

**Inspection Under Section 10 Of The  
Schools Inspection Act 1996**

**YSGOL GYNRADD GYMRAEG BODHYFRYD  
Bryncabanau Road  
Hightown  
Wrexham  
LL13 7DA**

**School Number: 665/2238**

**Date of Inspection: 28 February – 4 March 2005**

**by**

**Mr Aled Evans**

**79226**

**Date: 5 May 2005**

**Under Estyn contract number: T/122/04P**

**EPPC/Severn Crossing Ltd  
Suite H  
Britannic House  
Britannic Road  
Llandarcy  
Neath  
SA10 6JQ**

© Crown Copyright 2005

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and the source and date thereof are stated.

Copies of this report are available from the school. Under the School Inspections Act 1996, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

**Ysgol Gynradd Gymraeg Bodhyfryd** was inspected as part of a national programme of school inspection. The purpose of the Report 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 process of inspecting all schools within a six-year cycle is also designed to give parents more information about their child's 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.

An inspection of **Ysgol Gynradd Gymraeg Bodhyfryd** took place between **28 February and 4 March 2005**. An independent team of four inspectors, led by **Mr Aled Evans** 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. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation, and the source and date thereof are stated.

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

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

### 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 attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain the age of 18 during the academic year.

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
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

<b>Contents</b>	<b>Page</b>
<b>Context</b>	1
<b>Summary</b>	1
<b>Recommendations</b>	6
<b>Standards</b>	7
Key question 1: How well do learners achieve?	7
<b>The quality of education and training</b>	9
Key question 2: How effective are teaching, training and assessment?	9
Key question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	10
Key question 4: How well are learners cared for, guided and supported?	13
<b>Leadership and management</b>	15
Key question 5: How effective are leadership and strategic management?	15
Key question 6: How well do leaders and managers evaluate and improve quality and standards?	17
Key question 7: How efficient are leaders and managers in using resources?	18
<b>Standards achieved in subjects and areas of learning</b>	19
Early Years	19
Welsh	22
English	23
Mathematics	24
Science	25
Design and technology	26
Information Technology	27
History	28
Geography	29
Art	30
Music	31
Physical education	31
Religious education	32
<b>The School's response to the inspection</b>	33
<b>Appendices</b>	343
A Basic information about the school	34
B School data and indicators	34
C National Curriculum assessment results 2004	35
D Evidence base of the inspection	36
E Composition and responsibilities of the inspection team	36

## Context

### The nature of the provider

1. This designated Welsh school is situated in the eastern part of the town of Wrexham. According to the information provided by the school the area is described as disadvantaged but it is emphasised that pupils come to the school from all parts of Wrexham and that their social backgrounds are varied. Thirteen per cent of pupils are entitled to free school meals. This number has fallen consistently since the last inspection when it was 22%.
2. Of the 300 pupils who attend the school a little more than 40 come from homes where Welsh is the main language. The numbers on roll have been fairly consistent over the last four years at about 300. According to the information provided by the school, 100% of the school population speak Welsh as a first language or to an equivalent standard. Welsh is the main medium of the life and work of the school but the aim is to ensure that pupils are fully bilingual by the time they transfer to the secondary sector.
3. Approximately eight per cent of full-time pupils have been identified as having special educational needs (SEN) and another five pupils have a statement of SEN. A Special Needs Education Unit, which serves other Welsh-medium schools within the authority, has been established within the school.
4. The school was last inspected in the autumn term 1998. The present headteacher took up his post a year later. Of the 13 present teaching staff, six have been appointed since the last inspection. There are 12 full-time members of teaching staff and one part-time teacher. They are supported by eight members of support staff.

### The school's priorities and targets

5. Three priorities have been listed in the current school development plan (SDP), namely:
  - raising standards in spoken Welsh across the school;
  - improving design and technology standards across the school, and
  - developing systems to encourage and acknowledge good behaviour and standardise the means of dealing with unacceptable behaviour.

### Summary

6. Ysgol Gynradd Gymraeg Bodhyfryd is a school which has improved and is continuing to improve. There has been progress in the school's standards in most of the areas of learning since the last inspection. Overall, good education is provided with some outstanding features. The inspection team agreed with the judgements made by the school in the self-evaluation document relating to three of the seven key questions.

### Table of grades awarded

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

### Standards

7. Pupils' standards of achievement in subjects during the lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
18%	55%	23%	4%	0%

8. Pupils' standards of achievement are considerably higher than the Welsh Assembly Government's all-Wales targets of 95% of standards being satisfactory and 50% being good or better.
9. Standards achieved by the under-fives in the areas of learning are as follows:

Areas of learning	Nursery	Reception
Language, literacy and communication	Grade 2	Grade 2
Personal and social development	Grade 1	Grade 2
Mathematical development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 1	Grade 2
Creative development	Grade 2	Grade 2
Physical development	Grade 1	Grade 1

10. In this inspection, all subjects in Key Stage (KS) 1 and KS2 were inspected. Pupils' standards of achievement are as follows:

Subject	KS1	KS2
Welsh	2	2
English	-	2
Mathematics	2	2
Science	3	2
Design and technology	3	3
Information technology	2	2
History	3	2
Geography	2	2
Art	2	1
Music	2	2
Physical education	1	1
Religious education	3	3

11. The overall quality of the educational provision for the under-fives is appropriate to their needs, and children make good progress towards the Desirable Outcomes for Children's Learning.
12. The under-fives make good progress in developing their communication and mathematical skills, and in using their information technology skills across the six areas of learning of the Desirable Outcomes.
13. Nursery children make very good progress in their personal and social development and this is effectively sustained throughout both key stages. This is an outstanding feature.
14. Pupils throughout the school make good progress in the key skills of literacy and numeracy and in using information and communication technology (ICT).
15. Pupils across the school achieve good standards in their knowledge and understanding and in general pupils make good progress towards fulfilling their potential. Pupils' ability to use the skills that they require to develop into more independent learners is underdeveloped and they do not show a sufficiently firm understanding of the standards they achieve or of what they need to do to improve.
16. The standards they achieve in National Curriculum (NC) subjects are good overall. Excellent standards are achieved in physical education in both key stages and in art in KS2. Standards in design and technology and religious education are satisfactory across the school. In KS1, the shortcomings in pupils' standards in science and history are outweighed by good features.
17. Pupils in both key stages listen well, responding sensibly to their teachers and peers.
18. Pupils achieve good standards of bilingualism. Pupils in KS2 can speak, read and write in both languages, moving quite confidently from one language to the other.
19. Pupils placed on the school's SEN register achieve appropriate standards and a number are removed from the register once they have met the targets set for them.
20. According to the 2004 results, the percentage of pupils at the end of KS1 who attain the national expected levels is lower than the county and national averages in all the core subjects. At the end of KS2, the percentage is higher in all the core subjects. When compared with similar schools nationally, pupils' performance at the end of KS1 is lower than most in Welsh and mathematics but better than most in science and the core subject indicator (CSI). In KS2, when compared with similar schools, pupils' performance is higher than most in all subjects and in the CSI.
21. Pupils' behaviour and attitudes during lessons, during breaks and assemblies are very good and this has a positive effect on their learning and on their contribution to the life of the school in general.
22. Over the last three terms the average attendance is good, at 95%.
23. The substantial numbers who arrive at school late disturb the life and work of the school daily. There are good links between the school and the community and the pupils benefit greatly from these links.

## The quality of education and training

24. There is consistently good teaching across both key stages. During the inspection the quality of teaching in the 51 lessons observed was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
23%	53%	20%	4%	0%

25. The quality of teaching in the lessons observed is well above the Welsh Assembly Government's targets of 95% of lessons being satisfactory and 50% good or better.
26. Teachers maintain a caring and supportive relationship with the pupils. They know the pupils well and ensure equal opportunities for them irrespective of their race, gender or ability.
27. Teachers have good specialism in the subjects they teach; this is effectively reinforced by the practice of team teaching and exchanging classes. They promote pupils' bilingual skills consistently and effectively.
28. There are appropriate short-term and long-term plans for the subjects taught. However, there is insufficient planning to extend higher ability pupils, or in fact to challenge pupils of every ability. The planning for the key skills is not sufficiently detailed across the whole school. As a result, the provision is inconsistent and there is not the same detail and depth in all skills.
29. Teachers assess pupils' progress and achievements in the core subjects and in the majority of foundation subjects fairly, accurately and consistently. But this procedure needs to be further refined and extended to all subjects.
30. The school has recently established progress tracking and self-assessment systems for pupils. These systems are not sufficiently embedded so as to be able to measure their effectiveness.
31. The quality of the annual reports to parents on pupils' progress is good overall. The present format of the report does not enable parents to respond to its content although the school does offer parents the opportunity to come to the school to discuss their children's progress after they have received the report.
32. The school implements its policy on equal opportunities well and good efforts are made to promote equality in an extensive number of school activities.
33. Pupils' spiritual, moral, social and cultural development is promoted well through the variety of experiences offered to them and which are offered by the pupils themselves. As a result, they have a clear sense of ownership and responsibility towards each other and their environment.
34. The quality of care provided by the school for pupils is good overall. However, as there is no Child Protection policy, the school's procedures in this area are unclear and inconsistent.
35. The school is a caring and organised community and pupils are well supervised during break and lunch periods. However, parents' practice of parking untidily in front of the school's main entrance creates grave safety risks for pupils.
36. The school conforms to statutory requirements as regards daily worship and some opportunities are allowed for pupils to reflect quietly during these periods.

37. The school makes an effort to maintain a good partnership with parents and the vast majority of questionnaires returned stated that they were satisfied with the progress and standards of work of their children and the values promoted by the school. The school plays an important part within the local community and has strived to foster strong links. A good partnership with Ysgol Gyfun Morgan Llwyd has been established and this helps the process of transferring pupils from Y6. The collaboration with other Welsh medium primary schools within the area is a very good feature. The partnership with industry is satisfactory.
38. Although the governors' annual report to parents and the Parent Handbook are comprehensive they do not meet statutory requirements, and the Home/School Agreement has not been distributed to new parents for a number of years.

