

INSPECTION UNDER SECTION 10 OF THE
SCHOOL INSPECTIONS ACT 1996

*BRYN PENNANT COMMUNITY
PRIMARY SCHOOL*

Maes Pennant Estate

Mostyn

Flintshire

School Number: 664-2046

Date of Inspection: 29-31 March 2004

by

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Registered Inspector

Date: 04 June 2004

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CURRICULUM NOMENCLATURE AND KEY STAGES

A new nomenclature to describe pupils' progress through school was introduced in 1989. This system of numbering year groups from the start of compulsory schooling to age 18 is intended to ease communication among schools, governing bodies, parents and LEAs and emphasise the importance of continuity.

The term "Reception" (R) is applied to the year group of pupils in a primary school (not a nursery class) who attain the age of 5 during the academic year. "Year 1" (Y1) is applied to the year group of pupils who attain the age of 6 during the academic year and so on to Y13, the year group who attain the age of 18 during the academic year:

{PRIVATE }	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Years	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18

Key Stage(KS) 1 of the national curriculum consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

GRADE DESCRIPTIONS

The five-point grading scale used to represent the main judgements in this report is as follows:

1. Very good: many good features, some of them outstanding.
2. Good: good features and no major shortcomings.
3. Satisfactory: good features outweigh some shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

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1. CONTEXT

The school and its priorities

Ysgol Bryn Pennant, located in a municipal estate in a rural area of Flintshire, provides education for boys and girls aged from 3-11 years. Pupils are drawn from the surrounding area, which has high levels of deprivation and where the level of further and higher education is among the lowest in Wales. Over one-third of pupils are entitled to free school meals; this has recently been as high as one-half. As a result, although attainment on entry covers the whole range, most pupils arrive with below average attainment and few arrive with high attainment. The proportion of pupils with special educational needs (SEN) is above average overall, and there is a higher than average percentage of pupils with statements of SEN.

There are currently 84 pupils on roll, as well as six children attending the nursery each morning. The roll has steadily declined since the previous inspection, as a result of the falling child population in the area, but this is set to increase in the near future. There are four mixed-age classes, each covering two school years. All pupils come from English-speaking homes with no pupils from minority ethnic heritages.

The headteacher and governors see the community focus of the school as a crucial identifying feature. They aim to listen to the community, discovering the needs of the many extended families. A key objective is to operate within an open atmosphere, seeking to produce children who are stable and who, in turn, value the community.

Current areas for development identified in the school development plan (SDP) focus on continuing improvement in management skills, staff training and the environment. The school is committed to curriculum development in terms of promoting key skills, including family numeracy and the promotion of spelling. Longer-term objectives include Internet use, improving SEN resources, the introduction of different teaching methodologies for different learning styles, improving sports facilities, developing links with industry and promoting a healthy lifestyle.

2. MAIN FINDINGS

The main findings of the report

Ysgol Bryn Pennant is an effective and improving school that provides well for its pupils and takes good account of the needs of the community. It provides a secure grounding in core skills and, in addition to providing pupils with their full National Curriculum (NC) entitlement, offers a secure and supportive environment within which personal development is promoted well. Since the previous inspection, in June 1998, despite the difficulties associated with a decline in pupil numbers, there has been good improvement in the quality of education, which has impacted well on standards of achievement by the end of key stage (KS) 2. The school continues to give good value for money.

- Children achieve well overall in the early years provision, making good progress towards the desirable learning outcomes for children of this age.

- Standards in the six areas of learning are as follows:

	Nursery	Reception
Language, Literacy and Communication Skills	Good	Good
Personal and Social Development	Good	Good
Mathematical Development	Good	Good
Knowledge and Understanding of the World	Good	Good
Physical Development	Satisfactory	Satisfactory
Creative Development	Good	Good

- In KS1 and KS2, pupils, make good overall progress, often from a low base of skills and knowledge. Current standards of achievement in the different subjects of the NC are as follows:

Subject	KS1	KS2
English	Good	Satisfactory
Mathematics	Good	Good
Science	Good	Good
Welsh	Good	Good
Design and technology	Good	Satisfactory
Information technology	Good	Good
History	Good	Good
Geography	Good	Satisfactory
Art	Good	Good
Music	Good	Good
Physical education	Good	Good
Religious education	Satisfactory	Satisfactory

- Comparison with previous years' results to establish a year-on-year variation, or with those of other schools does not give a reliable picture of standards, given the size of the cohort and the levels of SEN identified. This is reflected in the variation in forward targets, based on pupils' prior attainments. However, over the previous five-year period, the trend is upward although it does not match the overall improvement in Wales as a whole.
- As a result of these fluctuations, no consistent conclusion can be drawn from such comparisons, so that standards need to be seen in terms of individual progress towards targets, especially as predicted by standardised tests. In 2003, these targets were met in mathematics and exceeded in science, but fell short in English. There are no significant or consistent differences between the attainments of girls and boys.
- Pupils with SEN make good progress and achieve well in relation to the targets in their individual education plans (IEPs).

- Pupils show good overall standards in the application of the key skills of communication and numeracy across the curriculum. The standards achieved in each area are as follows:

Key Skill	KS1	KS2
Speaking	Good	Good
Listening	Good	Good
Reading	Satisfactory	Satisfactory
Writing	Satisfactory	Satisfactory
Overall literacy/communication	Satisfactory	Satisfactory
Numeracy and application of number	Very good	Very good
Information and communications technology (ICT)	Good	Good

- Provision to support pupils' moral, social and cultural development is good and pupils respond well. Provision for pupils' spiritual development is satisfactory although there are shortcomings in the support given to this through religious education and worship.
- The school makes very good arrangements to promote high standards of behaviour and these are reflected in pupils' behaviour, which is consistently good both in class and around the school. Although pupils encounter few members of minority ethnic communities, the school works successfully to promote positive attitudes to inclusion and to ensure that pupils do not develop racist stereotypes.
- Attendance and punctuality are satisfactory, but there are shortcomings in the way that the school monitors and promotes good attendance.
- Teaching is good overall. During the inspection, it was good in most lessons seen in KS1 and KS2. It was very good at times and was never unsatisfactory. Good and very good teaching was seen from all three teachers. The strongest feature was the extent to which work was planned to meet the wide range of age and ability found in each class. For early years children, the teaching seen was consistently satisfactory, but suffered from the shortcoming that the supply teacher covering the absence of the substantive teacher did not have access to the detailed planning and assessment information necessary to match work closely to children's needs and abilities.
- The overall quality of assessment, recording and reporting on the pupils' progress is satisfactory. It is good in core subjects but there are weaknesses in the arrangements for the assessment of foundation subjects.
- The school provides a good quality curriculum, which is balanced and broad for all its pupils, as well as meeting all statutory requirements and offering a good range of extra-curricular opportunities. Planning for the development of key skills is good, especially in terms of numeracy skills.
- The school makes good arrangements to comply with the requirements for inclusion and the promotion of equal opportunities. This includes good provision for pupils with SEN. The school meets the requirements of the Code of Practice well and teachers work effectively to ensure that all pupils have equal access to the curriculum. Withdrawal support is carefully and sensitively organised. The provision for welfare and guidance is good overall and pupils are well looked after in the context of a safe environment.
- Partnership arrangements with both parents and the community are good; links and liaison with schools and other institutions is also good. These positive features make a good contribution to pupil's standards of achievement and their personal development. Information provided is generally good, but there are shortcomings in the contents of the prospectus and the governors' annual report to parents.

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- Self-evaluation and planning for improvement are good overall. There are good systems for identifying areas in which the school needs to move forward, but there is insufficient emphasis on measurable targets, especially in the SDP. The monitoring of teaching and learning is generally good, but systematic monitoring of the curriculum, for example for early years' children, has not been consistently sustained.
 - The school is well led and resources are very carefully and efficiently used, with a very high standard of financial management. The school is adequately staffed for the number of pupils, and resources are good overall.
 - The accommodation is very spacious, including good amounts of play space. The school makes very effective use of internal facilities, but is unable to make full use of the grounds as a consequence of vandalism. There is a secure area for early years children to play, but shortcomings in this provision significantly reduce its effectiveness.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

Pupils achieve good standards overall and there are no areas of the curriculum where standards are unsatisfactory.

