

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

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

**Bryn Deva C.P. School  
Linden Avenue  
Connah's Quay  
Deeside  
Flintshire  
CH5 4SN**

**School Number: 6642052**

**Date of Inspection: 05 – 08 March 2007**

**by**

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

The inspection of Bryn Deva C.P. School took place between 05/03/07 and 08/03/07. An independent team of inspectors, led by Dr Jim Hewitt undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **full** inspection.

## Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

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

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## Context

### The nature of the provider

1. Bryn Deva County Primary School was opened in 1958 and serves the two central wards of Connah's Quay. The school is situated in the Red Hall estate which is in the upper 25 per cent of most deprived areas in Wales and has been designated a 'Flying Start' area. Most pupils come from these two wards although a few travel from outside the area. A large proportion of pupils come from socially and economically challenged backgrounds. At any one time, a small group of children based at Plas Bellin (a Save the Family hostel) attend the school.
2. There was a significant fall in school's population in the mid 1990s. Pupil numbers have continued to decline steadily in recent years as a result of the falling birth rate and lack of building development. The school's population is a mixture of families who have been in the area for generations and those who have recently moved from across the border. A significant number of pupils (approximately 25 per cent) have moved into and out of the school by the end of both key stages.
3. The school caters for pupils between three and eleven years of age. There are currently 231 boys and girls on roll together with 18 nursery-aged children who attend in the morning and 17 who attend in the afternoons. Nursery-aged children are admitted to the school in the September following their third birthday. There are two early years classes for pupils of mixed nursery and reception age and seven mixed ability classes for pupils in key stages one and two. Three of these contain pupils from different year groups.
4. English is the home language of almost all the pupils (over 99 per cent). Less than one per cent of pupils come from families of mixed ethnic origin or non-white British backgrounds. There are two pupils for whom English is an additional language and no pupils speak Welsh as their first language.
5. Currently, 28 per cent of pupils are entitled to free school meals<sup>1</sup> which is well above local authority and national averages. Three pupils are 'looked after' by the local authority and one has been excluded in the past 12 months. The school identifies 60 pupils (26 per cent) as having special educational needs [SEN] which is above the national average; of these, two pupils have a statement outlining their needs. The national curriculum is not modified for any pupil and none are disapplied from it.
6. The school has received several awards for the second time. These include the *Basic Skills Quality Mark* in 2006, the *Healthy Schools Award* in 2006 and the *Investors in People* status in 2004.
7. The school was last inspected in January 2001.

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<sup>1</sup> This figure (28%), which is for 2006/7, and previous figures for 2005/6 (32%) and 2004/5 (35%) are based on data verified by the local authority.

<b>The school's priorities and targets</b>
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**8. The school applies the Flintshire 'Aspirations for learners' which aims for pupils to:**

- work in a physical and emotional environment which enhances learning;
- learn with their mind, body and emotions;
- have fully meaningful learning experiences;
- experience learning in a variety of different situations both structured and unstructured;
- experience learning which matches their individual needs (academic, emotional, social and cultural);
- have lifelong learning skills and attitudes integrated into learning activities (modelled and used);
- have an opportunity to be involved in partners for learning within the wider community (class, school, local, national and global);
- have the broadest range of achievements valued and recognised; and
- have their range of achievements assessed in a constructive way.

**9. The school's main aim is:**

Linking together to provide stability, significance and success.

**10. Targets identified in the school development plan 2006/7 are as follows:**

- ensure that the enthusiasm that children in the early years and key stage 1 have for learning is nurtured and developed throughout key stage 2;
- further increase the role of children in the school;
- further develop planning to ensure breadth, balance, progression in the delivery of key skills across the curriculum;
- focus marking to share with pupils what constitutes a good piece of work and what needs to be done to improve;
- further develop teacher assessment and moderation;
- develop the outside classroom and the school grounds;
- extend working with parents as partners;
- implement the RAISE (Raising Attainment and Individual Standards in Education in Wales) grant initiative;
- further develop strategies to improve attendance and punctuality.

## Summary

11. Bryn Deva County Primary school is a good and improving school. Effective and committed staff provide valuable learning experiences and very high standards of care and support that enables pupils to progress well towards their successive stages of learning. The school provides good value for money.
12. The inspection team judged the school's work as follows:

### Table of grades awarded

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

13. The inspection team judged the school's work as follows:

### Grades for areas of learning for under-fives

14. In the early years, standards in the areas of learning inspected are as follows:

Language, literacy and communication	2
Personal and social development	1
Mathematical development	2
Knowledge and understanding of the world	2
Creative development	2
Physical development	2

### Grades for standards in subjects inspected

15. In key stages 1 and 2, standards in the subjects inspected are as follows:

Inspection Area	Key Stage 1	Key Stage 2
English	2	2
Welsh second language	2	2
Mathematics	2	2
Science	2	3
Information technology	2	2
Design technology	3	3

Geography	3	3
History	3	3
Art	2	2
Music	2	2
Physical education	2	2
Religious education	2	2

## Standards

16. Pupils' standards of achievement in the lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
10%	66%	24%	0%	0%

17. These percentages are higher than the Welsh Assembly Government's all-Wales targets for 2007 and show good improvement on the grades given at the previous inspection.
18. The overall quality of educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning. They make good progress and achieve good standards in using the key skills of speaking, listening, early reading and writing, numeracy and in using information and communications technology. Their early bilingual skills are also developing well. Their personal and social development is outstanding.
19. Pupils in key stages 1 and 2 make good progress and achieve good standards in using the key skills of speaking, listening, reading, writing, numeracy and information and communications technology across the curriculum. Standards in bilingual competence are good. Pupils' knowledge and understanding of *Y Cwricwlwm Cymreig* is good across both key stages. Their use of creative skills to enhance learning in other subjects is also good.
20. In 2006, the school's results in end of key stage national assessment tests show a pattern of continuing steady improvement and they are now moving towards local authority averages in both key stages. However, the school is below the national averages in the three core subjects at both key stages.
21. Data provided and verified by the Local Education Authority (LEA) shows that in the academic year 2005/6, over 32 per cent of pupils were entitled to a free school meal. When compared to similar schools in Wales using this data the school is in the upper 50 per cent in English. It is exactly midway in science and the lowest 25 per cent in mathematics at key stage 1. At key stage 2, the school is in the upper 50 per cent in mathematics and the lower 50 per cent in English and science.
22. The percentage of pupils gaining the higher level 3 at key stage 1 is well below national averages in all three subjects. At key stage 2, the percentage of pupils gaining the higher level 5 is above national averages in mathematics but is below them in English and science. Girls consistently outperform the

boys in all three subjects at key stage 1 but this imbalance is addressed at key stage 2.

23. Although there had been a steady upward trend in pupils' standards of attainment in the tests previously, results in 2006 were adversely affected by the high percentage of pupils with SEN and the high rate of pupil mobility. However, school and local authority documentation shows that from low levels of attainment on entry pupils make good progress as they move through the successive years.
24. The majority of pupils fulfil their potential and are well prepared to move on to the next stage of learning. In conjunction with the local authority, the school sets challenging targets for pupils to attain at the end of key stage 2 which the school regularly exceeds. Pupils with SEN attain well in relation to their age and ability. Pupils make good progress overall in both core and foundation subjects. However, pupils' understanding of what they are doing, how well they are progressing and what they need to do to improve lacks consistency across the school.
25. Pupils make good progress in their personal, social and wider education. They have positive attitudes to their work and to learning. They sustain concentration well and enjoy working together in pairs and in groups. Behaviour is generally good and older pupils are supportive of younger ones. The school is a caring, orderly community in which pupils take their responsibilities seriously. Pupils' understanding of social and moral issues is broadened through assemblies and collective worship. However, although pupils show awareness of equal opportunity issues and respect for others their understanding of the diverse cultures, beliefs and backgrounds of others is inconsistent across the classes. Similarly, pupils' awareness of the world of work has many good features but their range of experiences is limited.
26. The school places a high priority on attendance and punctuality but, despite its considerable efforts, attendance rates remain just below expected levels for primary schools.

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

### **Grades for teaching**

27. The quality of teaching in the inspection was judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
11%	66%	20%	3%	0%

28. Overall, teaching is good and has improved significantly since the previous inspection. Teachers and teaching assistants, who are a valuable resource, work effectively as teams. The quality of relationships between staff and pupils is an outstanding feature.

29. Lessons graded as having outstanding features are excellently organised. Teachers use highly effective strategies to challenge pupils. Intuitive questioning, constructive feedback and infectious enthusiasm create a very positive learning atmosphere. However, in those lessons with shortcomings, teachers do not always provide sufficiently clear instructions and explanations. Teachers' questions and the classroom activities provided do not sufficiently inspire and motivate pupils.
30. Generally, teachers work closely together to ensure continuity in curriculum content and the delivery of appropriate tasks for all pupils. They make effective use of resources and have a comprehensive knowledge of the subjects they teach. The pace of lessons is good and teachers ensure that pupils are aware of lesson objectives. Teachers plan appropriately for the development of pupils' key skills and bilingual skills and use incidental opportunities which arise well.
31. The quality of teaching and support for pupils with SEN is consistently good. Class teachers have a good understanding of the needs of pupils and provide work that is well suited to them.
32. Assessment procedures are good and are helping to raise standards across all subjects. Consistent and comprehensive procedures are now in place to record and track pupils' progress from the time they start school. The quality of moderated portfolios of pupils' work, the use of constructive marking and feedback for pupils and the involvement of pupils in their own self-evaluation is developing well although not yet consistent. Reporting procedures are good.
33. The quality of learning experiences provided by the school to meet the needs and interests of all learners, including those with SEN is good. The school provides a broad and balanced curriculum that fully meets the statutory requirements of the national curriculum and the locally-agreed syllabus for religious education.
34. The school makes good provision for out-of-school activities and enrichment of the curriculum through a very good range of clubs, sporting activities and cultural events. The school successfully promotes pupils' spiritual, moral, social and cultural development.
35. The school's partnerships with parents, the local community, other schools and higher education institutions are good and enrich the life and work of the school and enhance pupils' learning experiences. The curriculum reflects national priorities well, although further work is required on developing pupils' awareness and understanding of sustainable development, global citizenship and the diversity of life in modern Britain and the world.
36. The school provides high quality care, support and guidance for pupils. Arrangements are well planned and well supported by adults in the school and external agencies. There are close links with parents. Induction and transition procedures for pupils joining and leaving the school are highly effective. The quality of relationships is exemplary and contributes significantly to pupils'

confidence, positive behaviour and self-esteem. Additionally, pupils effectively make their views known through the school council.