### **Leadership and management**

39. The headteacher offers conscientious day-to-day leadership. His presence around the school contributes to setting a clear direction for its life and work.
40. Agreed values and aims in relation to culture and behaviour are well reflected and the Welsh language is effectively promoted as the main medium of the life and work of the school by all the staff.
41. The school teaching staff work together well as a team and there is a clear sense of striving for the same aim in relation to maintaining and improving standards. The school support staff also contribute towards developing this positive ethos.
42. The self-evaluation process in the school is underdeveloped. Some useful and beneficial procedures have been established but as yet they are not co-ordinated sufficiently effectively in order to contribute to a full picture of the school's performance.
43. Staff performance is regularly monitored by the headteacher. However, the records tend to be over-descriptive and they do not offer recommendations or targets for improvement.
44. Subject leaders have a good awareness of the strengths and weaknesses within their areas of responsibility. They are given an opportunity to record this formally but not enough is done with this information to influence standards.
45. The SDP is a document which sets a clear lead for school development, however, there is insufficient whole staff awareness of the document for it to be considered wholly effective.
46. The budget is carefully managed by the headteacher and the administrative officer in consultation with the governing body and expenditure is appropriately linked with school priorities.
47. The governing body meets regularly and is very supportive of the work of the school. Members understand their roles well and they contribute effectively to strategic planning. Through discussions with staff and visits to the school, members play an increasing part in the work of monitoring standards and quality.
48. A self-evaluation document, which appropriately details a number of the school's strengths and weaknesses, has been prepared. Although the document offers a fairly comprehensive picture of the life and work of the school

in relation to the seven key questions, the evidence relating to some important aspects is incomplete.

49. The school does not have a self-evaluation policy which clearly describes the type of procedures the school needs to establish in order to gather firm evidence as to its own performance. The school's parents have not been formally consulted and the views of learners, staff or other interested parties have not been sought.
50. The school's analysis of its performance at the end of both key stages is insecure and not enough is done to interpret the data by referring to benchmarking comparisons.
51. Minutes of staff meetings are not kept and consequently whole-school decisions, which standardise the means the school is expected to operate, are not formally recorded.
52. The school has a good complement of teaching staff to deliver the curriculum and they are effectively deployed. Good use is made of the resources available for each age range and, overall, for every subject.
53. All key issues from the previous inspection report have been thoroughly addressed and the school has succeeded in moving forward in relation to each one. The progress in relation to some is more evident than others.

## **Recommendations**

In order to improve the school in the areas inspected, the staff and governing body need to:

- R1 maintain the good and very good standards, and improve the satisfactory and unsatisfactory standards by addressing the shortcomings identified in the body of the report;
- R2 ensure that pupils' learning activities are more challenging;
- R3 plan the self-evaluation process so that it is more dependent on a wider evidence base;
- R4 ensure that the following documents meet the statutory requirements:
  - the school handbook;
  - governors' annual report to parents;
  - home-school agreement, and
  - the child protection policy;
- R5 ensure that whole-school procedures, such as planning and sharing assessment data, are more effectively co-ordinated so that they are more consistent and thorough;
- R6 improve the parking arrangements for dropping and collecting children at the beginning and end of the day.

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

54. The findings of the inspection team do not match the judgement the school awarded itself in the self-evaluation report. The school awarded itself grade 3 for this key question.
55. The overall quality of the educational provision for the under-fives is appropriate to their needs, and children make good progress towards the Desirable Outcomes for Children's Learning.
56. Early years children make good progress in the key skills of literacy, numeracy and in using ICT.
57. Pupils across the school achieve good standards in their knowledge and understanding and in general pupils make good progress towards fulfilling their potential. The majority of pupils are able to apply the key skills fairly confidently but the ability of pupils in KS1 and KS2 to use the skills that they require to develop into more independent learners is underdeveloped.
58. Pupils in both key stages listen well, responding sensibly to their teachers and peers. They can respond well to questions and some pupils at the higher end of the school can sustain an extended discussion, utilising their speaking and listening skills very well. For their age and ability, pupils read accurately, fluently and with expression. Standards in writing across the curriculum are good although the evidence of extended writing across the curriculum in some classes is limited.
59. Learners in both key stages achieve grade 2 standards in numeracy; they have a good understanding of number work and some examples were seen of pupils applying these skills within subjects such as science and design and technology.
60. The standards in information technology are grade 2. Pupils are able to use computers confidently in various learning situations. In KS1, pupils are able to use information technology effectively to present pieces of artwork and in KS2 good examples were seen of pupils at the higher end of the school accessing information from the web independently, choosing and selecting from the text appropriately. They were also seen making good use of the interactive white board to present this information to their peers.
61. Pupils achieve good standards of bilingualism. Pupils in KS2 can speak, read and write in both languages moving fairly comfortably from one language to the other.
62. Pupils are aware of their teachers' high expectations and they work productively. However, their skills in organizing and improving their own work is underdeveloped and a number are fairly uncertain when utilising study skills in their work.
63. Pupils across the school do not show a sufficiently firm understanding of the standards they achieve or of what they need to do to improve. In KS2, pupils at the higher end of the school have a fairly good understanding of the strengths and weaknesses highlighted in their work but the qualitative targets that they

- were set do not direct them sufficiently to improve their own work. Consequently pupils' skills to improve their own work are underdeveloped.
64. Pupils placed on the school's SEN register achieve appropriate standards and a number are removed from the register once they have met the targets set for them.
  65. According to information provided by the school, the baseline assessment results are higher than county averages. The school's analysis shows that pupils' spoken language needs to be targeted from the earliest age.
  66. According to the 2004 results, the percentage of pupils at the end of KS1 who attain the national expected levels is lower than the county and national averages in all the core subjects. When compared with similar schools nationally, pupils' performance at the end of KS1 is lower than the median in Welsh and mathematics but equal to the median in science and the core subject indicator.
  67. According to the 2004 results the percentage of pupils at the end of KS2 who attain the national expected levels in all the core subjects is higher than the national and county averages. When compared with similar schools nationally, using the free school meal indicator, pupils' performance is higher in all subjects and in the CSI.
  68. There is no significant difference in the performance of boys and girls.
  69. Pupils' behaviour and attitudes during lessons, during breaks and assemblies are very good and this has a positive effect on the teaching and the life of the school in general. They show respect towards each other and towards the adults who are part of the school community. The vast majority of pupils practise self-control skills and tolerance consistently. They respect school rules and respond positively to the school's practice of rewarding good behaviour.
  70. Over the last three terms the average attendance is good, at 95%. Although the school has not set formal targets for attendance, it aims to at least maintain the current level of attendance.
  71. The substantial numbers who arrive at school late disturb the life and work of the school daily. Their lack of punctuality has a harmful effect on their education and on the education of their peers. Registers are neatly kept and are consistently monitored by the headteacher and teachers; they meet the statutory requirements of circular 3/99.
  72. The school has a clear policy on equal opportunity and every attempt is made not to differentiate between boys and girls when undertaking class work or other activities. Each pupil is given the same opportunities whatever their background. It is ensured that children develop knowledge of and respect towards diversity in society. This is done through personal and social education periods, assemblies and books which include stories about characters from different backgrounds.
  73. There are good links between the school and the community and the pupils benefit greatly from these links. There are also some examples where pupils are given opportunities to become acquainted with the world of work.

## The quality of education and training

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

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

74. The findings of the inspection team match the grade 2 judgement of the school in the self-evaluation report.

75. During the inspection the quality of teaching in 51 of the lessons observed was good overall with a number of examples of very good teaching. In a small percentage of lessons unsatisfactory teaching was witnessed.

76. In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
23%	53%	20%	5%	0%

77. In the lessons awarded grades 1 or 2 the following features were witnessed:

- good and varied use of questioning to encourage discussion and develop pupils' communication skills and to highlight their feelings and attitudes;
- very good use of resources to enrich pupils' learning experiences;
- clear instructions and effective use of plenary sessions in order to promote pupils' skills and knowledge;
- well-structured lessons including clear objectives which are shared with pupils, and
- very good use of class assistants, particularly in the SEN unit and with the under-fives;

78. Teachers have a caring and supportive relationship towards pupils. They know the pupils well and ensure equal opportunities for them irrespective of their race, gender or ability. Consequently pupils say that they feel safe and happy in school and they develop very positive attitudes towards their learning.

79. Teachers have good specialism in the subjects they teach; this is effectively reinforced by the practice of team teaching and exchanging classes.

80. They promote pupils' bilingual skills consistently and effectively.

81. Overall, teachers manage and organize their classes well.

82. Teachers work together well within key stage groups to produce appropriate short-term and long-term plans for the subjects taught. This means that there is suitable progression and continuity within the key stage and, with some subjects, across the school.

83. However, planning is not sufficiently detailed to extend higher ability pupils, or in fact to challenge pupils of every ability.

84. Where the teaching was graded as 3 or 4 the shortcomings included:

- teachers' expectations are low, tasks lack challenge and a lack of suitable pace to the lesson. Consequently some pupils make limited progress, and

- teachers depend excessively on worksheets and on pupils' listening skills. The result of this is to restrict pupils' ability to respond to the content of the lesson and to develop individual, personal responses to the stimuli.
85. The procedures for assessment and recording have not been established consistently enough across the school. Teachers assess pupils' progress and achievements in the core subjects and in the majority of foundation subjects fairly, accurately and consistently. But the present practice does not ensure that subjects such as music and physical education are fully assessed.
  86. Teachers understand the purpose of assessment to identify pupils' learning strengths and shortcomings and to identify pupils with special educational needs, including the use made of the baseline assessment in the early years. However not enough is done to identify pupils with excellent abilities or talents.
  87. The school has recently established a system which enables teachers to track pupils' progress across key stages using data from standardised tests and teacher assessments. The system is not sufficiently embedded so as to be able to measure the effectiveness of the use made of it to influence pupils' progress and the planning for them.
  88. Another new practice in the school is the self-assessment introduced for pupils to evaluate their own progress and improve the standard of their work. Only a few pupils are aware of what they need to do to improve their work.
  89. The reports provided for parents and other agencies include detailed and relevant information, particularly in relation to pupils on the SEN register.
  90. The quality of the annual reports to parents on pupils' progress is good overall. Where the practice is good teachers detail pupils' achievements in their skills, knowledge and understanding. However, the examples of reports offering guidance to pupils or parents on what could be done to improve performance are limited. The present format of the report does not enable parents to respond to its content although the school does offer parents the opportunity to come to the school to discuss their children's progress after they have received the report.
  91. The school implements its policy on equal opportunities well and good efforts are made to promote equality in an extensive number of school activities in relation to gender, race and disability. This is very obvious in the school's sporting and extra-curricular activities.

**Key question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?**

<b>Grade 2:</b> Good features and no important shortcomings
---

92. The findings of the inspection team match the judgement given by the school in its self-evaluation report.
93. The school provides a broad and relevant curriculum across the school. The school has clear subject policies and the schemes of work show definite progression in NC subjects and religious education. The learning experiences offered by the school meet the needs of all pupils. The curriculum conforms to the statutory requirements.