- During the inspection, in lessons seen, standards were satisfactory or better in all the lessons observed, including about three-quarters in which they were good. This was confirmed, in turn, through scrutiny of pupils' work and teachers' records.
- Standards of achievement of the under-fives are good and the majority of the children make good progress, albeit from a low base, towards the desirable outcomes in five of the six areas of learning appropriate to the early years. In language, literacy and communication skills, personal and social development, mathematical development, knowledge and understanding of the world and creative development standards are good. Standards in physical development, where children have limited access to equipment and opportunities to develop gross motor skills, are satisfactory
- Standards in English are good in KS1 and satisfactory in KS2. In both key stages, pupils listen attentively and make good oral contributions to lessons. They increasingly read accurately and with understanding. Pupils develop satisfactory writing skills and, in KS2, they write confidently and accurately in a range of forms, although spelling skills and the ability to write at length are not well developed.
- Standards of achievement are good in mathematics in both key stages. Pupils develop a good understanding of the basic principles of number in KS1, including an awareness of the significance of place value, and apply and build on this effectively in KS2 in a range of calculations. They learn about shape and measurement well, and use effective strategies for handling and interpreting data. In both key stages, pupils apply their skills in investigations and explain the strategies they use for solving problems.
- In science, the standards of achievement are good in both key stages. Good knowledge and understanding is underpinned and extended by the use of good investigative skills. Younger pupils understand the nature and importance of fair testing, while older pupils specify the conditions that must be met to achieve a fair test.
- In the foundation subjects, the standards achieved in both key stages are good in art, history, information technology, Welsh as second language, music and physical

education. In design and technology and geography, standards are good in KS1 and satisfactory in KS2. In both key stages, the standards achieved in religious education are satisfactory. There are no subjects in which standards are unsatisfactory in either key stage.

- Overall attainment in core subjects at KS1 in 2003, measured as the proportion of pupils assessed as achieving at least the national standard (NC level 2) in all three core subjects, was just below the average for Wales as a whole. In comparison with schools in similar environments, the school achieves above average results overall, they are above average in English, below average in mathematics and well above average in science.
- In mathematics and science, a larger proportion of pupils attain a higher level (NC level 3) than might be expected given the overall results.
- Overall attainment in core subjects in KS2 in 2003, measured as the proportion of pupils achieving at least the national standard (NC level 4), in all core subjects, in national tests, was well below the average for Wales as a whole.
- The proportion of pupils achieving higher levels, (NC level 5), in tests is well below average in all subjects. The results of teacher assessment, which may be a better indication of pupils' all-round standards in subjects, are higher in each case, but still below average.
- In terms of similar schools, results place the school in the lowest-achieving quarter in English, mathematics and overall, but in the top half for science.
- Comparison with previous years' results to establish a year-on-year variation is not entirely reliable given the size of the cohort and the variations in levels of SEN identified. This is reflected in the variation in forward targets, based on pupils' prior attainments. However, over the previous five-year period, the trend is upward although it does not match the overall improvement in Wales as a whole.
- As a result of these fluctuations, no consistent conclusion can be drawn from year-on-year results or comparisons with other schools, so that standards need to be seen in terms of individual progress towards targets, especially as predicted by standardised tests. In most years these targets are met. In 2003, these targets were met in mathematics and exceeded in science, but fell short in English. In relation, therefore, to pupils' expected attainments, standards of achievement are good overall in the core subjects.
- There are no significant or consistent differences between the attainments of girls and boys.
- Pupils with SEN make good progress and achieve well in relation to the targets in their IEPs.

3.2 Standards Achieved in Key Skills across the Curriculum

Pupils show good overall standards in the application of the key skills of communication and numeracy across the curriculum. Standards are good in speaking, listening and ICT and in numeracy, they are very good. In reading and writing, where pupils' basic skills are less secure, their cross-curricular use of these skills is, nevertheless, satisfactory.

- Pupils listen attentively to teachers and to each other. They follow instructions carefully and accurately. They have a clear understanding of what they hear and are able to follow reasoned arguments, so that they understand explanations well.

- They participate enthusiastically in the oral work that forms an important part of most lessons; older pupils, in particular, talk lucidly about their interests and describe the work they have done in a range of subjects. Pupils communicate ideas well both in the introductory and final plenary sessions and when discussing work in pairs and groups. Their vocabulary, including technical and subject-specific terms, develops appropriately and they show increasing confidence in public speaking.
- Pupils read a range of texts to support their learning in subjects across the curriculum and their reading skills enable them to follow written instructions successfully. They make good use of opportunities to research information for themselves from a range of written sources, including electronic storage and the Internet.
- They write in a range of different forms and styles when recording or reporting findings in subjects such as science, history, geography and religious education. Older pupils use drafting books to plan and revise their work. The writing is appropriately matched to its purpose and takes account of the intended audience; however there is limited extended writing and spelling is often insecure.
- Pupils use their numeracy skills very well in other subjects, particularly in science, design and technology and geography. They collect and represent data, using tally sheets and block graphs, and use measuring devices and read scales when conducting investigations in science. In physical education, they use their knowledge of number and shape very well when developing dance sequences. In class, the youngest pupils reinforce their basic number skills on a daily basis as, for example, in counting dinner numbers or in singing 'counting' songs. Older pupils use their knowledge of reflective symmetry very effectively in designing 'stained-glass windows' to illustrate work in religious education.
- The use of ICT across the curriculum is good. Throughout the school, pupils make effective use of programs designed to support literacy and numeracy development. They make extensive use of word-processing to draft and present written work. Key Stage 1 pupils enter simple data into a database and print a graph of the results. In KS2, pupils extract information from CD-ROMs such as that on 'Tudors in Wales' and use the Internet well to support learning in other subjects, particularly history and geography. They use databases and control programs in mathematics and science. They use drawing programs very effectively in art and to illustrate work in other subjects, such as religious education.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

The school makes good provision for the pupils' moral, social and cultural development, and satisfactory provision for their spiritual development.

- The school has succeeded in establishing a close family ethos in which all children feel cherished and secure. Pupils know they are valued and are making good progress in considering the needs of others.
- They respond very positively to the school's carefully considered merit and reward system, which includes kindness and courtesy to other pupils. The success of the 'buddy system' is a good example of their attitudes.
- Listening and sharing in circle time and personal and social education (PSE) are being developed steadily throughout the school.

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- Pupils understand the function and importance of school rules and appreciate what is right and wrong. They show respect to their teachers.
 - Pupils behave in a well-mannered way to visitors to the school and they work well in pairs or small groups.
 - Pupils demonstrate a sense of responsibility when spending time with younger pupils and carrying out Helpwr Heddiw duties.
 - They support charities such as the North Clwyd Animal Rescue and Red Nose Day.
 - They visit places of local cultural interest such as The Greenfield Valley.
 - The school provides a good emphasis on the Welsh dimension in culture and pupils respond well to this. They enjoy painting and writing to present the story of a Welsh folk-tale as part of the St David's Day celebrations and enthusiastically participate in a competition to identify the largest number of famous Welsh people past and present, identifying the fields in which they were famous. In this way, they become more aware of the contribution made by Welsh people across a wide spectrum of human endeavour.
 - Pupils are gaining good knowledge and understanding of life in other countries and cultures in religious education and geography. Through assemblies and work in a range of subjects, they develop an understanding of the importance of conservation and sustainable development, including an awareness of the responsibility of present generations for the well-being of future generations.
 - Whole school or key stage collective worship with a Christian approach is held regularly. Pupils usually participate in the music making in the services.
 - Older pupils are not consulted sufficiently in aspects of their education nor are they offered enough opportunities to develop their initiative, for example they currently have no residential experience or school council.
 - The pupils are not sufficiently encouraged in lessons, or in collective worship, to reflect on their own values and responses.

4.2 Behaviour and Attitudes

Standards of behaviour in the school are good. The majority of pupils have positive attitudes to learning.

- Pupils respond well to the school's very well-structured, and very sensitively applied, system of rewards for good behaviour. They move around the school quietly and respond well to praise for effort and attainment.
- Because pupils are fully aware of the class and school rules, rewards and withdrawal of privileges, discipline in the school is understated but secure.
- All teachers have high expectations of pupils' conduct and attitudes to learning. They have good knowledge of their pupils and their parents.
- The school deals appropriately and promptly with unacceptable conduct and encourages the close involvement of parents in the conduct of their children. Issues concerning bullying or any other forms of discrimination are well addressed.
- Although pupils encounter few members of minority ethnic communities, the school works successfully to promote positive attitudes to inclusion and to ensure that pupils do not develop racist stereotypes.

4.3 Attendance

Attendance and punctuality are satisfactory.

- The majority of pupils attend school regularly and on time. Lessons and school sessions start and finish on time.
- Most absences are caused because pupils are unwell. However, a significant minority of families take pupils away on holiday during term time and not all parents provide a valid reason why their children have been away from school.
- There are satisfactory arrangements to monitor attendance. However the governing body has not set any targets to improve attendance rates and there are no systems in place to improve attendance and punctuality.
- Registration periods are efficient and registers are completed on time; however they do not fully meet the requirements of the Welsh Assembly Government.

5. QUALITY OF EDUCATION

5.1 Teaching

Teaching is good overall, very good at times and never unsatisfactory.