37. Clear policies and procedures are in place to promote health and safety and healthy living. Child protection arrangements are effective and clearly understood by all.
38. The provision for pupils with additional learning needs is outstanding. Early diagnosis and intervention is very well managed by the additional needs co-ordinator. Systems for assessment and arrangements for providing in-class support or withdrawal groups are well managed and effective. Practical arrangements for reviews, the production of individual educational programmes, and support for pupils displaying disruptive behaviour are very good. Systems and policies fully comply with statutory requirements and reflect guidance for inclusive education. The school fully complies with all equal opportunities, racial equality, anti-bullying and disability discrimination requirements and legislation. The full inclusion of pupils with disabilities into the life of the school is an outstanding feature.

### **Leadership and management**

39. The head teacher provides strong, flexible and committed leadership and strives to ensure pupils make good personal and academic progress. In this, she is ably supported by the senior management team who provide a range of skills and complementary areas of expertise. However, the role of the deputy head teacher within the management structure is not fulfilled effectively. Further, although there is a strong verbal consensus amongst staff about its values, aims and targets, these are not explicitly or effectively stated.
40. The school successfully promotes full equality of opportunity and takes good account of many local and national initiatives.
41. The school has productive and established performance management procedures for teachers and teaching assistants.
42. The governing body is highly supportive and there is a well-established committee structure which makes a valuable contribution to the strategic direction of the school. It fulfils its statutory obligations well, although there are some omissions in its annual report to parents and in the school prospectus. This is a shortcoming.
43. The head teacher, staff and governing body have a good, broad overview of the school and its work and are developing an effective self-critical culture. However, sharpness and clarity of focus are inconsistent across different areas of the school's work and in specific subjects. Analysis of data is not always accurate or well-presented.
44. The inspection team agrees with the school's overall grading in five of the seven key questions but identifies some shortcomings in key questions 5 and 6.

45. The school development plan has many strengths and highlights some current key issues. Previous development plans have also been effective in enabling the school to make good progress since the last inspection in raising standards and developing assessment, key skills and subject monitoring. However, the document itself is unwieldy and does not clearly identify the school's overall aims and objectives or medium and long-term targets.
46. The school is suitably staffed with well-qualified teachers and teaching assistants, who are deployed to very good effect, and good use is made of teachers' particular areas of expertise. Good support is provided by administrative, catering and caretaking staff. Resources and accommodation are good and well used. The external environment provides good opportunities for learning and access to further local resources is readily available. Financial management is careful, considered and effective. Spending accords with the priorities set by the governing body in the school development plan.
47. The school provides good value for money.

## Recommendations

- R1 Continue to raise standards in all subjects with specific focus on identified shortcomings.
- R2 Develop the leadership and management role of the deputy head teacher.
- R3 Extend and refine self-evaluation procedures to inform strategic planning more effectively.
- R4 Ensure the school's values, aims and targets are focussed, challenging and clear to all.
- R5 Ensure that all staff have a consistent approach to enabling pupils to understand how they are progressing and what they can do to improve their work.
- R6 Fulfil all statutory requirements in the Governors' Annual Report to Parents and the School Prospectus.

Note: The school has already identified R4 and R5 in its own self-evaluation report and school development plan.

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

## Standards

### Key Question 1: How well do learners achieve?

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

48. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
49. During the time of the inspection, pupils' standards of achievement in the lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
10%	66%	24%	0%	0%

50. These percentages are higher than the Welsh Assembly Government's all-Wales targets for 2007 and show good improvement on the grades given at the previous inspection.
51. In the early years, standards in the areas of learning inspected are as follows:

Language, literacy and communication	2
Personal and social development	1
Mathematical development	2
Knowledge and understanding of the world	2
Creative development	2
Physical development	2

52. The overall quality of educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.
53. Baseline data indicates that children's skills on entry are well below local authority averages in language, communication and numeracy. Children under-five make good progress and achieve good standards in using key skills in their activities. They confidently take part in creative play activities, which effectively promote their skills in speaking, listening, reading and writing and they make good progress in the development of their bilingual skills. They are confident in their daily use of Welsh words and phrases which are of a good standard for their age and stage of development. They develop their numeracy skills well through a range of practical activities and investigations. Their knowledge and understanding of the world is broadened and enriched through their confidence in the use of information and communications technology.
54. From scores on entry, which are in the lowest 15 per cent for the local authority, children make excellent progress in their personal and social

development. Their growing consideration and awareness of their needs of other children and their ability to work collaboratively is outstanding.

55. In key stages 1 and 2, standards in the subjects inspected are as follows:

<b>Inspection Area</b>	<b>Key Stage 1</b>	<b>Key Stage 2</b>
English	2	2
Welsh second language	2	2
Mathematics	2	2
Science	2	3
Information technology	2	2
Design technology	3	3
Geography	3	3
History	3	3
Art	2	2
Music	2	2
Physical education	2	2
Religious education	2	2

56. Pupils make good progress in all of the key skills. Their speaking and listening skills are good, and pupils are very attentive in their lessons. They respond well to various requests and instructions. They show confidence when speaking to others, using a wide range of appropriate vocabulary, specific to subject areas and topics studied at all key stages. They use their reading skills to good effect across the full range of subjects when following instructions or researching information. Most pupils use written work effectively to support their learning in subjects across the curriculum to record the outcomes of their enquiries.
57. Pupils across both key stages make good use of numeracy skills to provide data based on collected evidence and create graphs to interpret and illustrate their findings accurately and clearly in subjects such as science.
58. The older pupils in key stage 2 show confidence in the use of information and communications technology to enhance their work and present information in an attractive manner. They make good use of the internet to research into specific topics and themes such as investigating life during specific periods in history. They make effective use of information and communications technology resources to support their learning in other subjects.
59. Pupils respond well to instructions in Welsh. They are showing increasing confidence in using the language on an incidental basis around the school.
60. In 2006, the school's results in end of key stage 1 national assessment tests are below local authority and national averages in all three subjects. They are also below average in the core subject indicator (the number of pupils gaining level 2 in all three subjects). Until 2006, in which there was a slight dip, results had improved steadily year on year in all three subjects. The number of pupils gaining the higher level 3 is well below national averages in all three subjects.

A high proportion of the number of pupils in year 2 were on the SEN register at the time of assessment.

61. Data provided and verified by the LEA shows that in the academic year 2005/6, over 32 per cent of pupils were entitled to a free school meal. When compared to similar schools in Wales using this data the school's key stage 1 assessment results in 2006 are in the upper 50 per cent in English and the lowest 25 per cent in mathematics. In science, the school is exactly midway. The school is in the lower 50 per cent for the core subject indicator. Girls consistently outperform boys in all three subjects.
62. In key stage 2 in 2006, the school's results were below local authority and national averages in all three core subjects and in the core subject indicator (the number of pupils gaining level 4 in all three subjects). Despite a dip in 2005, there has been a steadily improving trend with pupils regularly exceeding the targets set by the school. Results in key stage 2 are consistently adversely affected by pupil mobility. The number of pupils gaining the higher level 5 is above national averages in mathematics but below them in English and science.
63. When compared to similar schools across Wales, the school is in the upper 50 per cent in mathematics and the core subject indicator and in the lower 50 per cent in English and science. Boys generally just outperform the girls in attainment reversing the trend from key stage 1.
64. Pupils steadily improve their performance as they move through the school. Overall, most pupils in the early years and in both key stages make good progress towards fulfilling their potential. However, the progress of some pupils in key stage 2 is inconsistent. Generally, pupils are well prepared and ready to move on to the next stage of their learning. The majority successfully acquire new knowledge, develop their ideas, and increase their understanding.
65. Pupils are at an early stage in developing their ability to evaluate the quality of their own work. They do not fully understand how well they are progressing and are not clear about what they need to do to improve their work. Pupils' skills in this area are most evident at the end of the key stages.
66. The school is particularly successful in helping pupils to succeed regardless of their social, ethnic or linguistic background. Pupils benefit very well from the tailored programmes of support provided by the school and visiting specialists. Pupils with SEN respond well to the support they receive and generally achieve very well in relation to their age and ability.
67. Nearly all pupils show good personal, social and learning skills. Pupils are interested in their lessons and keen to learn. They settle readily at the start of the day and move calmly around the school. Pupils are pleased to engage with visitors and talk proudly about their school. In lessons, most pupils work hard, ask and answer questions with enthusiasm, and join in with the activities provided.

68. The good behaviour of nearly all pupils contributes well to the progress made in lessons and the overall work of the school community. Pupils clearly understand the standards of behaviour expected and are courteous to each other, to visitors and to both teaching and non teaching staff. Parental questionnaires state that children understand the behaviour code and that they enjoy 'Golden Time'. Pupils are often commended for their good behaviour when on school visits.
69. Many pupils have good independent learning skills and enjoy and benefit from opportunities to work co-operatively. The majority are able to plan and organise their work and take every opportunity to develop their problem-solving and decision-making skills. These skills contribute well to pupils' confidence and progress. The good quality of relationships between pupils enables them to support each other and to recognise each other's strengths or need for support. They work well together in small groups or in pairs, and concentrate well and remain on target on specific individual tasks. Pupils use their creative skills effectively in a variety of contexts.
70. Pupils report that they feel happy and safe in school and that any incidents of bullying or poor behaviour are dealt with swiftly. They are developing an appropriate sense of right and wrong and have well-developed social skills. During discussions, pupils explain about the buddy system and are proud of the role which older pupils take in helping younger pupils with their play activities. The influence of assemblies, pastoral provision and good range of extra-curricular activities all help pupils to develop their very good level of understanding of moral and social issues.
71. All pupils have equal opportunities and equal access to activities and show respect for the views of others. However, the pupils' experiences of a multi ethnic society are more limited. Pupils have some experiences of other cultures and traditions but overall their knowledge and understanding of the diversity within society is not yet fully developed. Pupils show good knowledge and understanding of modern and traditional Welsh culture through *Y Cwricwlwm Cymreig*.
72. Pupils are developing their knowledge and understanding of the world of work although their range of experience is limited. Older pupils take responsibility for a stationery "shop" and also help with the production and costings for the school magazine. The awareness of other people's roles in the community is further extended by visitors to the school such as police, artists, a nurse and the neighbourhood warden. Pupils have a good and developing sense of community and are aware of how they can play their part.
73. Attendance for the 2005/6 year, including the nursery age children, was 91.4 per cent. This is below both the local authority and latest all Wales average figure and places the school in the lowest 25 per cent of schools in similar circumstances. Despite the school's efforts, a significant minority of families take holiday during term time and parents of nursery age children do not always ensure their children attend on a regular basis. In addition, a few pupils have difficult home circumstances, which sometimes prevent them from

attending. The school is aware of these difficulties and works closely with families regarding the attendance of their children. Punctuality is generally good but a small minority of pupils often arrive late in the morning.