94. The planning and provision for early years education is good. The curriculum for the under-fives provides very good experiences across the six areas of learning under suitable themes and children make good progress towards the Desirable Outcomes for Children's Learning.
95. Although opportunities for extending basic and key skills are identified in the short-term plans, they are not integrated in sufficient detail across the schemes of work and there is no overview of the provision across subjects throughout the school. As a result, the provision is inconsistent and there is not the same detail and depth in the planning for all the skills.
96. The school meets the requirements of the Framework for Personal and Social Education, giving appropriate attention to all the aspects in specific lessons. Pupils are regularly given opportunities to discuss emotions and feelings, the importance of good behaviour and the effects of bullying. This is a very good feature of the curricular provision. The school places special emphasis on healthy eating and this is highlighted across the curriculum. The school is in the process of working towards recognition under the Healthy Schools Scheme.
97. Appropriate attention is given to sustainability and global citizenship. Good emphasis is placed on promoting an awareness of recycling issues and issues relating to the environment and pupils are aware of this element of sustainable development. The school does not implement an extensive recycling scheme at present.
98. Pupils' spiritual, moral, social and cultural development is well promoted through the variety of experiences offered to pupils and which are offered by the pupils themselves. As a result, pupils have a clear sense of ownership and responsibility towards each other and their environment. This is very well highlighted by the School Council and within the class forum which feeds into it.
99. They play an important part in forming the school's Golden Time and they support various charities regularly. The School Council furthers an awareness of citizenship and the importance of democracy and freedom of opinion.
100. Pupils' moral and spiritual development is promoted in lessons, collective worship and the general life of the school. The school conforms to statutory requirements as regards daily worship and in acts of collective worship some opportunities are offered to pupils for quiet reflection.
101. School rules, the rewards structure and the ethos encourage pupils to respect each other and to understand the importance of equal opportunity. These equal opportunities are seen in operation in the various extra-curricular activities offered by the school. All pupils are given the same opportunities whatever their background, gender or disability.
102. Pupils' cultural development is good. Pupils are given a variety of experiences within the school to develop their Welshness and their heritage. Very good emphasis is placed on the *Cwricwlwm Cymreig* and on the local dimension across the curriculum in subjects such as history, geography, music and when studying Welsh artists in art lessons.
103. The school offers various extra-curricular activities which reinforce and extend the curriculum. A range of after-school activities are held and pupils are given good opportunities and experiences in connection with other schools in team

games and music. There are opportunities for pupils to attend swimming lessons and gymnastics in other centres and they benefit greatly from the creative dancing sessions with a professional dancer. These activities extend and enrich pupils' experiences considerably and they represent a good investment by the school.

104. The school has a clear structure for providing homework.
105. History and geography studies are enriched by regular visits to the local community. In addition, visitors with particular specialisms are used to promote understanding of some curriculum subjects.
106. There is good planning for pupils' bilingual skills and KS2 pupils are able to work confidently in both languages. They are given the opportunity to use a variety of Welsh and English sources of information and they use that information for specific purposes in subjects across the curriculum.
107. The school makes an effort to maintain a good partnership with parents by communicating regularly about events within the school and extra-curricular events. Information is sent home at the beginning of each term summarising the areas to be studied. The vast majority of questionnaires returned stated that they were satisfied with the progress and standards of work of their children and the values promoted by the school. There are examples of parents and grandparents assisting in the school with listening to children read, and the Parent Association is active in raising funds for additional resources.
108. Although the governors' annual report to parents and the Parents' Handbook are comprehensive they do not meet statutory requirements and the School/Home Agreement has not been distributed to new parents for some years.
109. The school plays an important role within its local community and has endeavoured to create firm links. This is promoted by holding and supporting events such as concerts, collecting towards local charities, singing carols in the town, the Urdd eisteddfodau and competing in a sports league. Pupils go out to disadvantaged areas to sing, also they visit old people's homes and a local hospice. The community is invited to join in with school activities.
110. The school has established a good partnership with Ysgol Gyfun Morgan Llwyd and this assists the process of transferring Y6 pupils. The bridging arrangements are firm and the curricular links effective, specifying units of work in language, science and numeracy. Joint instruction takes place occasionally, such as on behaviour and bilingualism.
111. Pupils are given opportunities to mix with other schools and compete through sports and games in addition to Urdd activities.
112. Through agreements with the University College of North Wales, Bangor and the North East Wales Institute of Higher Education students and trainee teachers are accepted to foster and develop their skills with the pupils of the school.
113. The partnership with industry is satisfactory. The strategy to develop links with the world of work is limited, no members of staff have been on a period of work experience in the world of business and the opportunities available to pupils to understand and develop enterprise skills are few.

114. The school has close links with the local Ysgol Feithrin (Nursery School). Good use is made of the school's facilities by a breakfast club in the morning, and by Wrexham music service, the Language Enterprise and Offa Community Council after school and during holidays.

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

<b>Grade 3:</b> Good features outweigh shortcomings
---

115. The quality of care provided by the school for pupils is good overall. However there is no child protection policy and discussions with staff and pupils show that there is considerable inconsistency in their knowledge and understanding of school procedures relating to child protection. This is unsatisfactory.
116. In discussions with them, pupils say that they feel happy and that they are respected within the school community. Parents also have confidence in the care and guidance that their children receive at school.
117. Information about arrangements relating to the support and care services is shared with staff. The nature of the relationship with support services is constructive, particularly those with the SEN services of the local education authority (LEA), the educational psychologist service, and the educational welfare service. High priority is given to the welfare of the individual child at the school.
118. The school has set clear guidelines for pupils and staff in dealing with bullying and aggressive behaviour. Parents and pupils report that staff implement anti-bullying strategies effectively. The school has had to implement three short-term exclusions since the beginning of this academic year.
119. Children are carefully introduced into the nursery unit and pupils who are new to the school are well supported by other pupils and staff. They settle quickly and easily.
120. There is a very good link between the early years staff and parents. The headteacher and staff in both key stages relate well to parents and this has a positive effect on pupils' education. This is affirmed by the pre-inspection meeting with parents and the responses received through the questionnaire distributed to them.
121. The school provides personal and social guidance of good quality to pupils through lessons and through the whole-school approach. The quality of the development of personal and social education in the early years is very good. In KS1 personal and social education is effectively included within pupils' lessons across the curriculum and in KS2, specific personal and social education lessons have a good influence on pupils' development.
122. Staff monitor pupils' attendance well but they are not so thorough in recording lack of punctuality. The health and safety issues which arise as a consequence of the regular unpunctuality of a considerable number of pupils have been reported to the headteacher and the governing body.
123. The school is a caring and organised community and pupils are well supervised during break and lunch periods. However, parents' practice of parking untidily in front of the school's main entrance creates grave safety risks for pupils.

124. The good behaviour in school results from the clear guidelines and the consistent and fair approach adopted by every member of staff.
125. Policies on health and safety, anti-racialism and racial equality have been established.
126. The good quality marking seen in some classes is not implemented consistently across the school. Although comments on pupils' work are often positive they are not given sufficient guidance on what needs to be done in order to improve.
127. The school promotes equal opportunities for all pupils irrespective of their gender, ability, language, religion or ethnicity. The policies and arrangements for promoting equality and challenging stereotyping are good. Consequently pupils are not critical of differences between themselves and others. The school is aware that further awareness of multi-culturalism needs to be raised among pupils.
128. The school has been well adapted to meet the needs of those with a physical disability.
129. Pupils with SEN are well provided for in accordance with the SEN and Disability Act, 2001.
130. The provision in the Special Education Unit, which pupils from other schools in the area can benefit from, is an outstanding feature in the school. At present all but one of the pupils come to the unit from the population of Ysgol Bodhyfryd; they make progress which is at least good, often very good.
131. In the afternoons the teacher in charge works with SEN pupils in other Welsh-medium schools and the two learning assistants support pupils within mainstream classes. This is a good example of the effective use of staff by the school and the LEA.
132. The SEN co-ordinator uses teacher assessments and data from NC tests to identify pupils with SEN. Appropriate emphasis is placed on identifying pupils' needs at an early stage and on securing prompt support.
133. The procedures relating to SEN are systematic and meet statutory requirements. This is true of the short and long-term support provided by the school.
134. Pupils are withdrawn individually or in small groups to receive additional support in literacy and numeracy. A small number of SEN assistants work closely with some pupils who have a statement of SEN.
135. The individual education plans (IEPs) include realistic and achievable targets which are promoted by clear teaching strategies. However, parents or pupils are not closely consulted when creating the IEP.
136. The school receives firm support from the SEN service of the LEA, the Behavioural Support Unit, the Educational Psychologist service and other external services. Parents are regularly consulted in the initial process of identifying pupils' needs.
137. The SEN unit is very well resourced. The resources available for those pupils withdrawn from the school mainstream are appropriate but they are not allowed to use the computer and the relevant software from the SEN room.

138. All SEN pupils have good access to a broad, balanced and rich curriculum. They are fully integrated in the life of the school.
139. Almost without exception those pupils with emotional and behavioural difficulties are sensitively monitored in order to reduce the extent to which they disturb the learning of their fellow-pupils.
140. Through discussion older pupils show good awareness of equal rights and opportunities, and of issues relating to race. They are considerate towards other pupils who have disabilities. Boys and girls are given equal opportunities in all aspects of the life and work of the school including access to sports teams. Effective use is made of assemblies, personal and social education periods and religious education lessons to deepen pupils' knowledge and recognition of the issues which arise in contemporary society.
141. Staff know their pupils well and give full consideration to their personal needs. Pupils know that they can approach any member of staff at any time for assistance and guidance. The efforts to raise pupils' self-respect and to give them confidence are good. Success is celebrated in a variety of ways.
142. The school has developed effective links with parents and carers although sufficiently firm arrangements do not yet exist to receive their views. The links with employers are developing.
143. The strategies for ensuring good levels of attendance are successful. Registers are neatly kept and are regularly monitored by the headteacher and teachers; they meet statutory requirements. Punctuality was disappointing during the inspection and is a matter the school needs to address.
144. The school has set a priority on promoting good behaviour in its self-evaluation document and there are now new whole-school guidelines. These were agreed through discussions with the School Council, staff and governors. The work of the Behavioural Support Panel, which has representation across the school, is a good practice.