- During the inspection, teaching was good in most lessons seen in KS1 and KS2. It was very good at times and was never unsatisfactory. Good and very good teaching was seen from all teachers.
- The strongest feature was the extent to which work was planned to meet the wide range of age and ability found in each class. Teachers' planning takes good account of the schemes of work in each subject and the two-year cycle is well used to ensure that pupils do not repeat activities unnecessarily.
- Teachers know their pupils well and manage the classes very effectively by ensuring that demands made on pupils in terms both of work and behaviour are appropriately high. Within lessons, they monitor progress well and ensure that additional help is given to those who need it, as well as providing additional activities for pupils who progress at a faster rate.
- Introductions to lessons are well managed to ensure that pupils have a clear understanding of what is expected of them. A variety of activities is offered during each lesson, with pupils working in appropriate groups and plenary sessions are used effectively to review and reinforce what has been learned. Very good relationships between teachers and pupils contribute very well to the quality of learning and enable pupils to participate confidently in oral work within lessons.
- For early years children, the teaching seen was consistently satisfactory, but suffered from the shortcoming that the supply teacher covering the absence of the substantive teacher did not have access to the detailed planning and assessment information necessary to match work closely to children's needs and abilities. As a result, work was sometimes offered that was too difficult and pupils made limited progress.
- Teachers' subject knowledge is generally good; they support one another well with particular expertise and this ensures that there is always appropriate knowledge and understanding of the subject being taught. This is especially the case where subject

specialist teachers are used, as in music, or when the headteacher offers specialist teaching in SEN and ICT.

- Teaching is very well supported by the skilled interventions by support staff, both in the early years and across the school.

5.2 Assessment, Recording and Reporting

The quality of the assessment, recording and reporting of pupils' progress is, overall, satisfactory.

- Baseline assessment occurs in the Nursery within the first half-term and, in Reception, is repeated at the beginning and end of the school year. Information gleaned from this assessment is used satisfactorily to monitor individuals' progress but there was no evidence during the inspection that this is used to plan the programme of desirable outcomes.
- The progress of pupils in the core subjects is well recorded in order to ensure progression through the school. In language and mathematics assessment arrangements are systematic and consistently implemented by staff.
- Recording of the progress made by pupils on the SEN register is carefully monitored and the information is well used to identify the way forward.
- Although teachers' planning does not consistently incorporate assessment opportunities, lesson observations demonstrate that most teachers are continuously assessing pupils' progress informally and accurately.
- Teachers mark pupils' work regularly and positively. The new marking policy suggests a two-step system leading to the setting of targets. This has not yet influenced the work throughout the school.
- The good practice in analysing assessment information in mathematics to change planning in teaching and learning is not replicated sufficiently in language and science.
- Although the available assessment data is being well analysed in order to plan for the learning opportunities of pupils with SEN, there is no similar rigour in the process relating to pupils of other abilities.
- The annual written reports provided for parents indicate that teachers know the children well. Reports include comments on 'next steps' needed, and are followed by a parents' evening in which guidance is given to parents on how they can help their child improve. However, information given to parents on their child's curriculum is often given retrospectively which limits its usefulness.
- The school holds regular open nights for discussion with parents.
- The staff are aware that the good practice established in assessing and recording progress in the core subjects is not applied as rigorously to the foundation subjects and there is planning in the SDP to address this.

5.3 Curriculum

The school provides a good quality curriculum, which is balanced and broad for all its pupils.

- The curriculum for the under-fives provides a balanced programme of learning activities that successfully promotes children's progress towards the Desirable Outcomes in the six

areas of learning. Nursery children attend part time while those in the Reception class attend full time.

- Children are taught through well-devised play activities and there is good co-operation between the teacher and nursery nurse. However, provision for important aspects of the children's physical development, particularly in gross motor skills, is underdeveloped and insufficient.
- The curriculum for KS1 and KS2 is well planned. Policies and schemes of work are in place for all subjects, to ensure that the requirements of the NC are met.
- A two-year cycle of activities ensures that pupils in mixed-age classes are not disadvantaged through repeating work. Aspects of planning for religious education are not yet fully developed, and there is an emphasis on learning about religion rather than learning from religion.
- Effective use is made of visits and visitors to extend pupils' experiences and increase the range of first-hand knowledge at their disposal.
- Provision for pupils' personal and social development is good throughout the school and the pleasant and positive atmosphere in the school promotes learning well.
- Homework is set regularly and marked by the teachers and is carried out conscientiously by the pupils. This promotes higher standards and serves as a positive link between home and school.
- The curriculum is well supported by a range of extra-curricular activities, including sport and music. Pupils make good use of these and they are well supported.
- The school promotes *Y Cwricwlwm Cymreig* well across a wide range of subjects, ensuring that the Welsh dimension in, for example, history, geography and religious education is appropriately emphasised. Pupils learn about the work of Welsh artists and musicians and participate enthusiastically in cultural events such as the St David's day eisteddfod.

5.4 Support, Guidance and Pupils' Welfare

The school offers good support and guidance to the children in its charge. Pastoral care is a strength of the school.

- Since the staff know the pupils and their families well, they are very aware of their personal needs. They deal sensitively with any issues that arise.
- Pupils know that positive attitudes to learning and good behaviour are valued in the school as much as their academic achievement and this helps them to make appropriate choices.
- Child Protection arrangements are established and fully understood by all staff.
- There is a sound Health and Safety policy, and procedures for promoting the well being, health and safety of pupils are good. The school has carried out fire and general risk assessment.
- Three members of staff have first-aid qualifications.
- Sex education is incorporated into areas of the curriculum.
- Circle time offers pupils the opportunity to discuss issues of concern to them.

5.5 Provision for Pupils with SEN

The overall provision for pupils with SEN is good. The school meets the requirements of the Code of Practice well and teachers work effectively to ensure that all pupils have equal access to the curriculum.

- Governors take their responsibility for SEN very seriously, recognising that this has always been a significant aspect of the school's work. There is a designated governor for SEN who ensures that governors are well informed about SEN provision and progress.
- The headteacher currently manages the SEN provision, including providing effective literacy support teaching to small groups, and monitoring the needs and progress of the significant minority of pupils with SEN in the school. Support sessions in literacy are carefully timetabled to coincide with English lessons in order that all pupils enjoy their full entitlement to all aspects of the NC.
- There are good systems for ensuring that the needs of pupils with SEN are recognised and met. Their difficulties are identified early through the effective use of standardised testing and an appropriate level of work is provided for them. Teachers are very effective in ensuring, through their short-term planning, that classroom tasks are well constructed to meet the needs of individual pupils.
- Careful records are kept of the progress of pupils who have been identified as having SEN and these contribute well to the overall quality of SEN provision through effective shared use of the information contained in them for planning future work.
- The SEN register is detailed and regularly updated. The role of the headteacher as SEN co-ordinator (SENCO) as well as providing support, demonstrates a strong commitment to SEN on the part of the senior management team.
- Individual education plans, which are updated and reviewed regularly, are detailed, well constructed and address the needs of the pupils well. Expectations of all participants are clearly set out, targets are set and teachers, parents and pupils participate in both setting and reviewing them.
- All staff work in close co-operation and there is good liaison between the headteacher and class teachers in terms of the programmes for the pupils with SEN, in order that targets in the IEPs are consistently addressed.
- There is good in-class support for pupils who have statements of SEN, and Annual Review procedures are properly conducted, involving teachers, parents and other agencies.
- Any gifted and talented pupils are well catered for through extra-curricular clubs and community links such as that with the 'Clocktower' organisation. Mostyn has a good tradition of producing professional footballers and this is encouraged, along with other sporting skills, through extra-curricular activities, including a link with Wrexham Football Club. Links with other organisations ensure that pupils who are sufficiently talented can participate in countywide activities.
- Talents in the creative and expressive arts are well fostered within the school. Pupils participate well in concert performances and all achievements, including those outside school, are celebrated.

5.6 Partnership with Parents and Community, Schools and Other Institutions

Partnership arrangements, both with parents and the community are good; links and liaison with schools and other institutions are also good. These positive features make a good contribution to pupil's standards of achievement and their personal development.