## The quality of education and training

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

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

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

75. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
11%	66%	20%	3%	0%

76. Teaching has improved significantly since the last inspection. The quality of relationships between the staff and the pupils is an outstanding feature in the school's drive to raise standards.

77. The quality of the teaching for children under five is consistently good. Adults stimulate and challenge pupils to do well. All teachers and teaching assistants intervene effectively and provide children with a very good range of practical activities to extend their knowledge and understanding. They are fully aware of recent developments in the early years curriculum and are adapting their teaching accordingly.

78. Overall, the quality of teaching in key stages 1 and 2 is good. There are no important shortcomings in the teaching in the early years and key stage 1 but the quality of teaching is more variable in key stage 2. Teachers and teaching assistants work effectively as teams, and the relationship between staff and pupils successfully fosters learning. As a consequence, this has led to the continued raising of standards. Teachers make their expectations regarding work and behaviour clear and they manage pupils effectively using praise and humour.

79. In the lessons which have outstanding features, members of staff:

- are highly organised and include a range of resources and strategies to stimulate, engage and motivate all pupils;
- use well-considered questions to challenge thinking for pupils of all abilities;
- provide constant constructive feedback to consolidate learning and to refine and develop pupils' skills; and
- completely engage the pupils through their own infectious enthusiasm.

80. In the majority of lessons where teaching is good, members of staff:

- use a good range of resources appropriate to pupils' age and ability;
- make learning objectives clear at the outset and consolidate them during the lesson and ensure that learning outcomes are consistent with the objectives;

- build effectively on previous learning;
  - give clear instructions and explanations; and
  - deliver lessons with good pace to meet deadlines.
81. In those lessons which have some shortcomings, teachers do not always:
- provide sufficiently clear instructions and explanations;
  - provide stimulating and imaginative activities and questions to engage all the pupils;
  - move the lesson along sufficiently briskly with efficient organisation of the transition through lesson stages.
82. Generally, teachers demonstrate a secure knowledge of the subjects they teach, and effectively use their specialist knowledge and the resources available to enhance the quality of lessons. Teachers take good advantage of incidental opportunities to develop key skills and bilingualism generally and plan well to devise situations where they can be promoted.
83. Teaching assistants have a good understanding of pupils' needs, especially those with more complex difficulties. They show good awareness of the subjects taught and generally contribute effectively to the progress that pupils make in learning, behaviour, personal development and social skills. They are a valuable teaching resource.
84. Teachers work closely together to ensure continuity in curriculum content and lesson planning. They regularly evaluate their lessons and, depending on the effectiveness of the lesson and degree of pupil progress, subsequently modify planning.
85. Assessment procedures have improved significantly since the previous inspection and are now good overall. A variety of different strategies are used to monitor pupils' progress, including standardised tests and 'in house' assessments to identify strengths and areas for continued improvement. A comprehensive assessment policy outlines a clear framework for monitoring pupils' work and for keeping a record of pupils' achievements as they move through the school. Baseline assessment in the early years provides a starting point from which teachers plan strategies to meet the pastoral and learning needs of the pupils in their care. Additionally, it is used to identify pupils with special educational needs at an early stage. A recently- introduced tracking system is effectively used to monitor closely the progress pupils make in their learning and to inform planning.
86. Work is regularly marked with many examples of good practice, including positive comments and, in some classes, targets for improvement. Most teachers ensure that pupils are aware of the targets set for them in English, mathematics and science. There is a growing emphasis on encouraging pupils to evaluate their own achievements at the end of lessons. However, this practice is inconsistent throughout the school. Pupils are not fully involved in setting their own targets or actively involved in planning for their own improvement in learning.

87. Portfolios of work in the majority of subjects provide useful guidance for teachers in assessing standards achieved by pupils. They help to promote consistency in standards throughout the school.
88. The school has a well thought out system for recording and reporting pupils' achievements that fully complies with statutory requirements. Annual reports to parents are informative and provide detailed information including the standards achieved and detailed information about the next steps in their children's education. Reports also make reference to individual pupil's personal and social development. Good opportunities are provided for parents to respond.
89. Parents of pupils with special educational needs are provided with additional good quality information about their child's progress and how they can support learning. Regular meetings are provided as an effective forum where parents can be involved in a dialogue with teachers about their children's progress.

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

<b>Grade 2: Good features and no important shortcomings</b>
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90. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
91. The school provides a good and appropriate range of learning experiences, which match the abilities and needs of the pupils well. Planned activities and experiences are equally accessible to all the pupils.
92. The overall quality of educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning. These experiences lead naturally into national curriculum programmes of study. Through the effective adoption of an integrated learning programme based upon the philosophy of the Foundation phase, under-fives benefit from a wide range of planned indoor and outdoor experiences.
93. The school ensures that the curriculum is broad, balanced and based on what pupils know and can do. It meets the statutory requirements of the National Curriculum and the locally agreed syllabus for religious education. The school's provision for personal and social education also reflects national recommendations.
94. The curriculum is supported by well-written policy documents and schemes of work which show good progression and careful planning. The school uses topic work as an important method of delivering the curriculum, with some aspects of the curriculum taught discreetly in key stage 2. The expected learning outcomes, types of activities, suitable resources, the inclusion of key skills, and opportunities for assessment are outlined clearly in the planning

documents for all subjects and address the differing needs of pupils, including those with special needs as well as the more able.

95. The school has appointed a basic skills co-ordinator and a governor has responsibility for overseeing the inclusion of the key skills of communication, numeracy and information and communications technology across the school. The school also effectively incorporates problem-solving activities and *Y Cwricwlwm Cymreig* into its key skills framework.
96. The curriculum is enhanced by support programmes such as Catch-Up, by effective home-school liaison for reading and the availability of a homework club. Subject staff regularly monitor pupils' basic skills and the school holds a second *Basic Skills* quality mark for its success in raising standards in literacy and numeracy across the curriculum.
97. The school provides good out-of-hours and extra-curricular activities for the pupils. The Dragon Sports initiative provides a wide range of after-school sporting activities, accessible to all pupils. Visits to the community and beyond enhance pupils' learning within each class topic. For example, visits to nearby Chester enrich pupils' understanding of Roman life in history and visits to Jodrell Bank and to Liverpool's Albert Dock Museum enhance pupils' scientific and historical experiences. The school also arranges residential visits to Glan Llyn to enrich pupils' experience of using Welsh. These are valuable social, as well as educational, activities. Sporting links with other schools and the contribution of the school choir to local church services provide further social experiences for the pupils.
98. The provision for pupils' spiritual, moral, social and cultural development is well promoted within the school, and is outstanding in the early years. In particular, nursery and reception children show great improvement in their social development through effectively participating in small group activities. Collective worship meets statutory requirements and is of a mainly a Christian content. Pupils have good opportunities to reflect and contemplate on personal and also wider issues of a spiritual nature.
99. The pupils develop a good sense of moral responsibility through their acceptance and conformity to school rules, and their understanding of right and wrong. They receive merit points for good behaviour and also show good understanding for the need for rules regarding specific issues such as the use of a computer and class-delegated responsibilities. Pupils are aware of the importance of *fair play* within sporting activities and the importance of obeying the various rules pertaining to each sport. They show responsibility towards wider issues through studying the Country Code and through their projects based around their school garden.
100. Pupils' gain good awareness of the importance and relevance of celebrating different faiths, such as Diwali within Hinduism in religious education lessons. Their appreciation of other cultures is also enhanced through studying the work and style of different sculptors from other countries in art.

101. The school makes excellent use of the good quality local authority 'Athrawes Bro' service to enhance the teaching of Welsh. All members of staff have attended Welsh courses and make every attempt to learn the language, and improve their bilingualism.
102. The application of *Y Cwricwlwm Cymreig* through the study of famous Welsh people provides pupils with a solid base for understanding specific aspects of their country. Through studying the work of people such as Laura Ashley, and the historical importance of Flint castle and the Greenfield valley, the pupils gain a good understanding of the economic and historical development of Wales. Pupils listen to Welsh music with interest. The younger pupils joyfully sing simple Welsh verses or songs within a variety of lessons across the curriculum.
103. The partnership with parents, the community and other schools is good with no important shortcomings. Strong relationships have been established with the overwhelming majority of parents. The head teacher's open approach to addressing any concerns that arise is respected by parents. Most information parents receive is regular and is of good quality. Links with the community, local church and schools have a positive influence on school life, the curriculum and on pupils' personal and social development. Transition arrangements to the secondary school are good.
104. There are good links with initial teacher training institutions and colleges. The school regularly accepts students on work placements.
105. The school recognises that its arrangements to develop pupils' understanding of the working world needs further development. Whilst pupils do gain some experience of the world of work this is not systematically planned for throughout the school. Staff placements to business or industry do not form part of the school's continuing professional development programme.
106. There are good arrangements to tackle social disadvantage. All adults ensure that pupils have equal opportunity to access the curriculum offered and to take part in all areas of school life whatever their ability, gender or background.
107. The school's provision for sustainable development and global citizenship has good features that outweigh shortcomings. The school is currently involved in recycling and energy saving initiatives and an Eco committee is established. However, suitable attention is not always given to global citizenship in the geography curriculum, and this aspect of the school's provision is not well developed.
108. Membership of the school council and the Eco committee give pupils the opportunity to develop their entrepreneurial skills. The school acknowledges that more needs to be done to develop its provision in this area.
109. Good attention is given to the national priorities for life long learning. There are good arrangements to support pupils when they move to the next stage of education at the end of Year 6; this reflects the Welsh Assembly

Government's recent national focus well. The school promotes healthy lifestyles well, and there is a good focus on developing pupils' bilingual skills. Pupils' problem-solving skills are promoted well.