## **Leadership and management**

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

**Grade 3:** Good features outweigh shortcomings

145. The findings of the inspection team do not match the grade 2 judgement made by the school in the self-evaluation report.
146. The headteacher offers conscientious day to day leadership. His presence around the school contributes to setting a clear direction for its life and work. The headteacher is well supported by the assistant head and the head of the junior department. The two give firm leadership to the departments for which they are responsible. Agreed values and aims in relation to culture and behaviour are well reflected and the Welsh language is effectively promoted as the main medium of the life and work of the school. All school staff promote equality well in their daily activities.
147. The school teaching staff work together well as a team and there is a clear sense of striving for the same aim in relation to maintaining and improving standards. A good relationship is established between staff and pupils and this makes a significant contribution towards furthering the school's general aims

- and objectives. The school support staff also contribute to developing this positive ethos.
148. The school considers national priorities and local partnerships well. A good partnership is maintained with Ysgol Gyfun Morgan Llwyd and the collaboration with other Welsh-medium primary schools within the area is a very good feature. The recent expenditure on developing new ICT resources contributes to the progress witnessed in standards since the last inspection. The school furthers the principles and practices of healthy eating.
  149. The self-evaluation process in the school is underdeveloped. Some useful and beneficial procedures have been established. These include a joint teaching programme, class observations and evaluations by subject leaders. As yet these procedures are not co-ordinated sufficiently effectively in order to contribute to a full picture of the school's performance. The link between the self-evaluation process and the school development planning process is not sufficiently secure and prominent.
  150. Staff performance is regularly monitored by the headteacher. His observations are conscientiously recorded and these are discussed with the individual members. The records tend to be descriptive of what occurred during the lesson and they do not offer recommendations or targets for improvement. They do not detail appropriate support and training for staff in the light of class observations either.
  151. Subject leaders have a good awareness of the strengths and weaknesses within their areas of responsibility. They are given an opportunity to record this formally but not enough is made of this information to influence improving standards of achievement.
  152. The SDP has been appropriately prioritised. It is a document which sets a clear lead for the development of the school over a period of one year, offering a good outline for the two following years. In the current plan three short-term priorities are detailed and there is evidence of operating in accordance with these priorities throughout the school. However there is insufficient whole-staff awareness of the document for it to be considered wholly effective.
  153. The school operates according to its performance management policy and an appropriate and relevant training provision which meets the professional development needs of the teaching staff is ensured. One member of staff who is following an NPQH course is supported and an appropriate provision is ensured for one teacher who is on an induction period. The school support staff are not appraised.
  154. The budget is carefully managed by the headteacher and the administrative officer in consultation with the governing body and expenditure is appropriately linked with school priorities.
  155. The governing body meets regularly and is very supportive of the work of the school. Members understand their roles well and they contribute effectively to strategic planning. Through discussions with staff and visits to the school, members play an increasing part in the work of monitoring standards and quality.

156. The governing body fulfills all its regulatory and legal requirements. However, the content of the governors' annual report to parents does not fully meet the statutory requirements.

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

<b>Grade 3:</b> Good features outweigh shortcomings
---

157. The findings of the inspection team do not match the grade 2 judgement made by the school in the self-evaluation report.
158. A self-evaluation document, which appropriately details a number of the school's strengths and shortcomings, has been prepared. Although the document offers a fairly comprehensive picture of the life and work of the school in relation to the seven key questions in the Inspection Framework, the evidence relating to some important aspects is incomplete. As yet staff do not have a sufficient understanding of the school's self-evaluation procedures or of the expectations upon them to contribute fully to them.
159. The school does not have a self-evaluation policy which clearly describes the type of procedures the school needs to establish in order to gather firm evidence relevant to its own performance. The school's parents have not been formally consulted and the views of learners, staff or other interested parties have not been sought.
160. The school's analysis of its performance at the end of both key stages is insecure and not enough is done to interpret the data by referring to the performance of similar schools.
161. Minutes of staff meetings are not kept and consequently whole-school decisions, which standardise the means the school is expected to operate, are not formally recorded.
162. The long-term SDP is a planning document which is specifically directed at addressing a limited number of priorities agreed upon as a whole school. One of the strengths of the plan is the manner in which targets are split into a series of actions. The plan includes approximate timetables and success criteria and it has been costed fairly carefully. No quantitative targets are coupled with the priorities and the rationale for identifying the areas of development as whole-school priorities is not stated.
163. Performance management is beginning to have a positive effect on the school. The process is an effective means of identifying staff needs and an attempt is made to assimilate the personal needs with the wider needs within the SDP. Staff training has had a positive effect on pupils' standards.
164. The inspection team disagreed with the judgement offered by the school in relation to the majority of the seven key questions.
165. All key issues identified in the last inspection report have been thoroughly addressed and the school has succeeded in moving forward in relation to each one. The progress in relation to some is more evident than others.

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

<b>Grade 2:</b> Good features and no important shortcomings
---

166. The findings of the inspection team match the judgement given by the school in its self-evaluation report.
167. The school has a good complement of teaching staff to deliver the curriculum. Teachers have appropriate qualifications. Teachers are effectively deployed and the arrangement of exchanging staff to deliver aspects of the curriculum to different classes is positive. Overall, curriculum leaders contribute effectively to the development of their subjects but some do not have a sufficient whole-school overview of the operation of the subject for which they are responsible.
168. All staff across the school work together very well. Assistants give valuable assistance and they are effectively deployed in classes. The administrative officer and all the school support staff carry out their work efficiently and effectively.
169. The school has an in-service training programme, which has been created to promote staff's individual professional development needs. There are links between this programme and the school's priorities but the effectiveness of the training is not evaluated.
170. The school has enough resources for each age range and, overall, for every subject. They are effectively used and, overall, they are in good condition. The recent investment in equipment and resources for ICT is already having a positive influence on standards in this area. Very effective use is made of the interactive white board at the higher end of the school by teachers and pupils.
171. Since remodelling the school, the building is exceptionally suitable and a special and ample resource for the pupils. Classrooms are of a suitable size and there are a number of additional work areas in the lobbies. These are used for several purposes such as art activities, role-play or to teach the pupils in practical situations. Also, within the school there are a number of additional rooms which are used to develop standards in specific subjects. Good use is made of the computer room, the music room and KS1 and KS2 libraries. The school has an extensive hall which is also used effectively to support the music and physical education curriculum, and for assemblies and lunch.
172. The school makes good use of the local environment, the community and educational sites to enrich pupils' learning in areas such as dance and sports.
173. The school has a play area which has been designated for the early years and effective use is made of it, and of the common playground for KS1 and KS2 pupils. The school has an extensive green area which is beginning to be developed. As the pupils have free and easy access to those areas where there is soil and borders, considerable untidiness is caused to school clothes and to carpets in the building.
174. There is a link between expenditure decisions and the school's priorities but this is not evaluated in detail. Overall, the school provides good value for money.

## Standards achieved in subjects and areas of learning

### Early years

Areas of learning	Nursery	Reception
Language, literacy and communication	Grade 2	Grade 2
Personal and social development	Grade 1	Grade 2
Mathematical development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 1	Grade 2
Creative development	Grade 2	Grade 2
Physical development	Grade 1	Grade 1

**Nursery: Grade 2: Good features and no important shortcomings.**

**Reception: Grade 2: Good features and no important shortcomings.**

175. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for children's learning.
176. There are some outstanding features in the provision and children's development in the nursery unit, particularly in their personal and social development and their knowledge and understanding of the world.
177. A broad and balanced curriculum is offered to children firmly based on the principles of early years education. They play and work in an orderly and lively environment where the extensive space is used imaginatively and to its full potential to stimulate pupils' curiosity.
178. The partnership between parents and staff in the under-fives department is a constructive and friendly one which benefits children's education. Children's development is recorded and assessed accurately and regularly.

### Development of literacy and communication

#### Good features

179. In the nursery unit, children listen attentively and they can recall much of what they hear. As a result they make good progress in acquiring new vocabulary. They co-operate well in role play and when participating in movement and song activities.
180. Nursery children can express their needs and their likes and dislikes clearly.
181. By the time they are five the majority are developing clear Welsh pronunciation when answering questions. Most of them recognise the sounds of simple, familiar letters and words.
182. They are keen to record their news and they communicate easily and freely with each other and with adults. They use a wide range of greetings and follow commands and instructions correctly.
183. The majority make progress which is at least satisfactory in their writing skills.

#### Shortcomings

184. Nursery unit or reception class children do not practise language patterns in Welsh sufficiently in order to improve the accuracy of their spoken language.

## **Mathematical development**

### **Good features**

185. In the nursery unit children make good progress in their understanding of mathematical vocabulary relating to size, length and capacity. They can sort, match and count up to five.
186. By the time they are five they can count, recognise and match numbers and objects up to ten. Most can solve simple addition sums.
187. Most can sort according to colour, shape and size, often using two criteria. They are developing a good awareness of repetitive patterns.
188. They can recognise and name most two-dimensional shapes.
189. They have a good grasp of the concept of capacity and they use accurate vocabulary to describe capacity when playing with sand and water.

### **Shortcomings**

190. There are no significant shortcomings.

## **Personal and Social Development**

### **Good features**

191. In the nursery unit children make very good progress in their personal and social development. They settle quickly and happily into school life and they behave confidently as they set about their various activities.
192. Children in the nursery unit make sensible choices and set about their tasks without fuss.
193. They take their turn in an orderly manner when undertaking open-air activities and within the class. They practise self-control when forming rows or when playing in pairs or small groups within various areas of learning.
194. They can take responsibility for their own hygiene and they dress with little assistance for physical education activities.
195. They understand that living things such as plants and fish require care and nourishment in order to survive.
196. By the time they reach five, children treat each other with care and respect, and the majority share equipment willingly and considerately. Children with SEN make very good progress.
197. Children have a positive and respectful relationship with their teachers and other adults in their dealings with them at school.

### **Shortcomings**

198. There are no significant shortcomings.

## **Knowledge and understanding of the world**

### **Good features**

199. In the nursery unit, children make excellent progress in their understanding of the world around them and they enjoy the experience of comparing life in a Chinese family with the life of a Welsh family very much. They understand that

rice changes as it is cooked, they learn how to use *chopsticks*, they listen to Chinese music and they learn how to cook in the Chinese way.

200. By the time they are five they can compare their own homes and clothes with those who live in countries where there is a cold or warm climate.
201. They have an increasing awareness of the sequence of events, including birthdays, days and months of the year and they possess an increasing vocabulary to describe natural phenomena.
202. They explore and venture into their environment easily and freely showing enjoyment and curiosity.
203. Most can use a computer confidently to improve their literacy and numeracy skills. A number can use modelling programmes effectively.