- In response to the questionnaires and at the pre-inspection meeting, parents expressed very positive views and support for the school.
- A very small number of parents regularly help in the classroom. However, parents provide help in other ways, for example, by helping to organise the after school activities, accompanying pupils on school trips or to sporting events, and making costumes and scenery for the school production.
- Events such as concerts are very well supported by parents and grandparents, as are social events organised by the recently formed parent and teacher association (PTA). Parents' evenings to discuss pupils' progress receive good support. Many parents support the work their children do at home by hearing them read and helping with specific homework projects. This has a positive impact on their children's achievement.
- There is an appropriate home/school agreement that sets out the school's aims and expectations. However, relatively few parents have signed it.
- The school promotes an open door policy and will readily see parents to discuss suggestions or concerns; this is one of the aspects that parents really appreciate. However, the school does not have any formal arrangements to seek the views of parents on a regular basis.
- The information provided for parents is good. There are plenty of informal opportunities, both before and after the school day, for parents to talk with the adults who look after their children. Newsletters are sent each term, and these are supplemented by regular, general information. However, information about what children will learn each term is not provided; it is only included retrospectively in pupils' end of year reports.
- The school has recently organised a family numeracy course for parents of the younger pupils; this is well attended. Although there have been no recent workshops to raise parents' awareness of how aspects of the curriculum are taught, a recent drugs awareness event was organised.
- The school brochure and governors' annual report to parents contain well-presented, practical information, but both have minor omissions related to statutory requirements.
- The school enjoys a good relationship with the local community. The Mostyn Youth Club uses an annexe of the school and community groups also take advantage of these facilities. There is a good range of visits to the local and wider community that broaden pupils' curricular experiences.
- At Christmas, senior citizens are invited to a special school lunch, and pupils also sing at the local senior citizens' Christmas party. Members of the community also give time to the school, for instance the local bowling club teaches pupils the skills of bowling during the summer term.
- There is good liaison with other local primary schools through consortium meetings. There is equally good liaison with the local secondary school and this eases pupils' transition to their next stage of education.

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- There are established links with higher education colleges, and students regularly undertake placements at the school. Beneficial support for the school is received from the education welfare office, curriculum support teams and other relevant external agencies.

5.7 Partnership with Industry

Partnership arrangements with industry are satisfactory.

- There is no policy or planned strategy to raise pupils' awareness of the world of work but, on an ad hoc basis, pupils' experiences are broadened by visits that are made, for instance, to the local power station.
- Pupils have taken part in projects linked to the world of work, such as newspapers in industry. This opportunity also contributed to the development of pupils' literacy skills.
- Only a limited amount of staff development linked to business or commercial awareness has taken place. This was gained by the headteacher whilst the school was preparing for Investors in People assessment. Placements within industry are not part of the school's policy for the development of its staff.
- Donations are received from local business and commerce, for instance to subsidise transport costs to enable pupils to attend the local library or go swimming.

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

Self-evaluation and planning for improvement are good overall.

- Governors found the last report constructive and recognised that a great deal of work was required in terms not only of school improvement, but also in the methods by which this was to be achieved. In consequence, the school has adopted the local education authority (LEA) model for self-review and governors use this effectively as a business plan to identify success areas and those requiring improvement.
- The SDP that results is a very full document based on detailed review of objectives grouped under the headings of 'management', 'staff', 'pastoral', 'curriculum' and 'environment/community'. Each objective carries planning for action, the personnel involved, the timescale for action, costing, success criteria and the structure for evaluation and monitoring. In addition, it includes a rolling timetable for the review of school policies. However, what it lacks is a consistent focus on measurable targets towards which progress can be confidently assessed.
- In addition to a review of previous targets, new objectives are derived from staff, governor and community priorities arrived at through discussion or brought to the governors by the headteacher. The SDP shows evidence of careful and thoughtful planning and the school has a good, informal system for establishing parental and community concerns and views.
- Progress towards targets is monitored and evaluated well. The regular full reports by the headteacher to the governing body ensure that they are kept abreast of events and developments in the school, but there is insufficient emphasis on the outcomes of efforts to raise standards. Moreover, consultative processes are generally reactive; there is no opportunity for formal, structured input into self-evaluation for parents and other agencies.

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- Governors make good use of school and LEA information to analyse their results and this information is used by the school to modify teaching and curriculum. Local education authority involvement in the process has increased and governors value the input.

6.2 Leadership and Efficiency

Leadership is good and the school makes very efficient use of resources. Financial planning and management are particular strengths.

- The headteacher has developed a very effective leadership style that results in staff being fully involved in, and committed to, implementing the agreed vision for the school.
- The governing body is very effective in carrying out its functions and has a clear set of aims. Governors recognise the need to be businesslike but are clear in their stance that this is not a business. They carry out their statutory responsibilities well, although there are still minor omissions in the required information for parents.
- The overall vision takes into account the very firmly held view that this is a community school and not just driven by the governing body. Governors monitor aspects of the school's performance against its aims, both directly and through the headteacher's reports.
- Parents report that the school is very well led and they have confidence in the headteacher. They see the very good team spirit among the staff as making a significant contribution to the success of the school.
- In recent years, the school has been faced with a declining roll resulting in decreased funding, which has limited the scope of budget planning. The very large site and age of buildings, together with past experience of vandalism, have created further financial stress.
- The effect has been that many spending decisions are driven by budgetary considerations as much as by educational imperatives. In response to this, governors have developed very clear strategies for financial planning and management so that all available funds are very effectively applied and closely monitored. This includes monitoring changes in the child population of the area and making forward plans based on this information.
- The governing body has a very clear idea of what it wants to achieve from spending decisions in terms of the impact on standards and evaluates outcomes on that basis. Governors evaluate 'value-added' elements through monitoring national test results and SEN performance.
- The governing body has set up a range of appropriate committees with clearly defined terms of reference to manage the resources, including staffing. However, the financial situation of the school has meant that, recently, all financial discussions have taken place in the full governing body.
- The headteacher makes a regular, half-time commitment to teaching and makes effective use of the balance of time for administration and monitoring.
- Policies are reviewed and updated regularly – a three-year cycle has just been completed.
- The curriculum is effectively co-ordinated. Each teacher has several areas of responsibility and co-ordinators have a clear idea of the strengths and weaknesses in their subjects. Much monitoring is informal, as is to be expected in such a small school, but there are effective systems for monitoring medium-term planning. This, in turn,

contributes well to consistency and coherence in the management of the curriculum for KS1 and KS2.

- The headteacher has a satisfactory oversight of the curriculum and there is effective communication with co-ordinators. However, whole-school monitoring systems have not been sustained and, as a result, during the inspection, no forward planning or historical evidence of planning was available in relation to early years children.

6.3 Staffing, Accommodation and Learning Resources

Staffing, accommodation and learning resources are satisfactory overall.

- The school is adequately staffed and teachers are well qualified for the subjects they teach. Several teachers have achieved, or are working towards, further professional qualifications.
- The professional development of teachers is relevant to the perceived needs of the school. Performance management processes are not fully developed but the school has earned the Investors in People award.
- There are suitable job descriptions for all teachers and these are effectively used in performance management.
- There is spacious accommodation for the number of pupils on roll. The school is attractively decorated with well-chosen and stimulating displays of pupils' work. It is clean and well maintained.
- The external play area has much potential but has not been imaginatively developed. This is partly because the school is unable to make full use of its extensive grounds to extend the curriculum, for example in science, as attempts to do so have been frustrated by vandalism.
- Although there is a secure area for children under five to play, it is small, far from their base and has concrete flooring which renders the use of climbing equipment dangerous or expensive on supervisory time. There is no cover or shade so that only limited use can be made of it in inclement weather, or when the sun is hot.
- In most subjects learning resources are adequate, often good, but equipment to promote the physical development of children under five is limited.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

- In the absence of both the teacher and co-ordinator of early years, and the unavailability of any teachers' planning during the inspections, judgements are based on observation of the children with a supply teacher, scrutiny of progress records and discussion with the member of the support staff attached to early years.
- The provision for under-fives successfully promotes the desirable outcomes for children's learning. Children in the nursery and reception class are making good progress in all areas of learning in response to a well-structured and broad curriculum, with the exception of physical development where progress is satisfactory.

Good features

Language and communication skills

- Nursery and reception children are developing good communication skills during their various activities. They eagerly report their news to the class and teacher with confidence and satisfactory pronunciation.
- They are making progress in their ability to focus on what other children have to say and listen well to adults in the school. Children further practise their language through frequent singing activities and role-play in enriching, imaginative environments, such as the 'travel agent's' and 'aeroplane'.
- Most children are acquiring sound sight vocabulary, identifying simple and familiar words quickly, and have a good working grasp of the letters of the alphabet. They are comfortable with handling books.
- Children make good progress in making significant marks and early writing, forming letters and repeating patterns accurately. Most reception children write their own name.

Mathematical development

- Children enhance the development of their number skills through acting and singing number rhymes and table games. They use the computer well to match numbers to collections of objects.
- They count, recognise, match and order numbers and objects to ten. Most sort according to colour, shape or size. Children identify most common two-dimensional, as well as a number of three-dimensional, shapes.
- Some children are beginning to grasp the concept of adding to, and taking away.
- Nursery and reception children are developing and using appropriate mathematical language during their activities in the sand and water areas, when using construction kits, comparing size, length and capacity, and when making three-dimensional models with junk materials.

Personal and social development

- Nursery children make good progress in their personal and social development. They are secure with adults, have settled into school life and focus on the task they are given or have chosen.
- Reception children are making good progress in developing independence.
- They are beginning to appreciate the need to treat others with care and respect, to share equipment and to co-operate when playing with others.
- Children feel valued and safe in class and are at ease with adults and each other.
- By the age of five, children attend to their own hygiene and dress themselves for physical education, with minimal support.

