pupils, a high quality working atmosphere, very good planning very effective use of ICT skills and purposeful lessons that match pupils' needs extremely well. Where teaching has shortcomings, introductions are too long; there is a lack of pace and opportunities to promote independent learning are overlooked.
21. Lesson objectives are made clear at the start of all lessons and the whole school approach to use interactive whiteboards to present learning materials ensures that all teachers are able to concentrate on interaction with pupils, secure in the knowledge that lesson objectives are being addressed. The focus on learning objectives, which are shared with pupils at appropriate points in the lesson also form the basis for self-review of learning.
22. Teachers' subject knowledge and understanding of the common requirements of the National Curriculum are good. There is a good focus on learning objectives in most classes which are shared with pupils and a range of learning styles, visual, aural and kinaesthetic are utilised and there is a good balance between challenge and support; work is matched well to pupils' needs. In the very best lessons, pupils move from whole class learning to group or paired discussion frequently and appropriately.
23. Although the tracking system to monitor closely the progress pupils make is not yet fully established the quality of assessment is good overall. School based portfolios provide good exemplars of standards. Levels for the core subjects are currently being moderated with other primary schools in the cluster group. There is a policy for marking but it is not consistently applied.
24. The school offers a very rich broad and balanced curriculum that meets the needs of the range of pupils. It builds systematically through the school on existing knowledge, understanding and skills giving pupils equal access to a wide and varied programme of quality experiences and opportunities. Overall planning for the development of pupils' basic and key skills is an outstanding feature of the school although its effect on bilingualism is variable. '*Cwricwlwm Cymreig*', especially local history and culture, is fully included in many aspects of the school's provision. Pupils' experiences are further enhanced and enriched through a variety of extra-curricular activities, day and residential educational visits and a wide range of visitors.

25. Provision for pupils' spiritual, moral, social and cultural development is good. Personal and Social Education experiences encompass all aspects of the curriculum and the focus on healthy eating is particularly effective.
26. The local community and the school are very supportive of each other, and this enhances pupils' experiences. Links with the Infant and Secondary schools are strong. There is a good working partnership arrangement with the local universities.
27. Pupils benefit from a variety of work related activities and pupils have good opportunities to develop their entrepreneurial skills. The school's arrangements to develop pupils' understanding of sustainable development and global citizenship are good.
28. The manner in which the school cares for, guides and supports its pupils is outstanding. The school provides a happy, safe, secure and caring environment working in partnership with a range of agencies. The school's induction programme is an outstanding feature.
29. Links with parents are an outstanding feature; they are very supportive and feel confident in approaching the school with any concerns.
30. The school promotes the healthy development of pupils well and ensures their safety and well being at all times.
31. Overall the quality of provision for additional learning needs is an outstanding feature. The school has good systems in place to make early diagnoses of pupils' special needs and there is high quality support for those with SEN and behavioural needs.

Leadership and management

32. The enthusiastic leadership and clear direction the head teacher gives to the school is an outstanding feature. He has high expectations of himself and of his members of staff.
33. He is well supported in the school's initiatives to raise standards by the deputy head teacher, the senior management team and the subject co-ordinators who are developing a good overview of their subjects.
34. The school takes good account of national priorities in its curriculum. Realistic targets are set for pupils that are based on their individual potential these are successfully met.
35. There are suitable arrangements in place for the performance management of members of staff and to meet their training needs.
36. The way in which the governors are involved in the strategic planning of the school is outstanding and they ensure that their school maximises the

potential of all learners. However the governing body do not meet all their statutory responsibilities in their annual documentation to parents.

37. The process of self-evaluation is very well established. The links between this and planning for improvement in the School Development Plan are thorough. However, the school's procedures for monitoring teaching and learning are less developed. The quality of the self-evaluation report is detailed, targets areas for development and provides a clear overview of the school's position.
38. The adequacy and suitability of staffing are good and the teaching and support staff are deployed, managed and developed very effectively.
39. The accommodation is adequate for the number of pupils on roll and the head teacher and staff make imaginative use of the building and outside learning environment.
40. The school has good resources that are used efficiently and ensures that the school's spending decisions relate directly to the school priorities and are monitored closely by the Governing Body. The school gives good value for money.

Recommendations

41. In order to improve the current standards, staff and governors should:
- R1 Raise standards of pupils' bilingual skills.
 - R2 * Further develop the role of the subject leaders to identify and promote outstanding practices of teaching and learning.
 - R3 Ensure that the governors' annual report to parents and the school prospectus meet statutory requirements
- * This recommendation has already been identified as an area for development in the school development plan.

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

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

42. The findings of the inspection team are one grade lower than the judgement made by the school in its self-evaluation report. The inspection team did not identify sufficient outstanding features to corroborate the school's judgement.