### **Shortcomings**

204. There are no significant shortcomings.

### **Creative Development**

#### **Good features**

205. Nursery children make good progress in expressing themselves through music and art.
206. By the time they are five children's painting and drawing skills show a good grasp of detail. They have a good awareness of colour and how to mix colour, and they use a wide range of media and materials to express their ideas, including two and three-dimensional work. The cards prepared for Mothers' Day are a good example of this.
207. They respond with enjoyment to a variety of musical activities, they play percussion instruments and sing with gusto.
208. Children play creatively and imaginatively when using sand, water and building kits.

### **Shortcomings**

209. There are no significant shortcomings.

### **Physical Development**

#### **Good features**

210. In the nursery unit, children make very good progress in their running, jumping, walking and skipping skills. They use space well and in dance activities they follow instructions methodically. They can move and co-ordinate movement to the beat of music. They can stop instantly as the music is silenced and they vary the way they move according to the beat or mood of the music.
211. By the time they are five, children develop fine manipulative skills confidently and carefully.
212. They use the space and equipment available to them within and outside the classroom well in order to develop their sense of balance and direction.

213. Children move in various ways and directions understanding that there are different ways of using their bodies. They can recall movements they created in order to repeat them and show them to others.

### **Shortcomings**

214. There are no significant shortcomings.

<b>Welsh</b>
--------------

**Key Stage 1 - Grade 2: good features and no important shortcomings**

**Key Stage 2 - Grade 2: good features and no important shortcomings**

### **Good features**

215. Across both key stages, pupils listen well to lesson introductions and give appropriate responses to questions. In general, pupils in both key stages are confident orally. They respond positively, and enthusiastically at times, to a variety of visual and aural stimuli. They offer extended answers to questions and pupils in KS2 use the appropriate vocabulary confidently when undertaking various tasks.

216. They construct questions independently and appropriately to various situations such as questioning a character from the tale of Branwen or in other subjects across the curriculum. Pupils are ready to listen to other pupils' viewpoints and answers and they contribute effectively to group and class discussions such as discussions on fox hunting.

217. In KS2, they show willingness and enthusiasm to express and justify views and to reason, gathering prior knowledge to support their viewpoint. Pupils are given clear guidelines on how to enrich the spoken language by using adjectives, conjunctions, expressions and phrases.

218. Pupils in both key stages read well overall.

219. They enjoy reading and enjoy the experience of involvement with reading books and non-fiction books. The majority read accurately and fluently and there is appropriate confidence and expression by pupils in the upper end of KS2. They can discuss the content of what they read comfortably, showing appropriate understanding. Pupils across KS1 show enjoyment in print and can identify with the characters of a story. They are able to predict a story sensibly. Pupils' higher reading skills are good overall – they read for appropriate purposes across the curriculum collecting information from reference books, from the library, computer programs and the web.

220. There is emphasis on creative writing across the school and pupils are assisted in this by clear writing models. In KS1, pupils show increasing ability to write using basic punctuation and forming letters, words and sentences, to an appropriate standard. In KS2, they can write extended pieces of a good standard in response to a variety of stimuli which are within a living and challenging context, such as expressing opinion about building a by-pass and writing letters to councillors.

221. Pupils are given the opportunity to write in a variety of forms such as self-portraits, diaries, reports and stories. The research and planning work done in Y5 and Y6 before setting about to fashion the creative writing contributes to

very good standards. They present their work tidily and the spelling and punctuation are generally accurate. Pupils in KS2 write accurately and extensively in a variety of forms across other subjects.

### **Shortcomings**

- 222. In the lower end of KS2, the spoken language of a considerable number of pupils was seen to be erroneous, particularly the syntax and mutations.
- 223. A majority of pupils are unable to discuss a variety of books, poems, authors and poets in detail.
- 224. Although pupils understand the purpose and process of discussing, drafting, redrafting and editing, these elements are not obvious and consistent in their current work across the two key stages.

<b>English</b>
----------------

### **Key Stage 2 - Grade 2: good features and no important shortcomings**

225. English is introduced to pupils in Y3.

#### **Good features**

- 226. Standards of achievement in English at the end of KS2 are good. Pupils with SEN make good progress.
- 227. Pupils reach KS2 with a good understanding of English. They listen well, they have detailed recall of what they have heard and they respond promptly to instructions.
- 228. Boys and girls contribute as well as each other to class discussions. The majority can express an opinion eloquently and they can ask and answer questions accurately and appropriately.
- 229. Pupils communicate well with each other in small group work. They can speak at length when encouraged and they converse confidently when discussing all types of issues with adults.
- 230. Pupils develop good reasoning skills and they respond maturely in some class discussions, for example when discussing homework they come to a viewpoint that children can learn in more than one way, and that learning outside the school walls is an important part of their development.
- 231. Pupil make good progress in their reading skills. They use reading skills and strategies effectively and they come to read fluently and with good expression.
- 232. Some pupils read a wide range of books within the school and at home and they can describe character, plot and location clearly. They can predict events or possible endings, depending on the knowledge they have from their previous reading and by using their imagination.
- 233. They make good progress in acquiring and developing their text skimming and scanning skills.
- 234. Pupils have a good understanding of conventions relating to books and libraries. Their skills in using these conventions to access information are developing well.

- 235. They make consistent progress in their writing skills.
- 236. They write in a wide range of styles and make good progress in applying the relevant techniques when writing instructions, recording the main messages in a piece of text or taking notes. In pupils' work, there are many examples of good, original written work.
- 237. At the beginning of KS2 pupils write and present very good dialogues which show considerable liveliness and grasp of syntax.
- 238. Less able pupils make good use of writing frames to improve the structure of their work.
- 239. A number use a dictionary and thesaurus well to develop vocabulary.

#### **Shortcomings.**

- 240. A number of KS2 pupils, including the more able, make the same careless mistakes many times over in basic punctuation and spelling.

### **Mathematics**

**Key Stage 1 - Grade 2: good features and no important shortcomings**

**Key Stage 2 - Grade 2: good features and no important shortcomings**

#### **Good features**

- 241. In KS1, pupils have a good understanding of place value and they can read numbers up to a thousand. They can count and arrange one and two digit numbers and use them to complete addition and subtraction sums. They can identify patterns which include odd and even numbers and accurately predict consecutive numbers in a pattern.
- 242. Pupils at the higher end of KS1 can name and describe simple two and three-dimensional shapes accurately referring to their properties as they use accurate mathematical language.
- 243. In both key stages, pupils can calculate quickly when undertaking mental mathematics and they can explain the methods they use to come to an answer well.
- 244. In KS2, younger pupils show a good understanding of units relating to time and they can calculate periods of time using seconds, minutes and hours. They show a good understanding of number work and the four rules and they can apply this knowledge in other aspects of mathematics, such as measuring or handling data.
- 245. Pupils across KS2 are able to collect and present data for various purposes. The more able pupils can interpret data, forming conclusions based on it.
- 246. The eldest and most able pupils can convert fractions into decimals and percentages confidently. They are familiar with negative numbers and they can read scale in their content. The eldest pupils can calculate perimeter and area using the correct formula. They can explain the way they arrive at their answers using logical strategies.
- 247. Pupils' estimating skills across KS2 are well developed and the majority know when the answer is likely to be correct or reasonable. Pupils are familiar with

standard units of metric measures. They can estimate and calculate measurements of length, weight and time confidently. Pupils have a good knowledge of angles, they know their names and can estimate and then measure angles accurately.

### Shortcomings

248. In both key stages, pupils' ability to present information and results clearly, and to explain the reasons for the presentation they choose is limited.

<b>Science</b>
----------------

**Key Stage 1 - Grade 3: good features outweigh shortcomings**

**Key Stage 2 - Grade 2: good features and no important shortcomings**

249. Pupils in KS1 have a good knowledge of the external parts of the human body; they label diagrams tidily and accurately and use the appropriate vocabulary effectively.
250. Pupils understand that pushing and pulling objects in order to move them are examples of forces.
251. They are aware of the world around them, the weather and how the seasons change. They can discuss the different forms of water explaining how water changes as it freezes and melts.
252. They are aware of the importance of healthy eating and have followed a theme of how to care for the teeth.
253. Pupils in KS2, particularly the older ones, develop their investigative skills well. There is a consistent structure across the period for undertaking and recording investigations. Pupils co-operate effectively in groups when collecting evidence for their scientific investigations. They measure accurately and record their work purposefully in the form of charts, diagrams and graphs. They arrive at simple conclusions based on the evidence they have collected.
254. The youngest pupils in KS2 develop their knowledge of the structure of scientific experiments and use this structure to build and test electrical circuits. In subsequent lessons, pupils carry out investigations on this theme for themselves. At the end of KS2, pupils use their knowledge of electricity well to discuss confidently and to express their understanding of circuits and switches. In their discussions, they use scientific terms accurately.
255. Across KS2, development is seen in the knowledge and understanding of the human body. Pupils label different parts accurately and they have a strong awareness of the importance of healthy eating. They come to realise that eating the correct foods is key to keeping healthy.
256. At the end of KS2, pupils are able to recall the information gained from previous lessons well. They use technical terms and scientific vocabulary well to explain specific understanding. In their work on sound, they know how sound is created on various musical instruments. They predict accurately and can prove how pitch is changed by increasing or reducing the tightness of the strings.
257. The emphasis on developing the key skills and pupils' learning skills is the basis of the good standards prevailing across KS2.

## **Shortcomings**

258. Overall, pupils in KS1 are not given sufficient opportunities to practise enough of the skills involved in scientific enquiry and they do not have a grasp of the simplest properties of fair testing.
259. The pupils' ability in KS1 to describe and record their work in science is not sufficiently developed.

## **Design and technology**

**Key Stage 1 - Grade 3: good features outweigh shortcomings**

**Key Stage 2 - Grade 3: good features outweigh shortcomings**

### **Good features**

260. Pupils in both key stages are fairly familiar with the designing and making process. They can refer to previously learnt work fairly confidently although some pupils at the end of KS2 are uncertain of the boundaries between science, art and design and technology and the type of skills they need to utilise to achieve an unit of work within design and technology.
261. In KS1, pupils understand the value of research into puppets made commercially in order to influence their own ideas. They can talk about their ideas to resolve the task in hand and the majority develop appropriate cutting out and decorating skills, when choosing different materials, colours and textures to dress their puppet. They show some understanding that materials behave in different ways. They can make simple decisions regarding their ideas and their ability to record their ideas fairly independently is developing.
262. In KS2, when undertaking food technology activities pupils are aware of the importance of hygiene and safety when cutting and mixing the ingredients, and discuss the appearance and taste of the product.
263. In classes where the best practice is seen at the beginning of KS2, pupils are developing effective independent working skills and they show a good grasp of the processes of designing, making, testing, evaluating and improving. Their measuring, marking and cutting out skills are good and they talk confidently about the way they respond to the original specification. They make appropriate choices based on their research into the specification and they are aware of the importance of making a prototype to test their original ideas.
264. A number of pupils at the beginning of KS2 achieve good standards.