Knowledge and understanding of the world

- Children are keen to explore the resources and space of their large classroom.
- Most sequence the days of the week and know the order of the events in a school day. They know the difference between night and day, the seasons, and are aware that some things happened a long time ago.

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- They are beginning to enjoy books, knowing that they are a source of information and entertainment, and are able to follow pictures.
 - Children know the five senses and how they are important to them; they identify parts of the body and know how they are changing as they grow up. They describe the properties of some materials, particularly by touch.
 - When making chocolate nests, nursery children enthusiastically describe the ingredients as hard/soft, dry/wet, solid or melting. They are conversant with the microwave oven and its dangers, in addition to being aware of the need for hygiene when dealing with food.
 - Children have been on walks to explore the local area, naming the geographical features they have observed. They have also visited the library at Holywell and have good recall of their trip.
 - They use the computer confidently to improve their language and number. Many use modelling programs competently.

Creative development

- Children enact a vast range of roles in a rich, imaginative environment. They paint freely, explore sand and water-play with concentration, and respond well to music.
- They use brushes, pencils and chalk with satisfactory and increasing control; they cut and stick carefully.
- Children develop their imagination and fine motor skills when working with collages or constructing from junk material.
- Children clap, tap rhythms and sing; they are happy to perform in front of an audience.

Physical development

- Children use small equipment and tools with increasing care and skill.
- In physical activities they find space quite quickly and respond accurately to instructions and directions.
- They run, jump, hop and skip, moving at different speeds. They use large, wheeled toys well as an aid to developing their physical skills.

Shortcomings

- Many Reception children are ready to explore basic science, such as forces, in a more structured way than that which is offered.
- Most children's throwing and catching skills require further support and practice to improve their hand-eye co-ordination.
- Children show limited progress in important areas of their physical development. This is partly because the outside play area for early years is inadequate: it is too far from the classroom, the floor is concrete and there is not enough apparatus to develop important skills such as balancing and steering.

English

Standards of achievement in English are good in KS1 and satisfactory overall in KS2.

Good features

- In KS1, pupils listen very carefully and make good progress in acquiring and retaining information and skills. They attend well to stories and respond promptly and accurately to directions.
- Pupils are equally at ease when they speak to adults as they are when they consult each other in collaborative work, address the class or indulge in role-play. They both ask and answer questions eagerly.
- They are comfortable with books and have good understanding of title, author and illustrator. They are making good progress in identifying the main characters, setting and events in what they read and hear.
- The majority of pupils are making satisfactory progress in applying their knowledge of phonics and most are improving their skills well through shared reading.
- Key Stage 1 pupils draft their work regularly and make good progress in structuring a written piece as a result of guided writing. More-able pupils are beginning to use speech marks accurately.
- In KS2, pupils build satisfactorily on the skills they have acquired in speaking, listening, reading and writing.
- In early KS2, pupils progress well in, for example, listening to, reading and comparing two poems from different cultures. They use appropriate language when analysing the writing and speak confidently and clearly when they express their own views.
- Many older pupils express themselves clearly and are keen to communicate information and ideas to others on their visit to the Victorian schoolroom in Greenfield.
- They read from screen, and scan other written material well, absorbing and using relevant information.
- When discussing books they have read, pupils have a sound recall of plot and predict possible outcomes sensibly, sometimes imaginatively.
- Pupils in early KS2 have a strong concept of the sentence and use dictionaries naturally to improve their vocabulary. They write letters, formal and informal, and instructions, poetry, narratives and descriptions with a developing understanding of audience.
- Older pupils write in a wide range of styles, using appropriate language and layout, for example they use bullet points constructively. They use their drafting books well.

Shortcomings

- Too many pupils in KS2 hesitate in using their reading strategies to achieve fluency.
- Few KS2 pupils read aloud with appropriate expression and fewer still are avid readers of a wide range of books.
- Key Stage 2 pupils do not make sufficient progress in improving their spelling or extended writing.

Mathematics

Standards of achievement in mathematics are good in both key stages.

Good features

- During their time in the school, pupils learn to interpret and solve problems, including investigating relationships through an increasing ability to identify the mathematics to be used and applying their skills.
- In KS1, younger pupils differentiate between odd and even numbers, using visual aids, and count in twos. They use shopping exercises to develop addition skills. They use their hands and other non-standards of measure to estimate the size of shapes.
- They count the sides in plane figures. Recognise and sort solid shapes. They halve two-dimensional shapes and recognise the mathematical symbol for half. They place the days of the week in order and deal with hour times on the clock, discussing at what time events occur.
- Older KS1 pupils know their ten and two-times tables. They make set amounts up to 50 pence using a range of coins.
- They analyse shapes by properties such as edges, corners and size. They colour half a shape and are aware of the four ways to halve a square.
- They are aware of the order of the months in the year and can make estimates of measurement, which they then check with an accurate measurement. They make dough models to a pre-determined size.
- They plot graphs of their routes to school and interpret bar graphs containing information about the class and the school.
- In KS2, younger pupils know the mathematical symbols for less and more than. They increasingly use a range of mathematical vocabulary and know that there are many ways of describing operations such as subtraction.
- They write numbers in words, mapping words and numbers up to 9999. They use their understanding of place value to partition numbers and order them using thousands, hundreds, tens and units. They identify pairs of numbers that make up given numbers from 60-100.
- They add and subtract two-digit numbers, using partitioning to subtract money when reducing prices by a set amount. They extend partitioning to techniques for extended and vertical subtraction.
- They identify and name the different types of triangles. They find the number of different rectangles within a grid taking into account that there are overlapping shapes and that some are included within larger shapes. They use their knowledge of three-dimensional shapes to design fireworks and name common shapes, using mathematical language.
- They tell the time using both digital and analogue clocks. They are confident with the use of halves and quarters when telling the time. They use calendars to plot their birthdays and are aware of how many days there are in each month.
- They show an awareness of the appropriate units to use when they measure themselves using centimetres, and distances using metres and centimetres.
- Older KS2 pupils carry out mental addition of two-digit numbers to three-digit numbers. They subtract set amounts as when they deduct 19 from a range of two-digit numbers.

They build number chains with varying operations in sequential sums and select the appropriate operation to solve questions expressed in words.

- They multiply and divide using their two, three, four, five, six, eight and ten-times tables and use approximations to multiply by 99, 101 etc. They divide numbers into equal lots.
- They are aware of the appropriate units for measuring length and convert between them, for example, millimetres to centimetres. They develop techniques for finding areas of regular shapes, progressing from counting centimetre squares to calculating using the formula for the area of a rectangle. They apply this to more complex shapes by identifying rectangles within a shape and finding the sum of the areas.
- They draw nets of three-dimensional shapes, including cubes, square pyramids, triangular prisms, tetrahedrons and rectangular prisms.
- They read graphs and understand the mean and range of data on a bar graph. They use partition in multiplication, developing both cross and long multiplication methods.

Shortcomings

- There are no significant shortcomings.

Science

No lessons were seen in KS1 during the inspection. However, based on lessons in KS2, scrutiny of pupils' work and other evidence, standards of achievement in science are good in both key stages.

Good features

- In both key stages, good knowledge and understanding is underpinned and extended by the use of good investigative skills. Pupils learn to form a hypothesis and test it by experiment. They observe carefully and record their results accurately so that they are able to draw appropriate conclusions. Younger pupils understand the nature and importance of fair testing and older pupils specify the conditions that must be met to achieve a fair test.
- Pupils at the start of KS1 recognise and name parts of the body. They investigate which is the most popular eye colour in the class. They are aware of how we grow and put the stages of growth into their proper sequence. They know the different senses and carry out experiments to test their senses. For example, they identify foods from odour and taste, sounds from a cassette tape and characteristics of objects through touch. Their knowledge of living things is good. Pupils explore what food snails like best through experiments.
- They understand that plants grow in a range of different places and that they need the right conditions for growth. They discover that seeds require moisture and warmth to germinate but that light is unnecessary.
- Pupils use classification skills extensively. They accurately categorise natural and man-made materials according to their properties. They use criteria such as 'living', 'used to live' and 'never lived'. They explore the properties and uses of types of paper and are aware of the different materials on the playground.
- Whilst exploring magnetism, they make predictions of which material they think will be attracted and then test their predictions through fair tests. They are aware of forces and examine the effect of forces on various objects by pushing, pulling, twisting and squeezing them. They describe the uses of electricity in the home and know that some

appliances use batteries and others use the mains. Pupils are aware of safety in the home and identify potential dangers in a given situation.