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

<b>Grade 1: Good with outstanding features</b>
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110. The findings of the inspection team match the judgements made by the school in its self-evaluation report. In particular, it considers that the quality of provision for pupils with additional learning needs is outstanding.
111. The school plans and manages care and support arrangements well. As a result, pupils are well supported by all adults who work in the school and by a good range of external agencies.
112. The school works closely with parents and carers. They are consulted about the care and support needed for their children. Care plans are drawn up when required and these are appropriate to the age and need of the pupils. At the pre inspection meeting, parents expressed the view that the school provides well for their children; the inspection team endorses this.
113. Arrangements to help children settle into the nursery are well organised. Parents are encouraged to be fully involved in this process. A good deal of practical and helpful information is provided for them before children start school. Arrangements to ensure pupils settle into school life at a later stage are also good.
114. Pupils are well known to all adults within the school. The day-to-day care and guidance for pupils is of a very high quality, and is a notable feature of the school's work. Personal and social education is well planned throughout the school, suitable attention is given to sex education and substance misuse, appropriate to the age of the pupils. The school also ensures that healthy lifestyles are promoted through topics within the curriculum.
115. The school council is well established and effectively represents pupils' views. It provides pupils with a voice and, as a consequence, their views can be heard, listened to and acted upon when appropriate. Members of the school council say that they appreciate this and are proud of the changes to school life that they have brought about.
116. Arrangements to monitor and address any concerns related to pupils' behaviour, attendance, punctuality or performance are good. The school's systems ensure that all these areas are closely monitored and that swift and effective action is taken if there are any concerns.
117. There are clear policies and procedures to ensure everyone's health, safety and welfare. The governing body plays a suitable role in overseeing the school's health and safety arrangements. Child protection procedures are

secure and well documented and known to all that work in the school. The child protection policy reflects recommended good practice. The school's arrangements to ensure health and safety, security of the school site and to protect any pupil who may be at risk are robust.

118. The provision for learners with additional learning needs is outstanding. Needs are effectively diagnosed at an early stage with clear procedures for identification including regular screening, careful tracking, and more formal termly assessments and standardised tests as appropriate. The additional needs co-ordinator [ANCO] works in class with early years and key stage 1 pupils in a monitoring role. Intervention is very effective. The assessment and record keeping system for identifying and recording pupils' progress is methodical and thoroughly involves class teachers in the process.
119. The school's additional learning needs policy is comprehensive and fully complies with the SEN Code of Practice and the framework for inclusive education. Individual education plans are of very good quality and clearly set out agreed learning targets. Some pupils are withdrawn to a designated classroom for short periods to work in small groups with the additional needs co-ordinator. This gives pupils an intense focus with a high level of specialist support and provides a very good level of interaction. The additional needs co-ordinator also operates a policy of in-class support which enables pupils to transfer skills learnt in a small group setting to the wider classroom situation. The expertise of the additional needs co-ordinator and learning support assistants is a strength of the school. Care is taken to ensure that withdrawal sessions reflect teaching in the mainstream classes.
120. Pupils from the local special school are welcomed twice weekly with their own support and are very well integrated. Very good opportunities are taken to include pupils with disabilities in all aspects and the school is an inclusive community where all pupils whatever their difficulty are welcomed. This is an outstanding feature. More-able pupils are identified and given an appropriate level of challenge in their learning.
121. The school makes very good use of outside agencies such as the educational psychologist and speech and language therapy service and any supporting agencies are fully involved in inclusion meetings.
122. The additional needs co-ordinator provides support and advice for class teachers of pupils who have behavioural problems and the school's behaviour programme is effective and well understood by all. Individual plans are in place for pupils whose behaviour causes concern or who are at risk of exclusion. Behaviour management is an outstanding feature of the school. The small number of pupils who have been excluded have been successfully reintegrated.
123. All pupils are treated fairly and equal opportunities are actively promoted. There is full access to the whole range of school activities and these are well supported. The physical organisation of pupils and the resources they use are carefully monitored to ensure there is no unfair emphasis on either sex or that

characters chosen for study from history or art, for example, do not conform to stereotypes.

124. The school has a racial equality policy in place together with appropriate procedures for monitoring complaints of a racial nature. No complaints have been received.
125. There is also an anti-bullying policy and procedures are in place to ensure that it is effective. The school uses *Circle Time*, problem boxes, and a buddy system to counteract any poor behaviour and pupils know that they can take problems to the school council. Records of bullying or other poor behaviour are kept and monitored by the head teacher. Pupils' report that any incidents of bullying are dealt with very quickly and effectively and that it is "everyone's job to stop bullying".
126. The school has an appropriate accessibility plan and is equipped with ramped entrances, wider doors, a platform lift and suitable toilet and shower facilities. Some members of staff have received training on disability discrimination and specific medical needs. The integration of pupils with disabilities is an outstanding feature.
127. There are few opportunities for pupils to experience ethnic diversity but the school celebrates cultural differences and includes aspects of diversity in religious education, assemblies, art and music. This is an area which the school needs to develop further.

## Leadership and management

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

#### Grade 3: Good features outweigh shortcomings

128. The findings of the inspection team do not match the judgement of grade 2 made by the school in its evaluation of this key question and it differs from the grade awarded to key question 1. In its judgements about the quality of leadership and management, the inspection team identified that the role of the deputy head teacher is not fulfilled effectively. As a consequence, other members of the senior management team have taken on more responsibility to compensate and this leads to an inequitable spread of the workload. *Despite this, good progress has been made since the previous inspection with no negative impact on pupils' standards of achievement.*
129. The head teacher provides strong and flexible professional leadership and management. She is highly committed to the school and strives to ensure that pupils make good academic and personal progress and achieve their best. In this, she is ably supported by the senior teacher. Their complementary skills and strengths effectively turn policy into practice, and maintain and promote high expectations. Most members of staff with leadership and management positions are clear about their roles within the management structure and well aware of their responsibilities for improving standards and the quality of provision. As a group, they generally work well together and with their colleagues in improving the quality of provision.
130. Although there is a general consensus amongst staff in its values about learning, behaviour and relationships, these are not explicitly and clearly stated in the school's forward vision, aims and targets in a way that drives the life and work of the school. The school's identity and singularity are not immediately apparent.
131. The school successfully promotes full equality of opportunity and monitors this closely. It takes good account of national priorities such as the *National Literacy and Numeracy Strategies*, healthy living and bilingualism. It has obtained the Welsh Assembly Government's grant (RAISE) to improve pupils' standards of attainment. The school is involved in the full range of local initiatives. Good links have been established with other schools, including neighbouring primary and the local secondary school. However, the school has identified the need to do more to promote sustainable development and global citizenship.
132. The senior management team is fully involved in the process of setting targets and goals through its school development plan. It considers appropriate actions needed to attain these targets, and appropriate success criteria. However, the lack of flexible long-term forward planning, of clear prioritisation of targets and a variability in the quality of monitoring by subject leaders are all shortcomings.

133. The school has well-established and productive performance management procedures for teachers and a more informal, but effective, system for appraising teaching assistants. Targets reflect a good balance between the needs of the individual and the whole school. They are regularly reviewed with appropriate support and training provided.
134. The governing body is very supportive and is regularly provided with good quality information about the school's performance and activities. Governors meet regularly and have a well-established and effective committee structure, all of which have suitable terms of reference.
135. The governors meet regularly with subject co-ordinators and this contributes well towards setting the strategic direction of the school and to monitoring the quality of provision and the standards that pupils achieve. In both these areas, governors' roles although at an early stage of development are developing well.
136. In almost every area of its work, the governing body fulfils its legal and statutory requirements. However, the school prospectus and governors annual report to parents have omissions in the information they should contain.

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

<b>Grade 3: Good features outweigh shortcomings</b>
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137. The findings of the inspection team do not match the school's evaluation of this key question as a grade 2. Even though there are several good features, the quality of self-evaluation needs greater refinement and a sharper focus to inform strategic planning more effectively.
138. The head teacher, governors and staff have a good overview of the school and its work and are committed to improving standards. A positive culture of self-evaluation incorporating full and regular consultation with all stakeholders is being developed.
139. All subject leaders evaluate provision in their subjects and some evaluations are very good, clearly identifying strengths and shortcomings from a clearly-indicated evidence base. The quality of subject evaluation, however, is inconsistent.
140. The majority of teaching and learning is systematically monitored and there are formal quality assurance procedures in place. Most subject leaders review lesson planning and scrutinise pupils' work at regular pre-planned intervals. Recent developments now include assessing pupils' progress and tracking individual pupils' achievements as they move through the school. The local authority provides a supportive role in this.

141. Analysis of test results and other significant data enables the school to identify areas for improvement and to use this information to set new targets for teachers and pupils. Sometimes the information shared, by a senior manager, with teachers and governors is not always accurate and figures are not always clear to the reader.
142. Parents report they have good regular access to the school, both informal and more formal, and their views are regularly sought through questionnaires. Staff are well aware of pupils' views through regular class discussions and an active school council.
143. The self-evaluation report prepared for the inspection gives a very lengthy overview of the school. It makes clear judgements on several aspects of school provision and correctly identifies the strengths together with many of those that require further fine-tuning. In five out of the seven key questions the school's grades match those made by the inspection team. However, the inspection team identified some shortcomings in leadership and management and in self-evaluation and so awarded a lower grade than the school for these key questions. Despite the shortcomings in leadership and management and self-evaluation processes, standards in the school have continued to improve steadily.
144. The school development plan targets a number of appropriate priorities for the coming term including skills-based teaching and the improvement of pupils' spelling and has provided sufficient resources to address these issues. Priorities are based on an audit of the current situation and contain clear actions to be taken and criteria for success together with short-term timelines. The school development plan is helpful in shaping the future direction of the school but does not give a clear focussed picture of how immediate, medium and longer term priorities are to be addressed and how subsequent actions taken are to be monitored for their subsequent impact on standards. The document itself is not well presented and does not contain the school aims, mission statement and general objectives.
145. Since the previous inspection, good progress has been made in raising standards in both core and foundation subjects where shortcomings were identified. The quality of assessment, subject monitoring and planning for key skills have all improved. Overall the school has made good progress.