### **Shortcomings**

265. Design skills are not sufficiently firmly embedded across the school.
266. A significant number of pupils' understanding of some core making skills, such as assembling and joining materials and using suitable finishing techniques, is very insecure.
267. Pupils' skills in using control equipment consistently across both key stages are limited.
268. Pupils' understanding of the way simple mechanisms can be used to produce different types of movement is underdeveloped.

## 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

269. By the end of both key stages, pupils are able to use a wide range of programmes to support their learning across the curriculum. Information technology commands a prominent position in the way pupils record their work in a large number of areas of learning.
270. Pupils' skills in handling information technology are well developed across the school. In KS1, pupils are able to load programs and access files they have previously saved. They can handle the mouse skilfully to draw elaborate pictures.
271. They know how to use techniques and resources well to extend their original ideas and to change the presentation of text written by them in a processing program. They use the resources of the program to change colour, size and font as required.
272. In KS1, pupils use word processing programs and graphics programs confidently, making good use of the resources to change the size and colour of text. They can vary the drawing tools in a graphics package completely independently to create striking pictures. In their work on modelling, pupils throughout the key stage are able to use language and mathematics packages which reinforce their learning.
273. Pupils in KS2 build well on the disc management skills introduced in KS1. They can create and access folders which contain their work, keeping their files tidy. By the end of KS2, they become sophisticated users taking good advantage of a wide range of techniques and resources to handle and enrich their original ideas. Pupils of all abilities and ages show good progress in their skills and their knowledge and understanding of the subject.
274. Pupils in KS2 can work purposefully and confidently with a good range of hardware and software. At the beginning of the key stage, evidence was seen of pupils using a database program to represent and interpret information gathered in scientific experiments. At the higher end of the school, pupils were seen using the interactive white board independently to present information to their peers.
275. The majority are able to access the web, discovering information which is relevant to their studies within themes in history, geography and religious education. They make sensible decisions in choosing and selecting the information and a number of pupils can extract text or images from the web to place them in their own work.
276. Pupils at the higher end of the key stage are able to use presentation programs to interpret work in history, showing a good awareness of the target audience.
277. Pupils at the higher end of KS2 use e-mail confidently to contact other schools.

### Shortcomings

278. There are no significant shortcomings.

## History

**Key Stage 1 - Grade 3: good features outweigh shortcomings**

**Key Stage 2 - Grade 2: good features and no important shortcomings**

### Good features

279. Pupils in KS1 are beginning to develop a sense of chronology and they are developing an appropriate awareness of the concept of change.
280. Their knowledge and understanding of their local area is being developed through their studies and their visits in the area.
281. Across the key stage, pupils make good use of a range of stories about eminent people from the past, including famous people from Wales. Pupils in Y2, for example, show good understanding of the effect and influence of William Morgan on Wales. They can compare the life of Susan Rees with life today, noting the similarities and differences between the two periods. Pupils can discuss the changes in travel by comparing the past with today.
282. In KS2, pupils develop a good sense of the chronology of the events within the periods studied.
283. Pupils find information about life in the Victorian Era from a variety of sources by using reference books, pictures and the web. Similar studies are enriched by using appropriate artefacts. The emphasis placed on the effect of changes on the lives of people strongly influences pupils' understanding of the periods involved. They use the information appropriately to record the differences between the living conditions of families in that period and today.
284. By studying the Gresford tragedy, pupils are able to discuss the effect of local historical events on the lives of people. Pupils in Y5 and Y6 can locate the main events of that period on a timeline. Pupils' understanding was enhanced following a visit to an exhibition of the event.
285. By studying life in Wales and Britain in the Tudor period, they can identify the kings and personalities of the period. They show good progress in selecting and combining information from various sources. They use the information effectively to note some of the differences between school life in that period and their own experiences.
286. Pupils develop historical research skills through independent research. The emphasis on furthering key skills in the subject leads to good standards by accessing and discovering information and by written communication in a variety of ways, making good use of terminology.
287. At the higher end of KS2 pupils compare information from various sources and consider various viewpoints within those sources.
288. Pupils have good knowledge of some of the events and characters in the history of Wales. There is more depth to the work where emphasis is placed on the local and Welsh dimension.

### Shortcomings

289. In KS1, pupils do not make enough use of timelines to locate people and events in history.

290. Their depth and width of knowledge is satisfactory. The emphasis on developing skills within the subject is not given appropriate attention.

## 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

291. Pupils in KS1 can gather evidence from various sources such as pictures, photographs and from information books.
292. Pupils develop their knowledge of the local area and can identify and name some physical and human features. They can discuss the features and location of their homes. Pupils are aware of the different features of local buildings. They undertake visits to develop geographical understanding and knowledge. They are beginning to follow simple plans and paths.
293. Pupils know about the main features of the weather; they understand seasonal changes.
294. They can compare the rural area of Llanrhaeadr ym Mochnant with the urban area of Wrexham, differentiating and classifying according to geographical features. Pupils are able to discuss confidently how the differences between these contrasting areas affect the inhabitants who live there. This work is enhanced by field visits.
295. Pupils use computer programs to find information about different areas.
296. Pupils' geographical skills across KS2 are good. Pupils in Y3 and Y4 can find temperature by reading a thermometer scale, they use the Beaufort scale to measure wind velocity and they can use the points of a compass confidently.
297. Pupils' geographical skills in Y5 and Y6 are good with some very good elements. The emphasis is placed on work relating to protecting the environment for the future. Pupils are aware of the importance of sustainable development and global citizenship. They understand how people can have an effect on the environment and why it is important to protect it. They are confident in discussing the effect of building a by-pass on the area and its environment. They can identify with different viewpoints relating to this matter.
298. They can present findings in a number of forms including presenting data and findings in the form of graphs and tables.
299. Mapping skills are developed effectively. The majority are able to locate using four figure coordinates and some are able to use six figure references. They are able to use a map key and signs and can create their own questions for investigative work. They use several sources including aerial photographs.
300. Good use is made of the Internet for research work by the eldest pupils.

### Shortcomings

301. The mapping skills and geographical research skills of KS1 pupils and their ability to use a variety of sources are not sufficiently developed.

<b>Art</b>
------------

**Key Stage 1 - Grade 2: good features and no important shortcomings**

**Key Stage 2 - Grade 1: good with outstanding features**

**Good features**

302. Pupils in KS1 and KS2 take good advantage of opportunities to use a range of materials and equipment in art lessons.
303. Pupils use techniques learnt in art lessons to deepen their experiences in their work across the curriculum, for example, advantage is taken of opportunities to combine various environmental themes with the work in art by creating multi-media pictures to display in the hall.
304. In KS1, pupils are given good experiences of working in a variety of media such as painting, drawing, collage work and printing. They make good progress in their skills when responding creatively to other people's methods and ideas. Following a study of the work and style of Matisse, good two-dimensional work was produced in drawing and printing and this knowledge was further applied in collage work and clay.
305. Pupils explore visual features such as line, colour, pattern and shape effectively. Pupils' knowledge of colour mixing work is good and this was applied in painting work on pirates.
306. In KS2, pupils develop very good observational skills and show awareness of colour and tone, form and pattern in their work. Pupils build on their experimental and investigative skills and they undertake detailed studies, such as their work on portraits. They have combined this drawing work with the use of digital photography to create very good imagery drawing work.
307. They develop their knowledge of famous artists by studying and imitating their style and techniques. Their study of the works of Picasso has produced colourful displays and has enriched their understanding of colour. Pupils' understanding of the effectiveness of mixing primary and secondary colours is very good.
308. Across KS2, and particularly in Y6, pupils' understanding and appreciation of the work of Welsh artists is very good and they imitate their techniques effectively. They have had a number of experiences of experimenting and researching artists such as William Morris and Cefyn Burgess and they are very confident in discussing pattern, tone, colour, texture and the background of work in a study of textiles.
309. Pupils are very confident in evaluating their work, in comparing their work with the work of pupils and painters. They can use aesthetic and technological vocabulary easily and effectively.
310. Pupils' understanding is developed by visiting exhibitions and visits are occasionally used as a basis for artwork. Effective three-dimensional work was produced on a visit to Erddig. These experiences enrich their creative development.

**Shortcomings**

311. There are no significant shortcomings.

## Music

**Key Stage 1 - Grade 2: good features and no important shortcomings**

**Key Stage 2 - Grade 2: good features and no important shortcomings**

### Good features

312. Pupils make good progress across both key stages in acquiring knowledge, skills and understanding in music by performing, composing and evaluating a wide range of musical styles.
313. A number use musical terminology to discuss their own performances and to describe the features of the music they listen to.
314. In KS1, pupils control different elements by singing, clapping, moving, and playing untuned instruments. They create imaginative musical pictures and respond positively when listening to music.
315. Pupils in KS2 are developing the ability to apply their understanding of different elements to aspects of their work. They use a wide range of musical instruments and succeed in keeping their part confidently when performing in small groups. They make satisfactory progress in using the pentatonic scale when composing.
316. The compact disc made by pupils of sound pictures of the route of the River Dee shows considerable understanding and imagination.
317. In general, the quality of pupils' singing is good. They know a wide range of songs and a number understand the need to breathe and articulate clearly.
318. Those pupils who practise *Cerdd Dant* do so with enjoyment and they are eager to improve the technical quality of their singing.
319. A number of pupils benefit from the experience of having individual instrumental lessons. The majority make good progress and thereby contribute usefully to class lessons.