Grades for standards in subjects inspected

Inspection Area	
Welsh second language	Grade 2
Mathematics	Grade 2
Science	Grade 1
History	Grade 2
Art	Grade 1
Physical education	Grade 2

43. During the inspection, standards of achievement in the thirty lessons observed in the subjects inspected were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
24%	73%	3%	0%	0%

44. These figures are above the targets set by the Welsh Assembly Government in its publication Vision into Action, that by 2010 the quality of learning assessed by Estyn should be grade 3 or better in 98 per cent of classes.
45. Overall pupils' success in attaining agreed learning goals is good. Pupils, achieve well, and make good progress; regardless of their social, ethnic or linguistic back ground. The achievement of pupils with SEN is an outstanding feature of the school, taking account of their individual needs and abilities.
46. Based on school data the progress made by the 2007 group of Year 6 pupils, is outstanding, with results exceeding the 'ambitious targets' set for each of the core subjects of English, mathematics and science.
47. In the 2007 teacher assessments at the end of key stage 2, the percentage of all year six pupils in the school, who scored level 4 and above was 90 per cent in English, 83 per cent in mathematics and 95 per cent in science. These results were above the national and the LEA averages in each subject. The combined percentage of pupils attaining level 4 and above in the core subjects was 80 per cent which is above the national and LEA averages of 74 per cent and 72 per cent respectively.
48. When compared with schools with a similar proportion of pupils entitled to receive free school meals, the end of key stage results indicate that the school

is performing in the top 25 per cent in English and science and in the top 50 per cent in mathematics.

49. Recent trends show that the school's performance over time is good across all core subject areas with pupils' achievement consistently meeting or exceeding the targets set for them. However girls outperform boys in all subjects.
50. Pupils' achievement in the key skills of communication, numeracy and ICT is an outstanding feature of the school and these skills are very well developed and utilised across the curriculum. However, although the school has a positive attitude towards Welsh language development, pupils' bilingual skills are underdeveloped.
51. Pupils acquire new knowledge and skills well; both in the core subjects and in other areas of the curriculum. Pupils' progress is good overall. They are beginning to develop an understanding of what they are doing and what they need to do to improve their work. They make good progress towards fulfilling their potential and are well prepared by the school to go on to their next stage of learning.
52. The development of pupils' personal, social and learning skills is good. Pupils are well motivated throughout the school, show good levels of concentration and work productively. Increasingly, pupils take more responsibility for their own actions and work. Their ability to work with others is an outstanding feature and overall they show good progress in the development of their ability to work independently. Their thinking skills are being successfully developed, they show good strategies in problem-solving activities and their creative skills have outstanding features.
53. The behaviour of the pupils is an outstanding feature of the school. They are happy, have excellent manners. Their positive attitude gives the impression that it is important to them that every individual in their school community feels included and cared for and this makes a positive contribution to their good progress and development.
54. Attendance over the three terms prior to inspection was 92.3 per cent. This is just below the all Wales' average but above the local authority figures. Pupils' attendance levels are improving every term and have reached these levels, despite holidays still being taken during school term times. Punctuality levels are usually good but are occasionally adversely affected by a very small number of latecomers.
55. Personal, moral, social and cultural development is good. Pupils recognise, understand and respect the diversity of beliefs, attitudes and social and cultural traditions. Pupils' are developing empathy and understanding with less fortunate communities within Europe through an International link developed by a school governor with a school in Belarus.
56. Pupils have a good understanding of local businesses and industry and are well prepared for effective participation in the workplace and 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 are one grade lower than the judgement made by the school in its self-evaluation report. The inspection team did not identify sufficient outstanding features to corroborate the school's judgement.

58. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
24%	73%	3%	0%	0%

59. This is above the figures identified in the most recent Chief Inspector of Schools Annual Report where the quality of teaching is good or better (grade 1 and 2) in 79 per cent of lessons and the quality of teaching is outstanding (grade 1) in 17 per cent of lessons. The figures are also above the 2010 targets set by the Welsh Assembly Government for 80 per cent of lessons to be grade 2 or better.

60. Outstanding features of teaching include the:

- very good working relationship between teachers and pupils that is conducive to learning ;
- a high quality working atmosphere in lessons;
- very good planning and purposeful lessons that match pupils' needs; and
- very effective use of ICT skills.

61. Lesson objectives are made clear at the start of all lessons and the whole school approach to use interactive whiteboards to present learning materials ensures that all teachers are able to concentrate on interaction with pupils, secure in the knowledge that lesson objectives are being addressed. The focus on learning objectives, which are shared with pupils at appropriate points in the lesson also form the basis for self-review of learning.

62. Teachers use the interactive whiteboards well to capture the attention of pupils. Within this structure, pupils' use of and response to the technology provides them with the opportunity to display and develop a range of learning styles, embodying visual, aural and kinaesthetic approaches.

63. In the very best lessons, pupils move from whole class learning to group or paired discussion frequently and appropriately. A very good practice in some lessons is when peer groups help pupils in another class; this enables pupils to reflect on their own learning.