- In KS2, pupils recognise that many plants are made up of stem, leaves and flowers. They name the parts of a flower and state their functions. They conduct investigations to establish the conditions that best support the growth of a plant. They describe the life cycle of plants, including the range of reproductive processes.
- Pupils know that materials can exist in various states. They explore natural materials and examine how they have been changed in manufacture, assessing whether changes in the state of the material are irreversible or not. They make bread as part of a history project and report that the components cannot be separated and recovered. They identify the uses made of a range of materials and assess the properties that have made them appropriate for the purpose.
- They know that some materials are good thermal insulators and experiment to discover which materials provide the best insulation by measuring the rate of temperature drop, using different materials to insulate a plastic cup of hot water.
- Pupils have a good knowledge of electricity and circuits and apply this, together with an understanding of electrical conductors and insulators, to determine the best design for a switched circuit.
- Older pupils understand that there is competition in the plant and animal world and show that animals and plants can form part of a food chain by producing webs that show producers and consumers. They know that each organism thrives best in a suitable habitat and that adaptation occurs as habitats change. They extend their classification skills, producing and using branching keys to identify creatures by their characteristics.
- They know that materials can be mixed in different ways and that they may require different techniques to separate. They separate particles of different sizes by sieving, and suspensions by filtering. They know that some substances dissolve in water and others do not; they explore the conditions that best encourage materials to dissolve and know that they can be recovered through evaporation.
- They extend their knowledge of physical processes through further study of electricity and demonstrate this by designing circuit diagrams to meet specified requirements and commenting on the effects of different arrangements, for example, wiring in parallel or series.

Shortcomings

There are no significant shortcomings.

Welsh second language

Only one Welsh lesson was observed during the inspection but scrutiny of planning and books, and discussion with the pupils indicate that standards of achievement in Welsh are good overall in both key stages.

Good features

- Pupils in KS1 develop their knowledge of Welsh through regular repetition of incidental greetings and directions, participating in Welsh action songs, describing the weather and talking about their feelings.

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- They possess a growing store of relevant vocabulary, everyday phrases and a limited number of sentence patterns. They speak with growing confidence and good pronunciation, using familiar and basic language patterns. *Helpwr Heddiw* monitors undertake their duties responsibly and use Welsh confidently in role-play.
 - They recite the days of the week, count to 10 and identify colours.
 - Younger KS2 pupils make good progress in speaking and listening skills. These are particularly evident in classroom exchanges and in their recitation of poems such as “*Yr Hen, Hen, Ysgol*”.
 - Pupils read well-practised and simple new words and phrases accurately. They have good knowledge and understanding of prepositions.
 - Older pupils are making good progress in the use of the past tense in their speaking and writing. They use the first and third persons accurately when writing about their experiences over Christmas.
 - They read a Welsh poem, act it out and record their work with good results. They respond well to drilling on further question and answer patterns.
 - In their reading, pupils reinforce their language with character profiling that is often detailed.

Shortcomings

- Pupils do not use listening stations or videos sufficiently to refine their pronunciation and vocabulary.

Design and technology

Standards of achievement in design and technology are good in KS1 and satisfactory in KS2.

Good features

- Throughout the school, pupils plan, design, make and evaluate their products well. They pay mature attention to health and safety factors.
- In KS1, pupils make good progress in the use of cutting and joining tools to produce vehicles with moving parts. Younger pupils use correct subject specific terms such as ‘hacksaw’ and ‘dowelling’.
- They design and assemble carefully; for example Y2 pupils construct electric circuits to light up their vehicles.
- When they prepare fruit salad, they are fully aware of the importance of hygiene and healthy eating. They evaluate the taste and contents, and discuss their preferences.
- Pupils use information technology eagerly and accurately to plan wallpaper, paying particular attention to colours and repeating patterns.
- Younger KS2 pupils work well in small teams to consult on the division of labour, measure parts of the school and produce an accurately-scaled model using ‘Lego’. This project demonstrates good design technology skills involving a range of processes.
- Pupils use their knowledge gained in science to good effect when designing alarms to protect their ‘treasure’ and they describe their thinking clearly.

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- They take care when cutting and joining materials to assemble books with moving parts. In their work on mini-beasts they research carefully, make choices based on practical criteria and make their own versions, taking pride in the detail.
 - Older pupils investigate a range of slippers and analyse their function and appropriate materials. Their sketches show modifications and developing of ideas. The design and making process is noted precisely and products are well labelled. Once finished, pupils test the viability of the slippers they have made. Finished articles demonstrate that time has been spent on design and practicality.

Shortcomings

- On occasion, pupils in KS1 do not spend enough time looking at prototypes.
- In KS2, pupils do not use ICT to develop their designs; they do not create, store, test and modify instructions to control events, such as through using 'logo'.

Information technology

Standards of achievement in information technology are good in both key stages.

Good features

- In both key stages, pupils make good progress both in developing skills and techniques through dedicated lessons and in applying and improving these skills through work in other subjects.
- Key Stage 1 pupils have a good introduction to computers and become familiar with a range of programs, which they use to assist them in developing and practising basic literacy and numeracy skills.
- They use a simple word-processing program to compose and edit text, using a range of fonts, which they print and store in their folders.
- They use a basic graphics program to draw and colour pictures and create designs, such as wallpaper and exercise book covers.
- They use simple data-handling programs to collect, store and present information about the class and the school, creating block graphs and pie charts.
- They develop saving and retrieval skills as, for example, in creating a weather record, maintaining their own word-processing and graphics folders.
- More competent, older pupils reinforce their understanding of processes by acting as 'information technology Buddies' to younger pupils.
- They develop control skills, using a programmable toy to which they give the appropriate instructions to make it follow a desired path.
- Key Stage 2 pupils make effective use of a range of programs and techniques and show confident familiarity with computers. They interrogate CD-ROMs and Internet sites to collect information, as when they extract information about the Tudors and the Victorians.
- When word-processing, younger KS2 pupils load software, check page orientation and use the shift key for capitals and punctuation. They format, edit and align text in different ways appropriate to the purpose, as when they write accounts of visits or letters to a local business following a visit to the pantomime.

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- Older KS2 pupils use additional features such as borders. They import graphics from other applications and move and resize them appropriately. They highlight text to be reformatted and use the print preview feature to check how their work will look. Higher-attaining pupils make good use of text boxes and auto-shapes as well as other, more advanced, formatting techniques to provide effect.
 - They show advanced skills in the use of a graphics program when they use it to produce complex representations of a stained glass window that they then print on acetate sheets to give a realistic effect.
 - They combine their word-processing and graphics skills effectively to produce compelling posters advocating healthy eating as part of their work in personal and social education.
 - Pupils increasingly monitor their own progress in the subject, completing assessment and evaluation sheets and diaries for each area of their work. These show good progress in essential skills and techniques and indicate good use of a range of applications and tools.

Shortcomings

- Key Stage 1 pupils do not routinely use ICT throughout the day so that their skills do not develop as fast as they would with more practice.
- Although pupils develop a range of skills through cross-curricular use, the limited amount of systematic teaching means that pupils do not make consistent progress across the subject as a whole, particularly in regard to the depth and purposefulness of their work.

History

Standards of achievement in history are good in both key stages.

Good features

- In KS1, pupils are making good progress in developing the skills of enquiry and understanding differences and change. They compile a questionnaire to survey their parents, grandparents and great-grandparents, when comparing toys, past and present.
- They contrast artefacts used on washing day in different time periods, sequencing objects in time order, and identify how aspects of life have changed since Victorian times. They contribute to a timeline of the use of household goods from the time of the cavemen to the present.
- Pupils use the language of time appropriately when describing figures and events from the past, such as Princess Victoria, Owen M Edwards, A War Christmas, and Laura Ashley.
- In their work on the stories of Jane Pritchard and Betsi Cadwaladr, they are beginning to show empathy with the feelings and experiences of people in different settings.
- In KS2, pupils are making steady progress in accessing information from books and through ICT. Many have a good grasp of some historical issues and practices, which they compare with current practice, such as in their study of the plague, or the differences between the rich and the poor in Tudor times.
- The majority of pupils are developing a sound sense of chronology. They enhance their studies with well-remembered visits; for example, younger pupils reinforce their work on "The Ballad of Megan Morgan" with a visit to *Theatr Cymru*, and older pupils have good recall of the main points raised in their role-play experience in a Victorian school.

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- Older pupils formulate useful questions, triggered by a copy of an early Public Health Act, pictures of a typical 'sweat-shop', Victorian architecture and a coal mine. Some pupils make good progress in interpreting sources.

Shortcomings

- Many older pupils' achievement in history is hindered by their lack of fluency in writing. Consequently, work can be superficial at times.

Geography

Standards of achievement in geography are good in KS1 and satisfactory in KS2.