### Shortcomings

320. There are no significant shortcomings.

## Physical education

**Key Stage 1 - Grade 1: good with outstanding features**

**Key Stage 2 - Grade 1: good with outstanding features**

### Good features

321. In both key stages, pupils apply themselves energetically to their activities showing a very strong element of self-control and self-motivation. They dress appropriately for their lessons and show very good awareness of the rules of the gymnasium. They are neat in setting up and collecting resources and they co-operate effectively.
322. In the gymnastics lesson seen in KS1 pupils show very good skills in creating a sequence of movements. They use space very effectively and a large number succeed in creating graceful movements that flow smoothly. They are able to maintain shape well and work confidently, transferring weight from the feet to

- the hands and keeping their balance. They can evaluate their own and each other's work, referring to strengths and to things that could be done in order to improve.
323. Pupils understand the advantages of exercising regularly. They know that exercising the body is important for the welfare of the heart and they also realise that participating in sporting activities is fun.
324. In KS2, pupils build well on their previous skills. By the time they reach the higher end of the school they show good balance in their movements. They recall previous work, using this information to influence their current work.
325. They use equipment carefully and effectively. They control their movements well and the vast majority of pupils move gracefully, creating sophisticated patterns and movements. This is an outstanding feature. They can evaluate their own performance and suggest ideas regarding improving each other's performances. Pupils benefit from observing the good practice of others within the class and they set about to refine their own movements as a result of this.
326. In games activities they co-operate very well with each other and they achieve excellent standards in creating rules for a game using a ball and then in discussing tactics.
327. Pupils in both key stages benefit from a wide range of extra-curricular sports activities. They are given an opportunity to improve their football skills with training sessions by representatives from Wrexham Football Club. In these activities, pupils show the ability to find space and work together as a team. The school football team has had considerable success when competing in county tournaments.

### **Shortcomings**

328. There are no obvious shortcomings.

### **Religious education**

**Key Stage 1 - Grade 3: good features outweigh shortcomings**

**Key Stage 2 - Grade 3: good features outweigh shortcomings**

329. The school follows the LEA's agreed Syllabus.

#### **Good features**

330. From the nursery unit up to the end of KS2, pupils learn tolerance and respect towards others. They understand the value of their place within their families, the school and the community of which they are part.
331. They celebrate the events of the Christian calendar by visiting the local church or chapel and by taking part in services to celebrate Thanksgiving, Christmas and Easter. They demonstrate a fairly good understanding of the significance of these festivals.
332. Pupils from both key stages know a number of stories from the Old and New Testament.
333. In KS1, pupils have a basic knowledge of some aspects of the customs and beliefs of the Jewish faith.

334. In KS2, pupils have a basic knowledge of some aspects of the customs and beliefs of the Jewish and Hindu faiths.
335. Pupils have a good grasp of the lives of famous people who came to prominence because of their religious and moral beliefs. They understand the significance and influence of these people.
336. In both key stages, pupils develop a good awareness of personal and social issues in their religious education studies.

### **Shortcomings**

337. Pupils in KS1 do not show enough understanding of the work undertaken in their religious education studies. They are hesitant in recalling this work.
338. In KS2, pupils' understanding of other religions is very superficial. Consequently, their ability to compare Christianity with other religions is very limited.

### **School's response to the inspection**

The governing body of Ysgol Bodhyfryd welcomes the inspection findings. We are pleased that the report notes that the school has improved over recent years and that it continues to improve.

We are pleased that the inspection team has judged that the standard of teaching, and pupils' standards of achievement, are significantly higher than Welsh Assembly Government targets and compare favourably with similar schools. These standards confirm that the school is on the right path and that the work of the headteacher and the management team, as well as teaching and support staff have set a direction for the school while aiming for improvement over recent years.

We are pleased that the inspection team acknowledges the good work done on the three current main priorities of the SDP. This report gives a new boost for the school to continue to aim for improvement over the next few years

We would like to note that further training in Child Protection has been held following the inspection findings. We note that the school operates according to the Wrexham LEA guidelines of Child Safety, and has continued to work very closely with the LEA and other relevant agencies to ensure that each child receives the best care.

We accept that the inspection recommendations are fair and in responding to them, are going to have a positive influence on school efficiency. Our intention is to ensure that Ysgol Bodhyfryd continues to develop the education we offer and that all pupils reach the utmost of their ability.

## Appendix A

### Basic information about the school

Name of school	Ysgol Gynradd Gymraeg Bodhyfryd
School type	Primary
Age-range of pupils	4-11
Address of school	Brynycabanau Road Hightown Wrexham
Post-Code	LL13 7DA
Telephone Number	01978 351168

Headteacher	Geraint Jones
Date of appointment	June 1999
Chair of Governors	Rev Trefor Jones-Morris
Registered Inspector	Aled Evans
Dates of inspection	28 February – 4 March 2005

## Appendix B

### 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	19	39	50	46	26	34	31	35	280

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	13	3	14.8

Staffing information		
Pupil: teacher (fte) ratio (excluding nursery and special classes)		20:1
Average class size, excluding nursery and special classes		24
Teacher (fte): class ratio		1:1

Percentage attendance for three complete terms prior to the inspection				
Term	R	KS1	KS2	Whole School
Autumn 2003	95%	95%	95%	95%
Spring 2004	95%	95%	95%	95%
Summer 2004	92%	95%	94%	94%

Percentage of pupils entitled to free school meals	13%
Number of pupils excluded during 12 months prior to inspection	3

## Appendix C

### National Curriculum Assessment Results

#### End of Key Stage 1:

National Curriculum KS1 Assessment Results 2004			Number of pupils in Y2:					25	
Percentage of pupils at each level									
			D	W	1	2	3	4	
Welsh	Teacher Assessment	School	4	4	0	72	20	0	
		National	1	1	11	64	23	0	
Welsh: oracy	Teacher Assessment	School	4	4	0	80	12	0	
		National	1	2	12	63	22	0	
Welsh: reading	Teacher Assessment	School	4	4	24	48	20	0	
		National	1	3	17	59	21	0	
Welsh: writing	Teacher Assessment	School	4	4	24	48	20	0	
		National	1	3	20	65	10	0	
Mathematics	Teacher Assessment	School	4	0	11	63	24	0	
		National	0	2	11	63	24	0	
Science	Teacher Assessment	School	4	0	12	76	8	0	
		National	0	2	10	66	22	0	

#### End of Key Stage 2:

National Curriculum KS2 Assessment Results 2004				Number of pupils in Y6:								54	
Percentage of pupils at each level													
			D	A	F	W	1	2	3	4	5	6	
English	Teacher Assessment	School						6.0	7.4	38.9	48.1	0	
		National	0.5	0.1		0.4	0.7	5.0	16.4	46.1	30.4	0.1	
	Task /Task	School						5.9	3.9	25.5	63.5	0	
		National	0.5	1.2		0	0	3.5	12.6	42.2	36.8	0	
Welsh	Teacher Assessment	School					0	5.6	9.3	57.4	27.8	0	
		National	1.0	0.0		0.4	0.7	3.3	17.1	48.9	27.8	0	
	Test /Task	School					0	5.8	7.7	71.2	15.3	0	
		National	1.2	1.1		0	0	2.4	15.2	48.6	30.2	0	
Mathematics	Teacher Assessment	Ysgol						3.7	7.4	61.1	27.8	0	
		National	0.4	0.1		0.3	0.5	3.4	17.2	46.3	31.4	0.1	
	Test /Task	School					0	3.9	5.9	56.9	33.3	0	
		National	0.5	1.4		0	0	3.3	15.3	42.9	35.5	0	
Science	Teacher Assessment	School						1.9	5.6	63.0	29.6	0	
		National	0.4	0.1		0.3	0.3	1.4	10.7	50.0	36.5	0	
	Test /Task	School						0	5.9	74.5	19.6	0	
		National	0.5	1.3		0.0	0.0	0.7	7.7	50.7	38.7	0	

D Pupils who are disapplied 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

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	87%	In the school	88%
In Wales	72%	In Wales	72%

## Appendix D

### Evidence base of the inspection

- The school was inspected by a team of four inspectors, including a lay inspector, over a period of four and a half days.
- The assistant head was the nominee, and he played an extended role during the inspection.
- Fifty-one lessons or parts of lessons, as well as a selection of pupils' practical and written work, were inspected.
- Registration activities, collective worship and extra-curricular activities were witnessed.
- Discussions were held with a wide range of staff and pupils about their work.
- All the documents presented by the school before and during the inspection were analysed.
- Pre-inspection meetings were held with the staff, parents and governing body.
- Seventy-seven parents expressed their views through the questionnaire distributed and 25 parents attended the pre-inspection meeting.
- All the findings were reported back to staff and the governing body.

## Appendix E

### Composition and responsibilities of the inspection team

Team Member	Responsibilities	Subjects
A Evans (Registered Inspector)	Context, summary and recommendations, key questions 1, 5, and 6	mathematics, information technology, physical education, design and technology
M Meredith-Jones	Key questions 2 and 4	under-fives education, English, music, religious education
I James	Key questions 3 and 7	Welsh, science, history, art, geography
G Jones	Contribution towards each of the seven key questions	

### ***Acknowledgement***

***The inspectors would like to thank the governors, headteacher, staff, pupils and parents of the school for their co-operation during the inspection.***

**Inspection Under Section 10 Of The  
Schools Inspection Act 1996**

**A SUMMARY REPORT FOR PARENTS**

**YSGOL GYNRADD GYMRAEG BODHYFRYD**  
Bryncabanau Road  
Hightown  
Wrexham  
LL13 7DA

**School Number: 665/2238**

**Date of Inspection: 28 February – 4 March 2005**

**by**

**Mr Aled Evans**

**79226**

**Date: 5 May 2005**

**Under Estyn contract number: T/122/04P**

## © Crown Copyright 2005

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and the source and date thereof are stated.

Copies of this report are available from the school. Under the School Inspections Act 1996, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

**Ysgol Gynradd Gymraeg Bodhyfryd** was inspected as part of a national programme of school inspection. The purpose of the Report 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 process of inspecting all schools within a six-year cycle is also designed to give parents more information about their child's 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.

An inspection of **Ysgol Gynradd Gymraeg Bodhyfryd** took place between **28 February and 4 March 2005**. An independent team of four inspectors, led by **Mr Aled Evans** 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. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation, and the source and date thereof are stated.

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

Name of school	Ysgol Gynradd Gymraeg Bodhyfryd
School type	Primary
Age-range of pupils	4-11
Address of school	Brynycabanau Road Hightown Wrexham
Post-Code	LL13 7DA
Telephone Number	01978 351168

Headteacher	Geraint Jones
Date of appointment	June 1999
Chair of Governors	Rev Trefor Jones-Morris
Registered Inspector	Aled Evans
Dates of inspection	28 February – 4 March 2005

## Context

### The nature of the provider

1. This designated Welsh school is situated in the eastern part of the town of Wrexham. According to the information provided by the school the area is described as disadvantaged but it is emphasised that pupils come to the school from all parts of Wrexham and that their social backgrounds are varied. Thirteen per cent of pupils are entitled to free school meals. This number has fallen consistently since the last inspection when it was 22%.
2. Of the 300 pupils who attend the school a little more than 40 come from homes where Welsh is the main language. The numbers on roll have been fairly consistent over the last four years at about 300. According to the information provided by the school, 100% of the school population speak Welsh as a first language or to an equivalent standard. Welsh is the main medium of the life and work of the school but the aim is to ensure that pupils are fully bilingual by the time they transfer to the secondary sector.
3. Approximately eight per cent of full-time pupils have been identified as having special educational needs (SEN) and another five pupils have a statement of SEN. A Special Needs Education Unit, which serves other Welsh-medium schools within the authority, has been established within the school.
4. The school was last inspected in the autumn term 1998. The present headteacher took up his post a year later. Of the 13 present teaching staff, six have been appointed since the last inspection. There are 12 full-time members of teaching staff and one part-time teacher. They are supported by eight members of support staff.