64. The good learning atmosphere ensures that effective use is made of oral work in lessons, with effective questioning being used to promote thinking skills and to check pupils' understanding of the concepts being addressed. However on a very few occasions introductions to lessons are overlong and there is too much teacher intervention.
65. Teachers regularly attend in-service training to improve their subject knowledge and skills. Their subject knowledge and understanding of the common requirements of the National Curriculum are good. However although staff are becoming more confident in promoting bilingualism the area is currently underdeveloped.
66. Teachers promote equality of opportunity and ensure that all pupils are treated fairly irrespective of their abilities and backgrounds.
67. There is a good balance between challenge and support; work is matched well to pupils' needs and both withdrawal and in-class support is very effective for pupils with additional learning needs, including those identified as having SEN. Pupils with SEN play a full part in the learning process. The support given by the SENCO is outstanding and the specialist teaching is very effective and promotes learning well.
68. Teachers use appropriate resources and artefacts to enhance pupils' learning and pupils are well motivated by a variety of exciting experiences, including of site visits and visitors into school.
69. The arrangements the school makes for assessing and reporting the achievements of pupils with SEN is very good and they pay due regard to the code of practice.
70. The school meets all statutory requirements for assessment, recording and reporting. Although the quality of it is good overall, the recently introduced tracking system to monitor closely the progress pupils make in their learning and to inform planning, is only just beginning to be effective throughout the school.
71. School based portfolio's in most subjects provide exemplars of standards and are generally presented to a high standard. A process of moderating standards, for the core subjects for end of key stage assessments, with other primary schools in the cluster group, has recently commenced, with an initial focus on reviewing assessment levels in English.
72. There is a policy for marking but it is not consistently applied. Overall comments made in pupils' workbooks provide encouragement and recognise achievement but do not always contain sufficient references to how pupils can improve their learning.
73. Targets are set by pupils and placed on the display of Star Targets, which are found in the classroom. Once they have been achieved they then move onto new ones. Pupils are becoming increasingly involved in taking responsibility

for their learning and are given time to comment on their achievements in their Reflective Journals. Educational Targets are shared with parents termly, during parent consultation meetings.

74. The annual report to parents conforms to statutory requirements and is clear and informative. Parents are also given the opportunity to view their child's work and are given access to records and reports relating to their children.

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

75. The findings of the inspection team are one grade lower than the judgement made by the school in its self-evaluation report. The inspection team did not identify sufficient outstanding features to corroborate the school's judgement.
76. The school offers a very rich broad and balanced curriculum giving pupils equal access to a wide and varied programme of quality experiences and opportunities. As pupils move up the school, the curriculum builds systematically on existing knowledge understanding and skills.
77. Overall the development of pupils' basic and key skills is an outstanding feature of the school. Schemes of work ensure a coherent and very comprehensive provision for key skills and these skills are well integrated into all areas of the curriculum. .
78. The provision to promote pupils' bilingual skills is underdeveloped and pupils' bilingual skills are only used occasionally around the school. '*Cwricwlwm Cymreig*' is fully included in many aspects of the school's provision. Lessons involve study of the work of famous Welsh people and there are visits to local places of interest such as the National Waterfront Museum. Pupils visit the Urdd residential centre at Llangrannog, to enhance their experience of Welsh culture and language. Local artists visit the school to provide the pupils with direct experiences of art pertaining to Wales.
79. Pupils' experiences are further enhanced and enriched through a variety of extra-curricular activities. These include an extensive range of sport, Breakfast and the 4 O'clock Club, Welsh, mathematics, art and science clubs and an ICT club for girls. The school also provides affordable and relevant educational visits within the locality and further a field. There are visits to the Gower Peninsular, places of worship, museums, and the local library. Authors, artists and choreographers visit on a regular basis to enrich the curriculum; this is an outstanding feature of the schools provision. All these activities contribute towards raising the standards of pupil achievement in personal and social development.
80. Provision for pupils' spiritual, moral, social and cultural development is good. Assembly times provide an opportunity for pupils to reflect on their daily lives.

81. The school fully complies with the requirements of the Framework for Personal and Social Education. The school ensures that Personal and Social Education experiences encompass all aspects of the curriculum. The focus on the principles of healthy eating is particularly effective. Activities such as Crucial Crew and circle time further enhance pupils' understanding.
82. The links with parents are good with a very high percentage of parents indicating through the questionnaires returned to the inspectors that they are very satisfied with the provision for their children. The school has set up a useful website to keep parents informed about the curriculum and other school activities.
83. An outstanding feature of the life of the school is the partnership with the community and other institutions and agencies. The local community and the school are very supportive of each other, and this enhances pupils' experiences. Links with the Infant and Secondary schools are strong. The curriculum takes into account developments in the Foundation Phase and there is an effective transition plan in place from key stage 2 to key stage 3, which includes the teaching of French as a modern foreign language.
84. There is a good working partnership arrangement with Swansea Metropolitan University, Swansea University and the school with regard to teacher training. These partnership arrangements are used well for the benefit of students and pupils.
85. Pupils benefit from a good range of work related activities and visits and they are linked wherever possible to curriculum topics. People from the world of work come to the school to talk about their work with the pupils. Pupils have visited a paint factory in Cardiff where they mixed their own paints and on their return to school used them to paint furniture around the school.
86. The school's arrangements to develop pupils' understanding of sustainable development and global citizenship are good. The school has received the silver Eco-school award and is working towards the Green Flag award. Environmental and recycling initiatives are well established in the school. Pupils talk knowledgeably about the activities they have taken part in and the plans they have been working on for their garden. The school is currently working towards Phase 4 of the Healthy School Initiative.
87. Throughout the school, pupils have good opportunities to develop their entrepreneurial skills. There is a mini enterprise initiative that is linked to the fruit tuck shop and pupils have been involved in many fund raising activities for charity.
88. All pupils have equal access to all aspects of the curriculum and school life; social disadvantage is talked well and no pupil is disadvantaged because of their background, gender or race.
89. Good attention is given to the national priorities for life long learning and pupils are well prepared for their next stage of education as a result.