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

<b>Grade 2: Good features and no important shortcomings</b>
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146. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
147. The school has well-qualified and experienced teaching and support staff to ensure that all aspects of the curriculum are taught effectively. The school makes effective use of visiting specialist teachers, such as the local authority

'Athrawes Bro' to extend the staff's expertise in bilingualism and the teaching of Welsh. External agencies such as physiotherapy, speech therapy and behavioural services provide good support for specific pupils.

148. Teachers make good use of courses to enhance their expertise and to keep up to date with recent development in their areas of responsibilities. The teaching assistants are well trained and employed effectively to provide maximum support and guidance for those pupils who may need additional support. They work closely with the teachers and are fully aware of the pupils' needs.
149. The school secretary manages the day-to-day procedures efficiently. The school caretaker ensures that the building and grounds are well maintained, safe and in good condition.
150. Pupils' learning is supported by some good displays of their work, achievement certificates and guidance on how to maintain good behaviour. These help to establish a calm environment which is conducive to learning and which promotes mutual respect between staff and pupils.
151. The school has adequate playground facilities including an adventure area and a fully enclosed soft play area for the under fives. The school field is spacious and provides good facilities for games, sports and other extra-curricular activities. The environmental garden is well planned and provides opportunities for pupils to explore wild life within their environment.
152. The quality and quantity of resources is good and meet the needs of the pupils well. Appropriate teaching and learning materials are available to all members of staff to support pupils' basic skills provision.
153. The subject leaders ensure that all materials are up to date and accurately reflect the topics studied within the school's curriculum. The school makes effective use of local facilities to extend the pupils' learning experiences outside the school's environment.
154. Each class has information and communications technology facilities and access to the internet for individual and group research into relevant topics. Resources are well used by the learning assistants to support the teaching of pupils with SEN within the classes.
155. The school has a good stock of reference books in its library. Pupils make good use of the information and communications technology and reference resources in the library to develop their research skills outside the classroom.
156. The organisation of teachers' planning preparation and assessment time is very well managed and meets the requirements. Teachers use this time productively to ensure that lesson plans are in place and that assessments of pupils are up to date. The head teacher effectively monitors this.

157. The school make good use of funds obtained from external sources and from the parent teacher association. The involvement of the parents has enabled the school to acquire an interactive whiteboard unit in the library area and a new outdoor pavilion amongst other items. Donations by local businesses and grants have enabled the school establish an impressive adventure park and recreational areas, which enrich pupils' social, and play experiences in a safe environment.
158. The school's financial management is good and a close liaison is kept with the local authority's finance officer. The governing body is fully aware of the impact identified priorities in the school development plan have on the school's budget. Governors effectively oversee expenditure, and a designated governor meets regularly with the head teacher to identify and review the changing needs of the school. Appropriate resources are identified, costed and purchased within the school's budgetary provision.
159. The school provides good value for money.

## **Standards achieved in subjects and areas of learning**

### **Under 5s**

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

160. The overall quality of educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning. There are no differences in grades between nursery and reception year groups.

### **Language, literacy and communication skills**

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

##### **Good features**

161. Nursery children develop their language and communication skills well from a low starting point. They listen very attentively to adults, answer questions sensibly and talk appropriately about things that are important to them. They show good role-play skills when confidently acting out traditional stories. Nursery children love books and stories and this gives them a good start to formal reading development. They handle books confidently and make up their own stories using the pictures. Children enjoy making marks with crayons, paint and pencils and their pencil control skills are developing well. Most respond very well to simple Welsh greetings and instructions.
162. Reception children listen attentively to each other and to adults. Because their speaking skills are so well nurtured, particularly in imaginative and creative role-play, many are beginning to talk clearly and at length. They ask sensible questions and talk confidently about their work. Most children read familiar words confidently and some analyse the syllables in new words successfully. They talk enthusiastically about events and characters in their books. Reception children are enthusiastic writers. Many form letters correctly and underwrite well. Children further practise their writing skills when self-registering in the morning and frequently use the interactive whiteboard spontaneously to write words related to what they are doing. Most respond appropriately in Welsh to simple greetings and phrases and will offer simple phrases of their own.

##### **Shortcomings**

There are no important shortcomings.

### **Personal and social development**

#### **Grade 1: Good with outstanding features**

##### **Outstanding features**

163. Pupils enthusiasm for learning and their self-organisation when engaging in the comprehensive range of integrated activities provided is outstanding.

### **Good features**

164. Children are making excellent progress in this area and standards of achievement are very good. Children leave their parents and carers happily at the start of the day. They are familiar with school routines and the majority become independent learners quickly with a high degree of involvement when undertaking their tasks. They concentrate and behave well because the activities prepared for them are interesting and fun. Relationships are very good and this creates a calm, friendly atmosphere in which they achieve well. Children are polite and courteous. Boys and girls work and play well together.
165. Nursery children are outstanding in showing respect and care for each other's well being. They respond effectively to the organisation of activities and they take turns sensibly. They are aware of the need for personal hygiene, and show a very good degree of independence. They show very good responsibility in ensuring that everything is kept tidy.
166. Reception children form very good relationships with other children and adults. They listen courteously and wait their turn patiently. They understand the importance of class rules and they are willing to share resources sensibly. They have a very good understanding of the need for kindness, and show respect toward younger pupils in the outside play area. In more formal sessions, they show very good skills in sorting themselves into groups for activity with no fuss.

### **Shortcomings**

167. There are no important shortcomings.

### **Mathematical development**

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

### **Good features**

168. Children are enthusiastic about their mathematical activities and are making good progress in this area. Standards of achievement are good.
169. Nursery children count to five easily, and some well beyond. Many recognise numbers to five and they understand how many farm animals make five. They accurately name and use coins and use them to 'buy' items in role-play. They sort objects according to colour and shape effectively and recognise and name simple two-dimensional shapes. Some children understand 'bigger' and 'smaller' and order objects correctly according to size. Children know a wide range of number rhymes and songs and they sing them enthusiastically. When '*playing*' at weighing and measuring, they demonstrate early understanding of the concepts of balance, 'short' and 'tall' and 'full' and 'empty'.
170. Reception children know numbers and their names in sequence, counting backwards and forwards to 20 with confidence. They have a good understanding of differences between two-dimensional shapes and some identify and name three-dimensional shapes correctly. They are beginning to

solve simple problems when they sort and place these shapes into sets. They have a clear understanding of the purpose of money and can use 1p, 2p and 5p coins to buy more than one object, understanding how much is needed altogether. Children understand mathematical vocabulary such as 'longer', 'shorter', 'more than' and 'less than'. They enthusiastically sing a wide range of number songs in English and Welsh.

### **Shortcomings**

171. There are no important shortcomings.

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

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

172. Nursery children recognise a wide range of colours. They decide what clothes are sensible to wear in cold weather; understanding the need to keep their bodies warm when they go outside. They also why they need protective clothing when painting or engaged in water play. They know that heat changes soft bread to hard toast and apply butter and cheese appropriately. They enjoy building activities with sticks and with bricks.

173. Reception children have a good understanding of the concept of the passing of time and describe seasonal changes and how this affects a plant's growth. They further their experience of the world through role-playing shopping or being a travel agent. They describe the ingredients of porridge and give clear instructions on how to make it. They describe changes to everyday objects and use terms such as pushing, pulling, stretching, gripping, tearing and squeezing appropriately. Reception children name the main parts of a plant accurately and explain simply, but accurately, what happens in magnetism. Children are developing good information technology skills through effective use of the interactive whiteboard selecting, dragging and matching pictures across the screen and in programming a robotic toy to follow simple instructions.

### **Shortcomings**

174. There are no important shortcomings.

### **Physical development**

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

175. Children make good progress in this area of learning. Nursery children use small equipment, such as pencils, crayons and scissors with good control and some cut along a line accurately. When playing outdoors, they show good knowledge of different parts of the body, and understand differences between running, walking, skipping and jumping. They ride tricycles with good control, and use space carefully and safely. Nursery children develop climbing and

swinging skills well through regular use of climbing frames and adventure playground equipment.

176. Reception children show good progress in handling glueing materials, jigsaws and writing equipment, safely and independently. They use scissors safely, showing good hand-eye co-ordination. Reception children have good spatial awareness and they show a high level of self-discipline while performing aerobics to warm up in a physical education lesson. They feel the physical effects of exercise and describe their body changes well. Indoors, they move to music expressively to 'describe' how a seed grows into a plant. Outside, they use wheelbarrows, spades and watering cans appropriately to nurture plants.

### **Shortcomings**

There are no important shortcomings.

### **Creative development**

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

### **Good features**

177. Nursery children enjoy experimenting with a wide range of media. They paint, model, print, cut and glue with pleasure and enthusiasm. They are developing good colour-mixing and observational skills and produce bold and colourful paintings. Nursery children produce interesting and carefully considered buildings from junk materials. Older children add moving parts. They sing songs very well, reinforcing language patterns, enthusiastically, and they use instruments very imaginatively to accompany their songs to good effect.
178. Reception children enjoy experimenting with paint and modelling clay. Colour mixing, line and shading skills are increasingly evident when producing good quality portraits of their friends and observational drawings of mini-beasts. They create interesting and bright collages from recyclable materials. Reception children sing tunefully in English and Welsh and enjoy accompanying the taped songs of visiting musicians. They accompany their own compositions enthusiastically with lots of body actions for emphasis and accurately name and use untuned instruments.