Good features

- In KS1, pupils are making good progress in understanding the geography of their immediate school environment and of their village, and use a wide range of geographical terms. They reinforce their directional skills with the use of ICT modelling to trace their route to school and program a robot to obey their commands.
- They are making good use of photographs and interpret simple maps well. They convey their findings well, using graphs and pictograms.
- Pupils interview parents about their jobs, and conduct a traffic survey, in which they tally the numbers of cars and draw sensible conclusions from their results.
- They have a growing concept of 'near', 'far' and 'very far', and many pupils are well practised in identifying areas on the world map and globe. Pupils draw up questions about places they have visited, for example the copper mines in Llandudno.
- Key stage 2 pupils contrast features of Llanarthne with those of Mostyn and identify both on a map of Wales, and of the United Kingdom. They are making good progress in comparing features of North and South Wales.
- Pupils note the important buildings in Mostyn and select one, which they build to scale.
- Younger KS2 pupils look at maps to identify physical features. They use aerial maps and interpret the given information well, as in their comparisons of populations across the world.
- At the end of the key stage, pupils have good knowledge and understanding of the physical and social geography of Botswana. They compare its climate with that of Britain and research its basket industry in good geographical detail.
- Pupils trace the journey of a river, understand the process that provides our water supply and explain the water-cycle. They know the effect of erosion, deposition and transportation and use appropriate terminology accurately.

Shortcomings

- Older KS2 pupils do not make sufficient progress in mapping skills.

Art

No lessons were available to be seen during the inspection. On the basis of displays of pupils' work, their own files and the use of art skills and techniques in lessons in other subjects, standards of achievement in art are good at both key stages.

Good features

- In KS1, pupils experiment with a good range of art techniques and materials to create individual and class displays reflecting their studies across the curriculum. They use their developing skills effectively to illustrate and amplify their written work in a range of subjects. For example, they make good use of charcoal and pastel to produce pictures to illustrate their visit to a local historical site.
- They look at shape in the environment as they take part in a 'shape' walk in the grounds. They identify the shapes in nature and man-made artefacts and buildings, considering whether they are straight or curved, whether they create patterns and how shapes relate to one another.
- They use cutting and colouring skills when they produce 'frogs' using folding techniques to produce 'corrugated' limbs. They draw round one of their classmates, cut out the shape and colour it. They shape and colour dough to make representations of fruit of various kinds.
- They make effective use of ICT to improve their skills and presentation as, for example, when they use a graphics program to produce well-considered designs for wallpaper using repeating patterns.
- Younger KS2 pupils use paint and bold shapes to produce large-scale paintings of the 'Oxen and the Afanc', showing good imagination in conception and adding texture by using paint of different thickness and adding other materials such as string.
- They show awareness of different kinds of contrast, particularly using different tones of the same colour. They use different materials such as pastels, chalks and crayons to emphasise line and shape.
- They look at a range of art forms, reproducing Viking designs to illustrate model 'rune' stones and discover processes used in modern art forms when they look at the tarmac-based work of Davy Parry and reproduce the technique using wax and smoke.
- Older pupils gain understanding of art forms from different cultures as they study the work of the Brazilian artist Romero Britto and produce a range of paintings based on his style. They look at the artistic process used in 'basket' patterns from Botswana and use ICT to reproduce their own versions of 'tears of the giraffe' and 'back of the python'.
- They develop their observational skills making good use of sketchbooks to record and develop their ideas. They produce observational drawings working with a range of different media, taking account of the different characteristics of, for example, charcoal, pastel, pencil crayon and paint.
- They understand the importance of presentation and the impact of colour, shape and contrast in communication information and ideas, and use this knowledge very effectively in producing a range of informative and decorative notices that contribute well to the overall school environment.

Shortcomings

-
- There are no significant shortcomings.

Music

One lesson was seen in each key stage. On the basis of these lessons and other evidence, standards of achievement in music are good in both key stages.

Good features

- In the morning assembly, pupils sing in tune and with good control and put appropriate feeling into the meaning of the words, whether singing in Welsh or English. Pupils of all ages sing confidently, either reading the words or singing them from memory.
- In lessons, KS1 pupils sing a variety of Welsh songs from memory, keeping well in tune, underlining the words with appropriate actions and responding well to the teacher signalling changes in dynamics. They answer questions about musical elements, such as pitch, confidently.
- They identify and name a variety of instruments from different cultural traditions and know where they come from. They differentiate between tuned and untuned instruments and explain the difference, classifying them according to whether they are banged, shaken, plucked, blown, bowed or scraped. They accompany their singing with appropriate percussion rhythms, listening carefully and appraising each other's work.
- They clap the rhythm of their own and each other's names and simple rhymes such as 'Mrs White had a fright'. When performing with body percussion or instruments, they follow the conductor well, start and stop on command, follow the visual score and play, in turn, the part they have been allocated.
- Older KS2 pupils compose a rhythm pattern and record it using a visual score showing standard notes, underpinning their recall of note patterns by using animal names with the same rhythm. They combine six patterns in different ways to provide a musical stanza.
- In a Y5/6 singing lesson, pupils sing well with good regard for pitch and give full value to each note. Their stance is good and they have good control over their breathing. They take warm-up exercises seriously and work hard to prepare themselves for the lesson. They sing a scale with good tone and volume, moving up through an octave, retaining toning and pitch. They sing notes within a pentatonic scale demonstrating control of different pitch intervals.
- Pupils copy a rhythm sequence clapped by the teacher, remembering not to clap the 'forbidden' rhythm. They perform in groups in sequence when singing 'The Grand Old Duke of York'. They sing an ostinato rhythm, alternating it with the tune. They differentiate between rhythm and pulse, demonstrating each in turn, with higher-attaining pupils clapping the pulse while stamping the rhythm.
- Pupils make good use of extra-curricular activities to develop good performance skills with individual instruments. They learn guitar, recorder, oboe and violin, in some cases taking accredited examinations. They perform in assembly in groups, either accompanying the singing or playing a two-part round. They participate in musical events and performances and higher-attaining pupils join the Flintshire Primary Schools' choir.
- Their knowledge and understanding of a range of musical genres increases through listening to music in lessons and assembly, as well as through visitors to the school such as the recent visit from 'Living Strings'. They know and recognise a piece of music by

Karl Jenkins and recall details of his life and work. They identify other contexts in which they have heard the music.

Shortcomings

- There are no significant shortcomings.

Physical education

It was only possible to see one lesson (in dance) in KS1 and no lessons took place in KS2 during the period of the inspection. On the basis of available evidence, including performance in extra-curricular activities and records of pupils' achievements, standards of achievement in physical education are good in both key stages.

Good features

- Pupils dress appropriately and prepare themselves well for physical education activities by participating enthusiastically, but sensibly, in warm-up activities. Younger pupils are aware of the importance of preparing their bodies for exercise in order to avoid injury, while older pupils explain the effect of exercise on their bodies in terms of developing healthily.
- In lessons, they build securely and progressively on previously learned skills. They increasingly evaluate their own and each other's performance and practise and refine skills and movement as a result.
- Key Stage 1 pupils show good skills in dance when they enact the life cycle of a butterfly. They combine good gymnastic skills in travelling at different heights and at different rates, with good use of shapes and balance positions.
- They show good spatial awareness as they move, changing direction smoothly and taking account of the movement of others. They start and stop, following signals from the teacher and develop contrasting poses and movements to show the change from caterpillar to butterfly.
- Key Stage 2 pupils display good ball skills, which they deploy in a range of games. They show good control when they receive, dribble, pass and shoot in football. They have good awareness of the rules and apply them fairly. Their positional sense improves; they relate well to one another and are unselfish when another player is in a better position.
- In swimming, most pupils achieve the expected level of swimming 25 metres and many achieve more than this. They work for a range of awards, from basic water confidence to longer distances and water safety certificates.
- Pupils make good use of extra-curricular opportunities to improve their skills, with higher attaining pupils being selected to represent the County in competitions. They participate in teams in a range of competitions organised through 'Dragon Sports', including winning a 'fair play' award in hockey. They make effective use of the links with the local bowls club to experience outdoor bowls.

Shortcomings

- There are no significant shortcomings.

Religious education

There were limited opportunities to observe teaching and learning in religious education during the inspection. There were no lessons in KS1 and the lesson in KS2 was of a practical nature as a follow-up to a visit. However, based on scrutiny of pupils' work and other evidence, standards of achievement in religious education are satisfactory in both key stages.