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

Grade 1: Good with outstanding features
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90. The findings of the inspection team match the judgement made by the school in the self-evaluation report on this key question.
91. The manner in which the school cares for, guides and supports its pupils is outstanding. The school provides a happy, safe, secure and caring environment for its pupils and works very closely in partnership with a range of agencies and support services. There are effective links with health professionals, behaviour support specialist teachers, speech therapists, social workers, the Ethnic Minority Language Advisory Service, educational psychologists and the educational welfare officer.
92. Links with parents are an outstanding feature of the school. They are very supportive and speak enthusiastically about the open door policy and state that they feel confident in approaching the school with any concerns in the knowledge that they will be addressed both promptly and sensitively.
93. Parents give of their time generously to support the school in activities such as educational workshops and talks and social events and even provide memorabilia and artefacts for pupils' projects.
94. The school's induction programme is an outstanding feature and there are very strong links with the two feeder infants' schools. The induction programme involves liaison activities between the head teachers and deputy head teachers of the respective schools, the parents and pupils who are invited to the Breakfast Club and a number of social events to meet and become acquainted with their new teachers.
95. The quality of the day-to-day personal support and guidance provided for pupils' is outstanding. Pupils confirm that they feel safe, trust adults who work there and would readily turn to them for help. The teachers in turn know all the pupils, their home history, and their particular needs extremely well.
96. All elements of their personal and social education are in place in a systematic program to ensure appropriate progression and consistency. There are very effective procedures to monitor and support pupils' progress, their social development and their personal welfare.
97. The Police regularly visit the school to give advice about social and safety matters and they organise and supervise a regular disco and youth club, which integrates the pupils with those of other local primary schools.
98. Registers are completed appropriately and quickly at the start of the morning and afternoon sessions. The school has effective procedures to monitor attendance and punctuality and is keen to ensure procedures to improve figures are rigorously pursued. Good attendance is rewarded.

99. There are effective procedures to monitor behaviour, which are endorsed by the high quality of relationships between the pupils and the staff. The exclusion process fulfils the requirements of the NAW Circular 3/ 99.
100. Positive behaviour is rewarded by Startime, a free period on Friday afternoons where those eligible can choose from a number of popular activities.
101. The school's provision for ensuring the healthy development, safety and well being of all pupils is very good. The health and safety policy is regularly updated and all staff have received appropriate training. The head teacher and a member of the Governing Body check the safety of the premises and equipment twice every term.
102. Risk assessments are completed regularly prior to off site trips and parental permission is gained before all local trips and extra curricular sporting activities take place. Teaching staff are trained in first aid and good procedures are in place for meeting the needs of pupils who are unwell.
103. Good procedures are in place for child protection and all staff, including support staff, have received appropriate training which will be updated annually. Members of the Governing Body have undertaken similar training.
104. There is an appropriate complaints and appeals policy in place, which although considered to be effective, is rarely used because the school's open door policy has proved sufficient in the management any difficult issues.
105. The school's provision for ensuring the healthy development, safety and well being of all pupils is very good and the democratically elected School Council are effectively involved in the life of the school.
106. Overall the quality of provision for additional learning needs is an outstanding feature. The school has good systems in place to make early diagnoses of pupils special needs and these together with the effective liaison procedures, with the two feeder infant schools, ensures that pupils' learning needs are identified at an early stage. On going assessments of new entrants and other pupils as they pass through the school enables staff to be aware of and provide for the special educational needs of all their pupils.
107. The provision of support for pupils with SEN is an outstanding feature both within lessons through suitably differentiated work and high quality support from class teachers and associate staff. It is also very effective when pupils are withdrawn for more focussed and structured work in the SEN support class. The practical and relevant curriculum for the development of SEN pupils' basic skills is an outstanding feature.
108. Sensitive, discrete and individualised support is provided for those pupils whose behaviour may affect their own learning and the learning of other pupils. The way these pupils are integrated into mainstream classes and the progress they make are outstanding features.

109. There are outstanding procedures in place that ensures that the needs of pupils with different social, educational, ethnic or linguistic are met. The Ethnic Minority Language Advisory Service (EMLAS) support teacher is a regular visitor and there has been whole school Ethnic Minority Language Advisory Service training.
110. Literature from pupils' countries of origin, or those of their parents, is provided for pupils of different ethnic backgrounds and there are informative displays in the school showing the location of those countries and the names of the languages spoken there.
111. The school effectively and actively promotes gender equality and challenges stereotypes. The school runs a CC4G (Computer Club for Girls) to promote girls' involvement in ICT.
112. The promotion of good race relations is an outstanding feature. Parents of pupils of differing ethnic origins are invited to share their cultural resources and artefacts, several come into the school to give talks. They also attend meetings and social events in this fully integrated school community. The school has an appropriate race relations policy in place.
113. Appropriate measures are in place to eliminate oppressive behaviour and all forms of harassment. Pupils understand the necessity to report immediately incidents of aggressive behaviour or discrimination of any sort. 'Playground Buddies', elected by the school council, intervene before reporting to teachers and resolve any problems if possible.
114. There is a suitable policy and processes to ensure equal treatment of all pupils including those with physical disabilities. Architects appointed by the LEA carried out a new accessibility survey in December 2007. There is a clear disability action plan.
115. The positive way the school embraces diversity is an outstanding feature of school life. Pupils have made visits to different religious places including a chapel, a mosque, a Church in Wales church, a Roman Catholic church, a synagogue and a Hindu temple. The school prayer has been adapted to meet the needs of all faiths represented in the school and there are numerous displays celebrating and promoting diversity.