### **Shortcomings**

179. There are no important shortcomings.

**English**

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

**Good features**

180. Throughout the school, pupils show good speaking and listening skills. In key stage 1, they listen attentively and with interest to both the teacher and to their peers. They think about teachers' questions before answering and offer their own comments and observations to emphasise a point. They respond well to questions and listen well to each other in paired or small group tasks.
181. Most pupils in key stage 2 listen respectfully to their teachers and to others. In lessons, they remain focussed for a sustained time and respond appropriately to questions. More-able pupils use appropriate and specific language to express themselves confidently in a variety of contexts and evaluate their own and others work effectively.
182. Pupils in both key stages show an increasing interest in reading and are keen to read at home, and to show others how much they have read. This helps to improve their standards.
183. In key stage 1, pupils have a good solid knowledge of letter sounds and blends of letters within words. They use their knowledge of phonic sounds effectively to identify new or unfamiliar words. Most pupils read fluently and correctly, and show confidence in their ability to read simple sentences describing specific characters. They confidently discover specific words such as those containing 'll' or 'ff' in *Wordsearch* puzzles, and use their visual skills to identify specific words within a given text.
184. The majority of pupils in lower key stage 2 read confidently and accurately. They show good understanding of the text. Their reading is expressive and delivered at appropriate pace according to the context. They enjoy discussing their favourite books and authors. Most older pupils in key stage 2 read well and use a variety of reference materials appropriately to research information, and the more able use a dictionary effectively to define the meaning of words and to check their spelling.
185. Key stage 1 pupils' writing shows good use of appropriate adjectives and phrases to describe people's characteristics and to describe various animals within their environment. The more able pupils create effective and accurately written extended sentences describing people they have read about in their storybooks.
186. Most pupils in key stage 1 show good developing handwriting skills, with clearly formed and consistently-sized letters, and appropriate spaces between words. Pupils with SEN show good developing skills when copying letters on given lines. Their work shows good progress in this area.

187. Younger pupils in key stage 2 identify accurately and write both formal and informal letters, using paragraphs to good effect. They write with confidence when setting out instructions in a correct sequence. Most pupils write accurately about the contents of a book which they have been reading. They distinguish accurately between facts and opinions in a newspaper article and write headlines and articles in report style.
188. Many older key stage 2 pupils use a variety of writing forms in appropriate contexts. They identify various forms of persuasive texts and information. Nearly all the pupils have a good understanding on how to set out arguments for or against a specific issue. They use reasoned argument to state a point of view clearly, and use appropriate evidence to reinforce their viewpoint. They identify key points clearly, plan their work appropriately, and express their viewpoints effectively, using persuasive writing techniques to influence a reader's judgement.
189. Most of the older pupils in key stage 2 recognise the need to use different connective words in appropriate contexts. They distinguish between the usage of various connectives to present ideas and to persuade the reader towards a specific point of view.
190. Pupils with SEN make good progress in reading and writing, and respond well to support given to them by learning assistants.

### **Shortcomings**

191. A minority of pupils in key stage 2 have shortcomings in specific elements of reading and spelling.

<b>Welsh second language</b>
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<b>Key Stage 1 - Grade 2: Good features and no important shortcomings</b> <b>Key Stage 2 - Grade 2: Good features and no important shortcomings</b>
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### **Good features**

192. In key stage 1, nearly all the pupils show enthusiasm when using Welsh in their lessons. They listen attentively to each other and use appropriate phrases to talk and create simple conversation, using good pronunciation. They respond appropriately to requests indicating good and effective comprehension of basic oral Welsh. Most pupils recite the days of the week clearly and correctly state weather conditions on specific days, using established sentence patterns.
193. Most pupils in key stage 1 count confidently single numbers and recite these clearly. They continue to use Welsh correctly and clearly, without teacher support, in small group activities and do so with confidence and self-assurance.
194. In key stage 2, most younger pupils identify their favourite television programme and express these preferences. They create simple interviews

about favourite hobbies and television programmes, using established sentence patterns to good effect. They also identify and state accurately simple symptoms of different common illnesses.

195. Many older pupils in key stage 2 have devised simple scripts with help from the Athrawes Bro and perform these scripts for the class. A few pupils have taken part in a Welsh language quiz and show confidence when replying to questions orally in a formal situation.
196. Many pupils fill in a simple information form accurately and understand the vocabulary necessary to provide personal information. They know the names of animals and ask pertinent questions of each other regarding where animals live. They also name specific coloured squares on a card grid to indicate where pictures of different animals are located. They use prepositions correctly to state where various items are located.
197. Younger pupils in key stage 2 read fluently from a large class book and show good pronunciation and understanding through appropriate expressions and intonation. Many pupils produce a simple dialogue between two people and read and act these out with confidence and clarity.
198. In key stage 2, most pupils know the names of different clothes and describe when to wear them. They accurately read phrases describing what various people are wearing. They use appropriate adjectives to describe people. They also write simple sentences to describe people they see in photographs, and insert appropriate words into given sentences containing blank spaces. They use the interactive whiteboard effectively to support their work by matching sentences.
199. Older pupils in key stage 2, respond appropriately to a variety of question forms. They work effectively in pairs and small groups using questions 'where?' or 'what?' and respond appropriately. They transfer their oral work accurately into written work in their books. The pupils use known sentence patterns effectively to help them construct both oral and written sentences and this serves as a sound basis for future progress in the language.
200. The more-able pupils produce extended phrases to develop personal descriptions, and to provide personal information accurately on a given form.
201. Many older pupils in key stage 2 record details about their activities during the day, and identify those they undertake at specific times. They produce simple weather forecasts for various places in Wales and correctly write the appropriate Welsh names for various towns.

### **Shortcomings**

202. The restricted range of vocabulary by a very few older pupils in key stage 2 inhibits their ability to express themselves fluently.

<b>Mathematics</b>
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<b>Key Stage 1 - Grade 2: Good features and no important shortcomings</b> <b>Key Stage 2 - Grade 2: Good features and no important shortcomings</b>
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**Good features**

203. Pupils in key stage 1 and key stage 2 make consistently good progress in many aspects of mathematics. Most produce a good quality and quantity of work. Pupils persevere well. They remember what they have been taught and use it logically to learn new concepts. They undertake tasks in addition, subtraction, division and multiplication confidently and accurately and explain their strategies clearly when adding or subtracting numbers. In key stage 2, pupils have benefited from a recent focus on problem-solving activities.
204. Pupils in key stage 1 respond well in oral and mental mathematics sessions. They make sensible estimates to numerical problems. From the reception age onwards, pupils recognise patterns in mathematics and use this knowledge as they develop their understanding and skills.
205. Key stage 1 pupils have a good numerical awareness and show a secure understanding of numerical processes. The most able quickly and accurately add a series of two-digit numbers and understand place value. Year 2 pupils know odd and even numbers and are beginning to use multiplication tables in their work. Pupils also develop a good understanding of shape, space and measures. They use standard and non-standard measures accurately for length, weight and capacity. They also identify accurately the properties of a range of two and three-dimensional shapes and sub-divide them into halves, thirds and quarters.
206. Younger pupils in key stage 2 confidently add three and four-digit numbers informally by estimation as well as by standard written methods. They round four-digit numbers up and down, have a good understanding of place value and multiply three-digit numbers by 10 and 1000. Pupils understand clearly the reversibility relationship between multiplication and division operations. In their presentations, they write numbers in words and numerals accurately.
207. Pupils in year 3 and year 4 accurately name a range of simple shapes, including spheres, cuboids, cylinders, cones and pyramids. They differentiate between curved shapes and prisms. They correctly define and identify vertices, faces and edges. They are familiar with the concepts of frequency, axes and scales and record results using bar graphs. Younger key stage 2 pupils develop a good basic understanding of equivalent fractions.
208. Upper key stage 2 pupils confidently multiply and divide large numbers and apply the four rules to decimals. They use brackets in their calculations and explain clearly how they arrive at the correct answer to their numerical calculations. By year 6, the more able convert percentages to decimals and fractions. They accurately calculate equivalent fractions and those of whole numbers, and confidently convert proper to improper fractions and vice versa.

209. Year 5 pupils correctly identify, count and record the number of edges, faces and vertices on a wide range of complex three-dimensional shapes. Year 6 pupils understand more complex symmetry. They measure angles accurately using protractors and know how to calculate the circumference, radius and diameter of circles. They are competent when working out the perimeter and area of different shapes. They keep tally charts and effectively convert these into various graphs.
210. Pupils in both key stage 1 and key stage 2 use relevant mathematical terminology confidently and appropriately.

### **Shortcomings**

211. There are no significant shortcomings.

<b>Science</b>
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<b>Key Stage 1 - Grade 2: Good features and no important shortcomings</b> <b>Key Stage 2 - Grade 3: Good features outweigh shortcomings</b>
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### **Good features**

212. Pupils in key stage 1 respond well to guidance on conducting their investigations with year 2 pupils offering very sensible ideas on how to proceed. Pupils use the simple equipment provided safely and competently and make relevant observations. They carefully and accurately use notes and diagrams. Pupils confidently use a range of scientific vocabulary correctly when explaining the actions of their experiments using the medium of Welsh.
213. Key stage 1 pupils have a good understanding of what constitutes a fair test and correctly identify factors that need to be kept the same.
214. Pupils in key stage 1 recognise and name correctly the major external parts of the human body and identify the different parts used in different activities. By the end of the key stage, pupils know the properties of common materials used in the home and why they are used for particular purposes; for example, the use of plastic for weatherproof clothing. Pupils have a good understanding of forces and friction. They know that objects can travel further across different surfaces and that objects move when a force is applied to them, such as when they are pushed or pulled. Pupils recognise a range of light sources and explain why they can not see in the dark.
215. Throughout key stage 2 pupils further develop their understanding of a fair test and appreciate its importance in evaluating evidence gained.
216. Pupils in lower key stage 2 have a good understanding of the component parts of a healthy diet. They correctly label the position of major organs within the body and offer appropriate ideas about their individual functions. Pupils confidently recall a range of investigations undertaken, correctly identifying key factors and explaining their conclusions.