### The school's priorities and targets

5. Three priorities have been listed in the current school development plan (SDP), namely:
  - raising standards in spoken Welsh across the school;
  - improving design and technology standards across the school, and
  - developing systems to encourage and acknowledge good behaviour and standardise the means of dealing with unacceptable behaviour.

### Summary

6. Ysgol Gynradd Gymraeg Bodhyfryd is a school which has improved and is continuing to improve. There has been progress in the school's standards in most of the areas of learning since the last inspection. Overall, good education is provided with some outstanding features. The inspection team agreed with the judgements made by the school in the self-evaluation document relating to three of the seven key questions.

## Table of grades awarded

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

## Standards

7. Pupils' standards of achievement in subjects during the lessons observed are as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
18%	55%	23%	4%	0%

8. Pupils' standards of achievement are considerably higher than the Welsh Assembly Government's all-Wales targets of 95% of standards being satisfactory and 50% being good or better.

9. Standards achieved by the under-fives in the areas of learning are as follows:

<b>Areas of learning</b>	<b>Nursery</b>	<b>Reception</b>
Language, literacy and communication	Grade 2	Grade 2
Personal and social development	Grade 1	Grade 2
Mathematical development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 1	Grade 2
Creative development	Grade 2	Grade 2
Physical development	Grade 1	Grade 1

10. In this inspection, all subjects in Key Stage (KS) 1 and KS2 were inspected. Pupils' standards of achievement are as follows:

<b>Subject</b>	<b>KS1</b>	<b>KS2</b>
Welsh	2	2
English	-	2
Mathematics	2	2
Science	3	2
Design and technology	3	3
Information technology	2	2
History	3	2
Geography	2	2
Art	2	1
Music	2	2
Physical education	1	1
Religious education	3	3

11. The overall quality of the educational provision for the under-fives is appropriate to their needs, and children make good progress towards the Desirable Outcomes for Children's Learning.
12. The under-fives make good progress in developing their communication and mathematical skills, and in using their information technology skills across the six areas of learning of the Desirable Outcomes.
13. Nursery children make very good progress in their personal and social development and this is effectively sustained throughout both key stages. This is an outstanding feature.
14. Pupils throughout the school make good progress in the key skills of literacy and numeracy and in using information and communication technology (ICT).
15. Pupils across the school achieve good standards in their knowledge and understanding and in general pupils make good progress towards fulfilling their potential. Pupils' ability to use the skills that they require to develop into more independent learners is underdeveloped and they do not show a sufficiently firm understanding of the standards they achieve or of what they need to do to improve.
16. The standards they achieve in National Curriculum (NC) subjects are good overall. Excellent standards are achieved in physical education in both key stages and in art in KS2. Standards in design and technology and religious education are satisfactory across the school. In KS1, the shortcomings in pupils' standards in science and history are outweighed by good features.
17. Pupils in both key stages listen well, responding sensibly to their teachers and peers.
18. Pupils achieve good standards of bilingualism. Pupils in KS2 can speak, read and write in both languages, moving quite confidently from one language to the other.
19. Pupils placed on the school's SEN register achieve appropriate standards and a number are removed from the register once they have met the targets set for them.
20. According to the 2004 results, the percentage of pupils at the end of KS1 who attain the national expected levels is lower than the county and national averages in all the core subjects. At the end of KS2, the percentage is higher in all the core subjects. When compared with similar schools nationally, pupils' performance at the end of KS1 is lower than most in Welsh and mathematics but better than most in science and the core subject indicator (CSI). In KS2, when compared with similar schools, pupils' performance is higher than most in all subjects and in the CSI.
21. Pupils' behaviour and attitudes during lessons, during breaks and assemblies are very good and this has a positive effect on their learning and on their contribution to the life of the school in general.
22. Over the last three terms the average attendance is good, at 95%.
23. The substantial numbers who arrive at school late disturb the life and work of the school daily. There are good links between the school and the community and the pupils benefit greatly from these links.

## The quality of education and training

24. There is consistently good teaching across both key stages. During the inspection the quality of teaching in the 51 lessons observed was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
23%	53%	20%	4%	0%

25. The quality of teaching in the lessons observed is well above the Welsh Assembly Government's targets of 95% of lessons being satisfactory and 50% good or better.
26. Teachers maintain a caring and supportive relationship with the pupils. They know the pupils well and ensure equal opportunities for them irrespective of their race, gender or ability.
27. Teachers have good specialism in the subjects they teach; this is effectively reinforced by the practice of team teaching and exchanging classes. They promote pupils' bilingual skills consistently and effectively.
28. There are appropriate short-term and long-term plans for the subjects taught. However, there is insufficient planning to extend higher ability pupils, or in fact to challenge pupils of every ability. The planning for the key skills is not sufficiently detailed across the whole school. As a result, the provision is inconsistent and there is not the same detail and depth in all skills.
29. Teachers assess pupils' progress and achievements in the core subjects and in the majority of foundation subjects fairly, accurately and consistently. But this procedure needs to be further refined and extended to all subjects.
30. The school has recently established progress tracking and self-assessment systems for pupils. These systems are not sufficiently embedded so as to be able to measure their effectiveness.
31. The quality of the annual reports to parents on pupils' progress is good overall. The present format of the report does not enable parents to respond to its content although the school does offer parents the opportunity to come to the school to discuss their children's progress after they have received the report.
32. The school implements its policy on equal opportunities well and good efforts are made to promote equality in an extensive number of school activities.
33. Pupils' spiritual, moral, social and cultural development is promoted well through the variety of experiences offered to them and which are offered by the pupils themselves. As a result, they have a clear sense of ownership and responsibility towards each other and their environment.
34. The quality of care provided by the school for pupils is good overall. However, as there is no Child Protection policy, the school's procedures in this area are unclear and inconsistent.
35. The school is a caring and organised community and pupils are well supervised during break and lunch periods. However, parents' practice of parking untidily in front of the school's main entrance creates grave safety risks for pupils.
36. The school conforms to statutory requirements as regards daily worship and some opportunities are allowed for pupils to reflect quietly during these periods.

37. The school makes an effort to maintain a good partnership with parents and the vast majority of questionnaires returned stated that they were satisfied with the progress and standards of work of their children and the values promoted by the school. The school plays an important part within the local community and has strived to foster strong links. A good partnership with Ysgol Gyfun Morgan Llwyd has been established and this helps the process of transferring pupils from Y6. The collaboration with other Welsh medium primary schools within the area is a very good feature. The partnership with industry is satisfactory.
38. Although the governors' annual report to parents and the Parent Handbook are comprehensive they do not meet statutory requirements, and the Home/School Agreement has not been distributed to new parents for a number of years.

### **Leadership and management**

39. The headteacher offers conscientious day-to-day leadership. His presence around the school contributes to setting a clear direction for its life and work.
40. Agreed values and aims in relation to culture and behaviour are well reflected and the Welsh language is effectively promoted as the main medium of the life and work of the school by all the staff.
41. The school teaching staff work together well as a team and there is a clear sense of striving for the same aim in relation to maintaining and improving standards. The school support staff also contribute towards developing this positive ethos.
42. The self-evaluation process in the school is underdeveloped. Some useful and beneficial procedures have been established but as yet they are not co-ordinated sufficiently effectively in order to contribute to a full picture of the school's performance.
43. Staff performance is regularly monitored by the headteacher. However, the records tend to be over-descriptive and they do not offer recommendations or targets for improvement.
44. Subject leaders have a good awareness of the strengths and weaknesses within their areas of responsibility. They are given an opportunity to record this formally but not enough is done with this information to influence standards.
45. The SDP is a document which sets a clear lead for school development, however, there is insufficient whole staff awareness of the document for it to be considered wholly effective.
46. The budget is carefully managed by the headteacher and the administrative officer in consultation with the governing body and expenditure is appropriately linked with school priorities.
47. The governing body meets regularly and is very supportive of the work of the school. Members understand their roles well and they contribute effectively to strategic planning. Through discussions with staff and visits to the school, members play an increasing part in the work of monitoring standards and quality.
48. A self-evaluation document, which appropriately details a number of the school's strengths and weaknesses, has been prepared. Although the document offers a fairly comprehensive picture of the life and work of the school in relation to the seven key questions, the evidence relating to some important aspects is incomplete.

49. The school does not have a self-evaluation policy which clearly describes the type of procedures the school needs to establish in order to gather firm evidence as to its own performance. The school's parents have not been formally consulted and the views of learners, staff or other interested parties have not been sought.
50. The school's analysis of its performance at the end of both key stages is insecure and not enough is done to interpret the data by referring to benchmarking comparisons.
51. Minutes of staff meetings are not kept and consequently whole-school decisions, which standardise the means the school is expected to operate, are not formally recorded.
52. The school has a good complement of teaching staff to deliver the curriculum and they are effectively deployed. Good use is made of the resources available for each age range and, overall, for every subject.
53. All key issues from the previous inspection report have been thoroughly addressed and the school has succeeded in moving forward in relation to each one. The progress in relation to some is more evident than others.

## **Recommendations**

In order to improve the school in the areas inspected, the staff and governing body need to:

- R1 maintain the good and very good standards, and improve the satisfactory and unsatisfactory standards by addressing the shortcomings identified in the body of the report;
- R2 ensure that pupils' learning activities are more challenging;
- R3 plan the self-evaluation process so that it is more dependent on a wider evidence base;
- R4 ensure that the following documents meet the statutory requirements:
  - the school handbook;
  - governors' annual report to parents;
  - home-school agreement, and
  - the child protection policy;
- R5 ensure that whole-school procedures, such as planning and sharing assessment data, are more effectively co-ordinated so that they are more consistent and thorough;
- R6 improve the parking arrangements for dropping and collecting children at the beginning and end of the day.

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.

### ***Acknowledgement***

***The inspectors would like to thank the governors, headteacher, staff, pupils and parents of the school for their co-operation during the inspection.***