Leadership and management

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

Grade 2: Good features and no important shortcomings

116. The findings of the inspection team are one grade lower than the judgement made by the school in its self-evaluation report. The inspection team did not identify sufficient outstanding features to corroborate the school's judgement.
117. The enthusiastic leadership and clear direction the head teacher gives to the school is an outstanding feature. He has high expectations of himself and of his members of staff. He provides and very successfully promotes a framework of clear guidelines and well thought out procedures through which all are made aware of the school's values, aims, objectives and targets, which are understood and acted upon by all those involved in providing education within the school.
118. The head teacher is well supported in the school's initiatives to raise standards by the deputy head teacher and the recently appointed senior management team. The subject co-ordinators are developing a good overview of their subjects and many have been effective in raising standards within their respective areas.
119. The school takes good account of national priorities in its curriculum; the school has been awarded the Basic Skills Agency's award, has been recognised as a Health-Promoting School for the third time, is working to gain the Eco-Schools' 'Green Flag' award and has recently been recognised for its excellence in ICT assessment by the British Educational Communications and Technology Agency (BECTA).
120. Realistic targets are set for groups and cohorts of pupils that are based on their individual potential these are successfully met.
121. There are suitable arrangements in place to review and monitor the performance of members of staff and to identify their training needs. Targets set for staff, as part of their performance management reviews, are having a positive impact on school improvement and the raising of standards.
122. Overall the way in which the governors meet their responsibilities is an outstanding feature. Most governors are involved in and have had a positive input in the strategic planning of the school, the School Development Plan and the Self-Evaluation Report. Members of the governing body attend school on closure days working alongside staff on school improvement initiatives and some have had LEA training to enhance their skills to assist with the further development of their roles. The hard work, time and dedication shown by the governing body is an outstanding feature.

123. The governing body provides an outstanding contribution to ensure that their school maximises the potential of all learners. They attend a Governors links week every year to observe teaching and learning and scrutinise pupils' work. The Members of the governing body are well known to the pupils and often attend school awards assemblies.
124. Although the governing body meet almost all of their statutory responsibilities there are minor omissions in the school prospectus and the governors' annual report to parents.

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

Grade 2: Good features and no important shortcomings

125. The findings of the inspection team are one grade lower than the judgement made by the school in its self-evaluation report. The inspection team did not identify sufficient outstanding features to corroborate the school's judgement.
126. The process of self-evaluation is very well established in the school. In almost all aspects of school life, the head teacher, deputy head teacher, senior managers and governors use information very effectively to make improvements. The links between the processes of self-evaluation and planning for improvement in the School Development Plan are thorough.
127. The head teacher and senior management team monitor teaching as part of the performance management process. Subject leaders are involved in the monitoring process of their areas of responsibility; however procedures for monitoring teaching and learning, based on clear evidence, are underdeveloped. The systems in relation to this area do not provide the school with all the information needed for the further advancement of teaching and learning. The school has identified in the School Development Plan and self-evaluation report that the role of the subject leader needs to be developed further.
128. The school uses performance data effectively to inform judgements and evaluates specific trends over time. The school's self-evaluation is based on first-hand evidence and the school co-operates effectively with the LEA to target areas for improvement.
129. The school successfully seeks the views of pupils, parents, staff, the governing body, the LEA and the wider community to inform its self-evaluation. This is outstanding practice. The consultation process is detailed and provides clear evidence from a range of stakeholders and agencies that have an interest in the school.
130. The school council meets statutory requirements. It is an effective forum that allows pupils' views to be heard and acted upon constructively. Questionnaires sent to parents, as part of the school's self-evaluation process,

have resulted in effective action to address issues. The governing body is well informed and fully involved in the self-evaluation process and under the guidance of the head teacher is pro-active in further developing and refining the self-evaluation systems. This is very good practice.

131. All staff work as a very effective team. Very good dialogue exists within the school. Teachers and support staff are aware that they have a part in the school's self-evaluation process and their input is valued. The school has achieved the LEA's Bronze and Silver Awards for self-evaluation.
132. The quality of the self-evaluation report produced by the school prior to the inspection is detailed and clearly targets areas for development. It provides a clear overview of the school's position. It identifies in detail those areas and aspects which are strengths within the school or those which require further attention.
133. The judgements' of the inspection team agrees with the school's self-evaluation grade for Key Question 4. In the other Key Questions the inspection team did not identify sufficient outstanding features to corroborate the school's judgements of grade 1 and awarded one grade lower.
134. The school has good resources and ensures that their purchase is prioritised according to need. It is effective in its use of additional funding and uses staff and resources effectively to fulfil the requirements of grant and funding regulations. The school's priorities for improvement inform the School Development Plan and have appropriate time scales and costs noted.
135. The school makes efforts to obtain measures to evaluate its performance. It uses national and local data to target areas that have strengths and shortcomings. It works well with the LEA to allocate resources and expertise to raise standards.
136. The school has made good progress since the previous inspection. The school has addressed most of the key issues noted in the last inspection report. Significant improvements are evident in subject areas that had shortcomings, however there are some aspects of the role of the subject leader that still require further development.