217. Lower key stage 2 pupils recognise the importance of taking several measurements to make sure that their findings are accurate. However, results are often marred by untidy presentation of work making accurate comparisons difficult.
218. Older pupils in key stage 2 accurately name different sources of light. Pupils know that rotation of the earth causes day and night. Overall pupils have a good understanding of the solar system. They have a clear understanding of simple electrical circuits and know how to make or break a circuit using a simple switch. They understand that vibrations are not always visible but that sound can be heard.
219. Pupils from year 6 who were interviewed showed a good understanding of factors affecting good health and how their body works. Through previously planned investigations, they describe with accuracy the effect of exercise on the body and explain the outcome. They know the requirements of a healthy diet and the harmful effect of smoking, alcohol and drugs on the body.

### **Shortcomings**

220. Pupils in key stage 2 are developing a good understanding of fair testing. However, their skills in predicting outcomes, concluding, explaining and evaluating are under developed.
221. Pupils investigative and independent learning skills in key stage 2 are underdeveloped.

## **Information technology**

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

222. Information technology is not taught as a discrete subject; therefore no lessons were observed. Examination of the use of information technology skills in other subjects across the curriculum, discussion with pupils, examination of school portfolios and individual pupil's record books indicate that pupils have a good level of knowledge, skill and understanding in information technology.

### **Good features**

223. Pupils in both key stages progressively develop good skills in using information technology resources such as interactive whiteboards, listening centres, digital cameras and CD players which are available in each classroom.
224. Key stage 1 pupils have developed a number of good basic skills such as executing program commands, saving their work, using the mouse and pointer, and operating a number of facilities on the tool bar such as the airbrush, the spray and the pen.

225. Pupils draw themselves using painting software packages, replicating images to good effect. They develop good skills in word-processing, creating and printing simple sentences. They are competent in highlighting blocks of text and changing the colour, type and size of font.
226. Pupils with particular difficulties in key stage 1 make measurable progress in developing their literacy and numeracy skills through the use of appropriate software.
227. Pupils in lower key stage 2 further develop their mouse and keyboard skills using the shift button, space bar and return keys to good effect. They are adept at using the interactive whiteboard as a desktop. Pupils find appropriate files on a hard disk and open and use them appropriately. Pupils correctly explain the meaning and purpose of different file commands such as 'edit' and 'print' and redraft their work effectively through word-processing. They appropriately import images from 'Clip Art' into their text. They use a simple database effectively and make a simple graph using single field. Pupils use computers well to support their research, for example, by using search engines and accessing web sites. They share, exchange and communicate ideas effectively in a variety of forms.
228. In upper key stage 2, pupils develop good skills in using a database. They carry out detailed searches for information and produce complex graphs and reports. Pupils explain clearly how a game simulation works and give considered reasons for the choices they make in a game. Pupils create informative and visually interesting *Powerpoint* presentations using images and graphics from the Internet. They enhance the presentation through the addition of active buttons and slide transitions. In designing the presentation, they give careful consideration to the purpose and audience of the presentation. They develop good skills in accessing, opening, saving and replying to e-mails.
229. Pupils with SEN in key stage 2 play a full and active role in lessons and make good progress relative to their ability.

### **Shortcomings**

230. There are no important shortcomings.

<b>Design technology</b>
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<b>Key Stage 1 - Grade 3: Good features outweigh shortcomings</b> <b>Key Stage 2 - Grade 3: Good features outweigh shortcomings</b>
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231. Only one lesson in design technology was seen during the inspection but scrutiny of completed work and discussion with pupils and with the subject leader confirm that good features outweigh shortcomings in both key stages.

### **Good features**

232. Key stage 1 pupils experiment with techniques of weaving. They start by practising their skills of weaving with ribbons and wool on weaving cards and move on to produce imaginative, textured woven collages in bicycle wheels. Pupils discuss sensibly the problems they encountered and how they overcome them and give very good reasons for their choices of fabrics.
233. Pupils in key stage 1 experiment with making moving pictures. They explain the principles involved using appropriate vocabulary, for example 'pivot point', and evaluate each other's work with a good level of understanding.
234. Key stage 1 pupils make effective moving vehicles, practising their measuring skills and choosing appropriate materials. They include imaginative details such as lights, doors and windows and explain the purpose of the axle with understanding. The finished products are of good quality and provide a careful balance between designing and making skills.
235. Pupils in lower key stage 2 make well-designed purses and wallets from simple patterns. They consider methods of joining fabric, practising sewing, and evaluate a variety of money containers appropriately before making their own designs. Afterwards, they evaluate their purses and can explain how they could be improved.
236. Younger key stage 2 pupils design and make models of moving monsters which are controlled by the movement of air. They successfully use pneumatics to make simple three-dimensional card monsters with moving parts and apply appropriate finishes.
237. Older key stage 2 pupils link their design work to their study of Botswana and make African masks. They plan the decoration of their masks effectively using ideas from books and the internet to assist them. They make simple sketches, list the materials they plan to use and consider relevant colours to reflect the theme of Africa. Some pupils use papier- mache to cover balloons and clearly understand what will happen as it dries. Others model interesting large masks from card and accurately work out how to make the features three-dimensional.
238. Pupils at the upper end of key stage 2 think about the purpose of shelters. They consider carefully what materials, joining techniques and methods of reinforcement will be needed and look at photographs of a variety of shelters. Pupils design a model rabbit hutch involving accurate measurements and effectively using wood and chicken wire for construction. Observation of photographs and plans of this work indicate that pupils completed the task well.

### **Shortcomings**

239. Pupils do not use their information technology skills sufficiently to support their design work.

- 240. Pupils' understanding of control technology is limited and there are limited opportunities to incorporate this into design products.
- 241. Pupils do not consistently choose from a variety designs or methods of construction.

## History

### **Key Stage 1 - Grade 3: Good features outweigh shortcomings**

### **Key Stage 2 - Grade 3: Good features outweigh shortcomings**

#### **Good features**

- 242. Pupils in key stage 1 are developing their chronological awareness by looking at houses and the materials used to build them. Their historical knowledge of people in the past is enhanced well by the study of the life of Hedd Wyn The Black Chair.
- 243. Pupils in key stage 1 understand well that they can find out about the past through what people wrote, drew and built. They explain accurately that modes of transport have changed over periods of time from horse drawn vehicles to the modern vehicles of 2007. Pupils confidently communicate their finds through detailed drawings of appropriate artefacts. Pupils recognise why events happened and their consequences on life as we find it today.
- 244. Pupils at the lower end of key stage 2 make good progress in their historical knowledge and understanding of the Roman Empire through educational trips to Chester. They recognise a Roman legionnaire and mosaic patterns and reflect accurately on life in Roman times. Pupils know that the Celts lived in roundhouses on a hill fort. They know and explain clearly what they looked like and how they worshipped.
- 245. Pupils at the upper end of key stage 2 investigate and compare life as a Victorian child, researching facts by using the internet confidently.
- 246. Pupils use secondary sources well to interpret life in Britain during the Second World War – the use of ration books and life as an evacuee. They present interesting interviews with local residents to gain first hand accounts of life during the Blitz. These appreciably extend pupils' understanding.
- 247. Pupils' research skills are developing well in years 5 and 6. To gain information about post-war Britain, they use a range of appropriate resources to find out about home and school life as compared to life today.
- 248. In discussion, pupils in year 6 showed good knowledge and much enthusiasm for work on the Second World War and accurately identify causes and consequences of some events and changes.

### **Shortcomings**

249. The development of pupils' knowledge and understanding and their skills in historical enquiry and interpretation are inconsistent as they move up through the school.
250. In both key stages, pupils' selection, organisation and communication of their findings lacks variety and clarity as a result of their overuse of worksheets.

<b>Geography</b>
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<b>Key Stage 1 - Grade 3: Good features outweigh shortcomings</b>
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<b>Key Stage 2 - Grade 3: Good features outweigh shortcomings</b>
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### **Good features**

251. Within key stage 1, pupils show a good understanding of the purpose of maps. They use correct geographical terminology and use a key to identify buildings and places of interest. They make plans of their routes to school and label features such as shops, houses and bus stops on a map of the local area. Pupils input instructions for a programmable toy and are able to move it around a floor map describing its route using directional vocabulary appropriately.
252. Key stage 1 pupils accurately recognise similarities and differences between Moel Famau and Connah's Quay, distinguishing clearly between natural and human features. Many have a secure knowledge and understanding of location in relation to the area around their school and are developing a good awareness of the features of other localities in Wales. They effectively describe what transport they would use to get from Chester to Moel Famau and confidently use vocabulary such as 'nearer to' and 'further away' to estimate distances.
253. By the end of the key stage, most pupils accurately name the countries of the British Isles and identify them on a map.
254. In lower key stage 2, pupils further their knowledge of Wales and study the National Botanic Garden of Wales. They correctly identify Llanarthne and locate Carmarthenshire on a map of Wales. They use a key to locate features on a plan and most use alpha-numeric co-ordinates accurately. They compare and contrast how the countryside has changed since the gardens have been built and offer good reasons about how the coming of the gardens has changed the area. Pupils correctly identify which features are natural and which are man made and show some understanding of the tourist industry.
255. Older pupils in key stage 2 locate Botswana on a world map accurately and have a detailed knowledge of village life in Gweta. Pupils describe features of the climate and make good comparisons with the climate of Wales. They draw on their developing enquiry skills to investigate features of Gweta, accurately using a range of sources including information and communications

technology. They compare Botswana with Wales and put forward sensible suggestions for the main similarities and differences.

### **Shortcomings**

256. Pupils in both key stages have a limited understanding of environmental change and sustainable development.
257. In both key stages, pupils' awareness of issues of global citizenship and of the global forces which shape their lives is underdeveloped.

<b>Art</b>
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<b>Key Stage 1 - Grade 2: Good features and no important shortcomings</b> <b>Key Stage 2 - Grade 2: Good features and no important shortcomings</b>
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258. Only one lesson in art was observed during the inspection. However, scrutiny of work and discussions with pupils confirm that standards are good with no important shortcomings.