Good features

- Pupils at both key stages acquire good knowledge of the beliefs and practices of a range of faith communities. Their knowledge benefits from a range of visits they make and visitors to the school, particularly to assemblies.
- Key Stage 1 pupils know that faith communities have some beliefs in common but others are different. They compare some similarities and differences between Christianity and Hinduism.
- They know that religious communities have special days when important events are celebrated, for example, the harvest festival in which they participate. They are aware of the significance of celebrations, such as birthdays, in their own lives.
- They learn the place of prayer in religious belief systems and write simple 'thank-you' prayers for things they value such as home and food.
- They know a range of stories from the Old and New Testaments and illustrate these, as when Y2 design and colour a many-coloured coat for Joseph. They are aware of the important role of Jesus in the New Testament; they record the story of the Nativity and recount parables such as that of the man who built his house on the rock.
- They recognise the importance of Christian virtues such as forgiveness, and think about people they have forgiven. They examine stories of the Saints, including how St David cured Paleness of his blindness, and look at the role of leaders, as when they learn about Laura Ashley.
- In KS2, pupils know that faith communities often have a holy book that is treated with reverence and care, as with the Qur'an in Islam. They know that the Bible is the holy book of Christians, that it consists of the Old and New Testaments and that the New Testament is the story of Jesus. They look at the qualities he displays when looking at how he fed the five thousand.
- They learn more about the rituals and beliefs of other faith groups, for example, the importance of the story of Rama and Sita in the Hindu religion.
- They consider relationships within groups such as the family and their school, thinking about people who are important to them or who help them. They list the advantages of being members of an extended family and look at this in the context of faith groups such as churches.
- They know that religious groups often have special places in which to worship, and study the rituals and symbolism evident in their local church, including the role of artefacts and structures in worship. They take careful note of what they see and use the information to write a report that they illustrate with their own version of a 'stained-glass window'.

Shortcomings

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- Although pupils develop a wide range of knowledge about religion, they show less confidence in learning from religion, especially in terms of reflecting on and searching for meanings.

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

The previous report described a school that, under new management, was beginning to address some significant and longstanding shortcomings across major areas of its work.

The actual key issues were:

- Raise pupils' standards of achievement in all aspects of English and develop their use of language right across the curriculum;
- improve pupils' competence to use and apply their skills in information technology and mathematics in a range of different contexts;
- develop the leadership and management skills of the headteacher, deputy head and curriculum co-ordinators;
- establish a scheme of teacher appraisal and provide adequate support, guidance and training to raise the overall quality of teaching;
- raise the expectations of teachers and pupils in terms of both academic achievement and personal development;
- improve the overall quality of curriculum planning, ensuring that planning is guided by accurate assessment of pupils' needs and provides continuity and appropriate progression in learning;
- further develop procedures for monitoring health and safety provision to ensure that all statutory requirements are met and that effective practices are employed;
- ensure that statutory requirements with regard to information for parents are met in full.

Since that time, the school has made good improvement, particularly as the management team became more confident and experienced. Standards of achievement have improved, reflecting the sharp improvement in the quality of teaching and the support provided to teachers by improved management structures.

- The action plan has addressed the key issues in detail and substantial progress has been made in all areas, even taking into account raised expectations and the limited number of staff available to carry it out.
- In addition, the action plan has addressed other shortcomings identified in the report. These include:
 - Improved time allocation for the support of pupils with SEN.
 - A more consistent and appropriate use of homework.
 - Improving resources- including reading books in KS2, including those in Welsh, and general resources for food technology and ICT.
 - Establishing the monitoring role of governors.
 - Improving office technology as an aid to efficient administration.

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- Making better use of sketchbooks in art to record feelings, ideas and observations.
 - Establishing written records of composition in music, appraisal or pupils' own work.

There has, however, been limited success in some areas:

- The school has provided a secure outside play area for early years children, but there are still significant shortcomings in this provision.
- There has been limited improvement in the amount and range of extended writing, for reporting in subjects, expressing their own ideas and demonstrating independent learning skills.
- There are still some, albeit minor, omissions in the information required to be provided for parents.
- Attendance is still significantly depressed by the pattern of term-time holidays.

8.2 Key Issues for Action

There are no areas of the school's work that are unsatisfactory overall, in terms of standards achieved, the quality of education provided or the way in which it is led and managed. In order further to enhance the quality of education and to continue to raise educational standards, the school should address all shortcomings within areas that are satisfactory or good overall. In particular:

- raise standards in English, design and technology and geography at KS2 and religious education across the school to match those achieved in other subjects;
- improve planning and provision for the physical development of early years children;
- improve the provision for spiritual development, including the contribution made by worship and religious education;
- set targets for the improvement of attendance and pursue these actively;
- establish secure procedures for assessing pupils' work and progress, particularly in foundation subjects, including the consistency of marking and setting targets for pupils' further development, and the use of assessment in planning in these subjects;
- develop a system to ensure the provision of measurable targets in the SDP;
- ensure that the headteacher's reports to governors focus sufficiently on standards and strategies to raise these;
- establish a consistent pattern of monitoring the curriculum and its assessment to ensure that senior management has a secure understanding of what is being taught, particularly in the early years class.

APPENDIX

A. Basic Information About the School

Name of School	Bryn Pennant Community Primary School
School type	Community
Age -range of pupils	3-11
Address of school	Fford Pennant Maes Pennant Estate Mostyn Flintshire
Post-Code	CH8 9NU
Telephone Number	01745 560274

Headteacher	Mrs M Jones
Date of appointment	September 1997
Chair of Governors	Councillor P Heesom
Registered Inspector	Dr E Peagam
Dates of inspection	29-31 March 2004

B. School Data and Indicators

<i>Number of pupils in each year group</i>								
Year group	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	9	13	11	10	15	12	14	84

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	5	0	5

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	16.8:1
Average class size, excluding nursery and special classes	23
Teacher (fte) : class ratio	1.25:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Spring 2003	89	94.4	94.5	93.1
Summer 2003	88.2	92.9	91.2	92.1
Autumn 2003	85.4	91.7	92.2	90.4

<i>Number of pupils excluded during 12 months prior to inspection</i>	0
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C. Results of National Curriculum Assessments and Public Examinations

END OF KEY STAGE 1: 2003

National Curriculum Assessment KS1 Results: 2003			Number of pupils in Y2: 10					
Percentage of pupils at each level								
			D	W	1	2	3	4
ENGLISH	Teacher Assessment	School	0	0	11	11	67	11
		National	0	0	4	13	63	20
MATHEMATICS	Teacher Assessment	School	0	0	0	22	44	33
		National	0	0	2	11	63	24
SCIENCE	Teacher Assessment	School	0	0	0	22	44	33
		National	0	0	2	10	66	22

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school:	77	In Wales:	79

D Pupils who have been disapplied under sections 364 and 365 of the Education Act 1996 or, in the case of the Task/Test were absent.

W Pupils who are "working towards" level 1, but have not yet achieved the standards needed for level 1.

END OF KEY STAGE 2: 2003

National Curriculum Assessment KS2 Results: 2003			Number of pupils in Y6: 18										
Percentage of pupils at each level													
			D	A	N	B	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0	11		0	0	28	11	17	33	0
		National	0	0	1		1	1	6	16	44	31	0
	Test/Task	School	0	11	0	0			28	11	22	28	
		National	0	2	2	0			5	12	39	40	
Mathematics	Teacher assessment	School	0	11	0		0	0	11	33	17	28	0
		National	0	0	2		0	1	4	18	45	30	0
	Test/Task	School	0	11	0	0			11	28	39	11	
		National	0	2	0	1			4	18	42	33	
Science	Teacher assessment	School	0	0	0		0	0	0	33	39	28	0
		National	0	0	0		0	0	2	12	48	35	0
	Test/Task	School	0	5	0	0			0	11	78	6	
		National	0	2	0	1			1	9	48	39	

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

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

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

B Pupils not entered for the tests because they are working outside the set levels of the tests

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:	45	In the school:	44
In Wales:	69	In Wales:	70

D. The Evidence Base of the Inspection

- The inspection was carried out by a team of three inspectors over a period of two and a half days, and the report was based on evidence from:
- pre-inspection meetings held with the headteacher, staff and the governing body;
- the analysis of 18 returned parents' questionnaires and a meeting with 16 parents;
- the observation of 22 lessons or part lessons, with work in each class being observed by at least two inspectors;
- a scrutiny of pupils' work and hearing pupils read;
- an examination of assessment records and reports to parents;
- observation of registration procedures;
- the scrutiny of school documentation, teachers' plans and assessment records;
- observation of pupils' behaviour in and around the school at break-times, lunch-times and before and after school;
- attendance at assemblies;
- observation of extra-curricular activities;
- discussions with the headteacher and other staff;
- post-inspection meetings with senior management and governing body.

E. Composition and Responsibilities of the Inspection Team

Inspector	Type	Aspect Responsibilities	Subject Responsibilities
Dr E Peagam	Rgl	Standards of achievement Key skills Quality of teaching Curriculum Special educational needs Self-evaluation, Leadership and efficiency	mathematics science design and technology information technology music physical education
Mrs D Shields	Lay	Attendance Partnership with parents and community, schools and other institutions Partnership with industry	
Mrs M Meredith-Jones	Team	Pupils' spiritual, moral, social and cultural development Behaviour Assessment, recording and reporting Support, guidance and pupils' welfare Resources	early years English Welsh art history geography religious education

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