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

Grade 2: Good with no important shortcomings

137. The findings of the inspection team are one grade lower than the judgement of grade 1 made by the school in its self-evaluation report. The inspection team did not identify sufficient outstanding features to corroborate the school's judgement.
138. The use and management of resources to achieve value for money are good and good use is made of the accommodation. The adequacy, suitability of

staffing are good and the teaching and support staff are deployed, managed and developed very effectively.

139. There are sufficient numbers of well-qualified teachers who possess a good range of specialist knowledge to provide for the needs of pupils, including those with additional learning needs. They are committed to providing a secure, supportive environment for pupils. Teaching assistants successfully support teachers and pupils throughout the school day and are valued members of the school community. This is a significant strength of the school.
140. Efficient use is made of available resources. Pupils have ready access to a range of good quality resources appropriate to their age and needs. Considerable investment has been made in ICT resources, and the computer suites and interactive whiteboards are very well used to support pupils' learning. The library area has been well developed and is used as a good learning resource.
141. The use made of the outside learning environment is a very good feature. The good use of the school grounds aids curricular provision and enhances pupils' experiences.
142. The accommodation is adequate for the number of pupils on roll and is kept clean and well maintained due to the vigilance of the caretaker and cleaners. The head teacher and staff make imaginative use of the building to provide a welcoming and secure environment for all pupils. The quality of display throughout the school is used well to celebrate pupils' achievements and as an aid to learning.
143. There are effective procedures in place for reducing teachers' workload and remodelling the work force. The school has made very good arrangements to cover teachers planning, preparation and assessment time through its specialist teaching of ICT throughout the school. Teaching assistants are managed and developed very effectively and make a very good contribution to school life. This is outstanding practice.
144. The school's administrative staff makes a valuable contribution to the efficient running of the school. The caretaker, mid-day supervisors, canteen staff and cleaners aid the smooth running and overall quality of life in the school. All are valued for their contributions to school life.
145. The school's spending decisions relate directly to the school priorities in the School Development Plan and are monitored closely by the Governing Body. The school gives good value for money.

Standards achieved in subjects and areas of learning

Welsh second language

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

Good Features

146. Staff and most pupils are beginning to make more use of incidental Welsh throughout the school day. Pupils have a growing awareness that Welsh can be used for a range of purposes.
147. All pupils join in enthusiastically with songs and rhymes in Welsh. They are familiar with hymns and prayers that they use as part of their daily routines including assemblies.
148. In lower key stage 2 pupils can describe the weather using a good range of vocabulary. They interchange familiar phrases appropriately when describing the weather and correct each other when mistakes are made. They use simple phrases and sentences correctly when greeting each other.
149. At upper key stage 2 pupils extend their range of sentence patterns as they write for a variety of purposes. They use the present tense to write profiles about themselves, their favourite party foods and complete weather charts.
150. At upper key stage 2 pupils listen attentively to 'Bobl Bach' and use a number of phrases when answering questions.
151. There is good progression from the lower to the upper juniors, enthusiasm for and confidence in the language grows. Pupils' use of incidental Welsh is improving. Pupils exchange greetings describe their feelings and give commands conscientiously.

Shortcomings

152. There are no important shortcomings.

Mathematics

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

Good features

153. Overall pupils show good standards of achievement within each of the four attainment targets studied.
154. Pupils show a good use of applying mathematical skills commensurate to their ability. They achieve good standards in the basic skills of number especially when work is linked to relevant, practical activities with a real purpose. Pupils

have a good understanding of measuring, use of money, capacity and fractions.

155. Good standards are evident in problem solving activities. Pupils are able to solve problems using time in analogue and 24 hour format and can solve problems using calendars; standards achieved by the most able pupils were very good. Pupils respond well to the Cognitive Acceleration in Mathematics Education (CAME) approach to mathematics and are using it to good effect to develop their mathematical thinking skills.
156. There is a good progression in the standard of pupils' mental maths, times-tables and number bonds and in their understanding of place value. Pupils show good mental agility at the start of lessons with older pupils attaining good standards overall. All pupils are developing a good recall and use of appropriate addition facts especially in practical situations, for example when shopping.
157. Pupils' knowledge and understanding of shape is developing incrementally through the school. Most can identify, name and have a good recall of the features and characteristics of 2D shapes and can formulate questions on their properties to ask peers. They develop a good knowledge of the area and perimeter of four sided shapes and can identify and discuss their features such as parallel lines, right angles at an appropriate level. Older pupils can estimate the size of angles and using protractors and their ICT skills can measure and record angles accurately.
158. They can use data effectively to draw graphs. They have a good understanding of variables, measurements and outcomes and a good knowledge and use of the mathematical vocabulary used in data handling e.g. scale, horizontal, vertical and vertices.

Shortcomings

159. There are no important shortcomings.

Science

Key Stage 2: Grade 1: Good with outstanding features

Outstanding features

160. Pupils' investigative skills, their ability to explain their observation and their understanding and recall of their previous work are outstanding features.

Good Features

161. Pupils in lower key stage 2 have very good knowledge of food groups, materials, sound, light, habitats and electricity. They have a good understanding that a complete circuit is needed to light the bulb and that sometimes it is possible to 'see' sound vibrations.

162. In lower key stage 2 pupils demonstrated very well their knowledge of scientific vocabulary. They were able to plan a systematic enquiry and carry out experimental work to find out the strength of a plastic bag. They can work purposefully and safely making also, very effective use of ICT to present their results in a variety of ways.
163. Pupils successfully plan systematic enquiries, carry out experimental work and confidently discuss variation in data and offer appropriate explanations.
164. Weekly Science club ensures that pupils further develop their scientific enquiry skills by using the 'Let's Think through Science' programme, which enables them to make systematic observations and study the practical applications of science and how these influence the quality of their lives.
165. Pupils have a good understanding that it is often necessary to repeat experiments to ensure validity in their test results. They offer their own ideas and work with a very good measure of independence.
166. Older key stage 2 pupils are aware of the importance of constants and variables when carrying out experiments. They know what certain conditions are needed when testing forces. They alter the test conditions and predict outcomes. For example they can change the variables in a forces experiment and independently question the result in order to develop the experiment further.
167. In year 5/6, pupils have a good knowledge of the names and relative positions of the planets in our solar system. They have a good understanding that the earth rotates around the sun and how shades from the sun change over time.

Shortcomings

168. There are no important shortcomings.

History

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

Good features

169. Pupils have a developing awareness of change over time. Through studying history in a Welsh context they know how life in Wales has changed. They confidently use common words relating to the passage of time in the correct context. They enjoy listening to stories and correctly recall and interpret important facts about some of the well-known characters from Welsh and British history.
170. Pupils' understanding of the main characteristics of the periods studied is good and they can identify and describe changes over a period of time.

171. Pupils use ICT skills very effectively to undertake investigations into historical topics and create electronic books on specific areas. This is very good practice.
172. Children study carefully the interesting artefacts used as stimuli in lessons and discuss them knowledgeably, describing their purpose. They readily ask and answer questions about the past.
173. Pupils have a good knowledge of the different ways in which the past is represented. This includes displays in museums, art, television programmes, DVDs, artefacts and the viewpoints of historians and visitors.
174. Pupils have a good awareness of chronology and they use time lines effectively to promote thinking skills. They have a good understanding of the main aspects of life in all periods studied.
175. Pupils discuss the changes in Morriston and the surrounding area over time making specific references to changes in buildings and the town's place in the history of World War II. They refer directly to the modernisation of the locality. They have good knowledge of history in a local context and present their work in project form effectively.
176. Pupils are well-informed about the characteristics of society in the periods studied. They know about the living conditions during the period and are confident when conducting historical enquiry in groups, pairs and as individuals.

Shortcomings

177. There are no important shortcomings.

Art

Key stage 2: Grade 1: Good with outstanding features

Outstanding features

178. The way in which pupils use their imagination and knowledge to develop their artistic skills to produce a variety of high quality artwork through a wide range of activities and mediums, are outstanding features.

Good features

179. Throughout the key stage pupils show a good recall of previous work and are developing a very good knowledge and understanding of a wide range of artistic techniques and skills. They show good and at times outstanding skills, as they investigate a variety of art forms.
180. Younger pupils produce imaginative pieces of work based on first hand experiences. They use the school environment to good effect exploring the man made and natural surroundings to record images, either in their sketch

books or on digital photographs, which they develop back in the classroom to produce a range of imaginative pictures to a high standard.

181. They investigate pictures from their history study unit have a good knowledge of the features of portrait pictures. Following a visit to the local art gallery they use their knowledge gained of how to draw human forms and their sketch books to produce good likenesses of characters from paintings of kings and queens.
182. Pupils are beginning to develop the ability to make artistic choices, deciding which resources, equipment, medium and style of picture would be most appropriate for them and use their choices to good effect in the paintings and images they produce.
183. They are able to evaluate their work and the work of others and show good observational skills and talk about their designs. They show good use of imagination and knowledge of man made and natural materials. They mix colours confidently, using range of colours to good effect. Some improve the standard of their work using secondary images, from pictures or images from search engines on the internet.
184. These skills are developed further with the older pupils who achieve high standards across a wide rang of artistic experiences. Pupils have a good knowledge of international, national, Welsh and local artists. Pupils respond well to the work of Joseph Herman for example which is used in a very effective way. Many pupils show a very good knowledge of his work and can interpret his pictures and discuss the features of his work and evaluate his work critically.
185. High artistic standards are achieved by all pupils as they investigate the work of William Morris. Pupils work effectively in pairs to design and draw tiles in his style on computers. They then use these to good effect to create impressive and well produced blocks of images, which they print off and evaluate.

Shortcomings

186. There are no important shortcomings.

Physical education

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

Good features

187. Pupils display a developing awareness of parts of their bodies as they experiment with different ways of moving about the hall and the outside environment.
188. Pupils' awareness of body shape and body position is developing appropriately in gymnastic activities.

189. Pupils have a good awareness of safety in a confined area. They make effective use of space. Their balancing skills are developing well and they have a good awareness of co-operation when working in pairs.
190. The vast majority of pupils can throw and catch with control. Most pupils can bounce a ball with good co-ordination.
191. Pupils demonstrate a good understanding of the importance of warming up and warming down and the impact this has on the body.
192. Pupils listen and respond promptly to instructions in outdoor lessons and this contributes to a positive ethos. They concentrate well for extended periods and they work energetically.
193. Pupils work effectively within time limitations and co-operate well with group members to perform athletic activities to a good standard. They record effectively when orienteering and understand that adapting techniques will result in an improvement in performance.
194. They exhibit good skills in their ability to handle netballs or control footballs. They learn how to move with the ball, to throw, catch and pass correctly from distance, using either hand or foot. They work effectively in pairs and small groups to develop and evaluate their skills.
195. They follow rules well when playing competitive team games. They respect the conventions of fair play appropriately and encourage each other in competitive situations.

Shortcomings

196. There are no important shortcomings.

School's response to the inspection

The staff and governors are delighted that our Inspection Report portrays such a positive picture of our school. We are particularly delighted with the report's opening comment – "Pentrepoeth Junior School is a good school with some outstanding features". We are all proud of the fact that the manner in which the school cares for, guides and supports its pupils has been recognised as one of the outstanding features of the school.

The good progress made since the last Inspection could not have been achieved without the commitment and enthusiasm of all concerned with the school. The governors are proud of the fact that all members of the teaching staff, non-teaching staff, parents, head teacher, deputy head teacher, senior management team, and most importantly, our children, were highlighted as strengths of our school.

We are delighted that the Key Skill development of communication, numeracy, ICT and working together, along with our children's behaviour, have been recognised as outstanding features and that our school is well prepared to adopt the new skills-based curriculum to be introduced in the autumn of 2008.

The Governors of the school are also delighted that ICT development within the school has impacted positively on the standards of achievement of pupils and that our system of Planning, Preparation and Assessment time for teachers allows for continuity and progression of this important key skill. We are also proud that the Inspection Team has recognised that the creative skills of our children are also an outstanding feature. Transition has been recognised as a strength both at Key Stage 1-2 and Key Stage 2-3.

The report is an overwhelmingly positive one and acknowledges many other outstanding features. However, it indicates that, whilst Welsh as a second language in lessons is good, bilingualism amongst the pupils, although being satisfactory, needs to be improved when they are conversing with each other in the classroom and when interacting with each other around the school. The role of the Subject Leader, whilst recognised as being good, also needs to be further developed to identify and promote the outstanding practices of teaching and learning that exists within the school. This has already been identified in the School Development Plan. The third recommendation, to ensure that minor omissions in the Annual Report to Parents and the School Prospectus meet statutory requirements, will be acted on immediately.

An 'Action Plan', prepared by stakeholders of the school, will outline the ways in which we will address the recommendations. The time scale we will set ourselves to achieve this will also be outlined. This plan will be sent to all parents and carers via, the Governors Annual Report to Parents and newsletters, which will report on the progress we are making on the recommendations.

In conclusion, the Governors and Staff would like to thank the Inspection Team for the courteous and professional way in which the Inspection was conducted. Their findings that Pentrepoeth Junior School is a good school with some outstanding features will be the basis for future school improvement.

Appendix 1

Basic information about the school

Name of school	Pentrepoeth Junior School
School type	Junior
Age-range of pupils	7-11
Address of school	Soar Terrace Moriston Swansea
Postcode	SA6 6HX
Telephone number	01792 791080

Head teacher	Mr Andrew R. Martin
Date of appointment	21 st October 2004
Chair of governors/ Appropriate authority	Mr Mike Watts
Registered inspector	Stuart Wormleighton
Dates of inspection	21 st – 23 rd January 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	0	0	0	0	55	61	58	76	250

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	13	0	13

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	25:1
Pupil: adult (fte) ratio in nursery classes	n/a
Pupil: adult (fte) ratio in special classes	n/a
Average class size, excluding nursery and special classes	25
Teacher (fte): class ratio	25:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2007	N/A	N/A	91.4%
Summer 2007	N/A	N/A	91.6%
Autumn 2007	N/A	N/A	93.9%

Percentage of pupils entitled to free school meals	23%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results End of key stage 2:

National Curriculum Assessment KS2 Results 2007							Number of pupils in Y6		61			
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	
English	Teacher assessment	School	0	0	0	0	0	3	7	48	42	
		National	0	0	0	1	1	4	16	48	30	
Mathematics	Teacher assessment	School	0	0	0	0	0	0	17	55	28	
		National	0	0	0	1	1	3	14	48	33	
Science	Teacher assessment	School	0	0	0	0	0	0	5	38	57	
		National	0	0	0	1	0	8	12	52	34	

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by teacher assessment		by test	
In the school	80%	In the school	n/a
In Wales	74%	In Wales	n/a

- 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

A team of four inspectors spent a total of ten inspector days in the school. A team meeting was held prior to the inspection.

Inspectors visited and observed:

- Thirty lessons or part lessons;
- all classes;
- acts of collective worship;
- lunch times and break times; and
- extra-curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection began, and
- teachers, governors, support and administrative staff, the school council and groups of children during the inspection.

The team also considered:

- a telephone discussion with the school link officer;
- the school's self evaluation report;
- one hundred and fourteen responses to the parents'/carers' questionnaire;
- a comprehensive range of documentation provided by the school before and during the inspection; and
- samples of pupils' work from across the age and ability ranges were scrutinised.

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

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Stuart Wormleighton Registered Inspector	Key questions 1 and 5 and contributions to key question 4. Mathematics and Art.
Lowri Evans Team Inspector	Key questions 2 and 3 and contributions to key question 1. Welsh Second Language and Science.
Nick Jones Team Inspector	Key questions 6 and 7. History and Physical Education.
Ivor Petherick Lay Inspector	Key question 4 and contributions to key questions 1 and 5.
Andrew Martin Head teacher	Nominee Provision of information

Contractor:

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Acknowledgement

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