### **Good features**

259. In key stage 1, pupils explore the natural environment and show good observational skills. They collect leaves, observe them through a magnifying glass and make striking, large sketches in chalk on black paper taking due note of line, colour shape and shade.
260. Key stage 1 pupils make collages from natural materials and arrange them in pleasing and imaginative designs. They look at work by William Morris, Georgia O'Keefe and Henri Matisse and evaluate their work effectively by telling others their ideas and recording this on tape.
261. In key stage 1, pupils use a range of different media well. They look at storyboards and comic strips. They make simple picture storyboards based on a topical story taken from the news and draw beginning, middle and end pictures to tell the story of Lucy the cat. They use biro to draw pictures into foam, demonstrating good control, and use foam stills to print out the pictures as a comic strip.
262. Pupils in lower key stage 2 study the work of Alberto Giacometti. They make observational sketches of figures in charcoal, transfer their designs to pipe cleaner models and then create good quality three-dimensional sculptures from modelling clay, experimenting with paint finishes to create a burnished effect. They evaluate this work effectively by comparing it with that of the sculptor. A good feature of this work is the progression in skills from the initial sketches to the finished sculptures.
263. Pupils at the lower end of key stage 2 explore colour and pattern imaginatively by observing patterns in nature. They make good quality sketches of plants, fruit and vegetables, print their designs onto fabric and carefully evaluate their work by looking at the designs of Laura Ashley.

264. At the upper stage of key stage 2, pupils effectively link work in art to their study of the Second World War. They experiment with composition and design and make interesting and effective arrangements of war artefacts using items such as gas masks, shell cases and helmets. Pupils use their sketch books to good effect and experiment with techniques used by famous artists, for example, drawing figures after looking at the work of Lowry and practising sketching hands after looking at the work of Van Gogh.
265. Pupils at the upper end of key stage 2 link their work in art to their study of Botswana. They experiment with tessellating shapes and use batik to create wall hangings in African colours.
266. Throughout key stage 2, pupils use their sketch books effectively, develop good skills of appraisal, and are able to evaluate their work in a mature manner.

### **Shortcomings**

267. There are no important shortcomings.

## **Music**

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

### **Good features**

268. Pupils in both key stages sing with enthusiasm and enjoyment. In key stage 1, pupils have good understanding of pitch and dynamics and are able to vary the latter in a good controlled manner. Most pupils competently clap a steady beat, sustaining it through a song and have a good understanding of rhythm. Pupils correctly name instruments according to their sound and sensibly select untuned instruments to accompany rhythms of their own composition. When acting as conductors, pupils confidently and ably direct small group sessions that involve pupils playing their respective instruments in turn to a given beat.
269. Key stage 1 pupils listen attentively to appropriately and carefully selected pieces of music and accurately identify specific phrases as described by the teacher. They sing well in tune and enjoy performing and appraising each other's work.
270. In key stage 2, younger pupils play a range of instruments using appropriate techniques to enhance the characteristic sounds of the different instruments. Most have a good understanding of rhythm and keep a steady beat when required to do so. Pupils are beginning to understand how, in music, different notes indicate duration.
271. Towards the end of the key stage, pupils show a growing understanding of musical notation. This helps them to sing accurately in unison. They make sensible suggestions as to how they might improve their performance and expression of different songs.

272. Pupils confidently display good composition skills when playing a variety of musical instruments. Standards of singing across the key stage are good, and pupil performance contributes significantly to school assemblies and performances to organisations in the local community, thus enhancing the link between school and the world outside.
273. Pupils in years 5 and 6 have a good understanding of musical notation and name notes accurately. Pupils evaluate their own compositions and modulate them to work in harmony with the words they speak. Pupils confidently sing a range of music from around the world in three and four-part harmony.
274. Throughout the school pupils have a good developing knowledge of various examples of Welsh music and Welsh composers. They sing in Welsh, pronouncing the words competently. A growing number of pupils have the opportunity to play a musical instrument and this opportunity contributes significantly to the standards of music throughout the school.

### **Shortcomings**

275. There are no important shortcomings.

<b>Physical education</b>
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<b>Key Stage 1 - Grade 2: Good features and no important shortcomings</b> <b>Key Stage 2 - Grade 2: Good features and no important shortcomings</b>
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### **Good features**

276. Nearly all pupils in key stage 1 listen attentively and respond appropriately to instructions. They show good body control while moving using a variety of different movements. Many pupils indicate good understanding of the effect of movement on the body and feel the increase in their heartbeat.
277. Pupils make effective use of space and discover spaces for themselves as they move around the hall. They show awareness on how to change pace and speed whilst moving, and are aware of the movements of other pupils around them.
278. Most pupils in key stage 1 show good awareness of balance and demonstrate their awareness of this through various movements and stretching activities. They create good expressive movements on dance lessons and a few explain clearly how they can improve upon their performances by adapting or refining their movements.
279. The younger pupils in key stage 1 show good respect for rules of games and compete in a sporting and fair manner.
280. Many pupils in key stage 2 show appropriate body movement in response to given pieces of music in dance lessons. They develop their skills to show increasing control of the face and body and use their bodies effectively to express various emotions. Most pupils change their dance movements

appropriately in response to the changing tempo of music. They show good sequences of movements to depict animal movement involving jumping, crawling, turning and stillness.

281. Most older pupils use mats and beams effectively to balance and create different body shapes. They work well in pairs to perform sequences of movement using a variety of apparatus, and they investigate different ways of swinging and climbing.
282. Many pupils in key stage 2 ably adapt and refine actions of travelling, jumping, turning and gesture in their dance lessons. They explain clearly the meaning of a sequence of movements. They work effectively in pairs to express and create a sequence of movements which include various forms of balancing. Many pupils observe each other and evaluate the effectiveness of their movements and sequences effectively.
283. Nearly all pupils in key stage 2 develop good techniques for accurate throwing. They improve their performances by setting targets to beat their previous best.
284. Older pupils work confidently as a team to erect a tent and fly sheet without instruction. They design an obstacle course and discover ways of carrying a receptacle of water through the course without spilling.

### **Shortcomings**

285. A minority of pupils in lower key stage 2 dance lessons do not always show precision in their quality of movement.

<b>Religious education</b>
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<b>Key Stage 1 - Grade 2: Good features and no important shortcomings</b> <b>Key Stage 2 - Grade 2: Good features and no important shortcomings</b>
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286. Only one lesson in religious education was seen during the inspection but scrutiny of completed work and discussion with pupils and with the subject leader confirm that good features outweigh shortcomings in both key stages.

### **Good features**

287. In both key stage 1 and key stage 2, pupils' understanding of religious education is enriched by the daily acts of collective worship. Pupils develop good moral and social values and display strong levels of spirituality when taking part in assemblies or discussing religious issues. They are aware of the importance of rules in school life and develop a respect for others in the school community.
288. All pupils are developing a sound understanding of the church as a special place for worship. due to the support of the local vicar and visits to church. They recognise the significance of the Bible and talk about the main features of the life of Jesus Christ. Throughout the school, pupils have a good level of

knowledge about Bible stories and they are able to apply lessons in these to their own lives.

289. Pupils in key stage 1 develop a good understanding of special days. They describe the special days in their own lives as times when they feel happy because of the good things that happen on those occasions. Pupils know that Christmas is a special time because it is when Christians celebrate the birth of Jesus Christ.
290. Pupils in key stage 1 are beginning to understand the significance of special times for different religious groups. They know that Shabbat is a Holy time for Jewish people and that ceremonies involve the use of sweet bread, wine and candles. They perceptively compare the Jewish Shabbat with the Christian Sabbath. They show a good understanding of why Christians say prayers and sing songs in church and of the purpose of the cross in churches.
291. Year 2 pupils know well that the Bible is a special book. They know and distinguish clearly stories that appear in the Old and New Testaments. They have good recollection of the familiar stories Jesus told, such as the parable of the sower. They explain clearly that God created the world in six days and rested on the seventh.
292. Key stage 2 pupils have a good understanding of the importance of prayer in world faiths such as Christianity, Islam, Hinduism and Judaism. They accurately recall important aspects of Muslim prayer. Pupils show good understanding of why people of different faiths make pilgrimages to special religious places.
293. Younger key stage 2 pupils show good awareness of the main similarities and differences between major world religions, such as Hinduism and Judaism. They recognise accurately the symbols of different religions and the significance of the stories such as 'Rama and Sita' for Hindus. They show due respect when handling artefacts related to the Islamic faith.
294. Older key stage 2 pupils have a good knowledge of other world religions, particularly of Islam, and know the major principles which guide the lives of Muslims, including the five pillars of Islam. Pupils compare and contrast Islam with Christianity. They have a good understanding that the Qu'ran is the holy book of Islam compared with the Bible for Christians. They have a good understanding of worship in a mosque.
295. Older pupils talk and write sensitively to express their individual opinions about the differing beliefs of other people and how issues in religious education relate to their own lives. They understand the importance of metaphor in the Lord's Prayer.

### **Shortcomings**

296. There are no important shortcomings.

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

The staff, governors and pupils wish to thank Dr. Jim Hewitt and his team for the thorough and professional manner in which they conducted the inspection. The inspection process has been a positive experience that has confirmed our belief that we provide a good standard of education for the children attending our school.

We are proud to note that the inspection team found Ysgol Bryn Deva to be a good and improving school where effective and committed staff provide valuable learning experiences and very high standards of care and support that enables our pupils to progress well towards their successive stages of learning.

The children are pleased that it was noted that they make good progress as they move through the school and that they take their responsibilities seriously in the school's caring and orderly community.

The report is very positive and highlights the good progress that has been made since the last inspection. Through the production of an Action Plan within 45 days the school will use the findings and recommendations of the inspection team to further improve. The action plan will be incorporated into the school's development plan, details of which will be circulated to all parents at the school.

## Appendix 1

### Basic information about the school

Name of school	Bryn Deva C.P. School
School type	Nursery and Primary
Age-range of pupils	3 - 11
Address of school	Linden Avenue, Connah's Quay, Deeside, Flintshire
Postcode	CH5 4SN
Telephone number	01244 830080

Head teacher	Mrs S McAllister
Date of appointment	September, 1998
Chair of governors/ Appropriate authority	Mr L Whitehead
Registered inspector	Dr Jim Hewitt
Dates of inspection	5 – 8 March 2007

## Appendix 2

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	17.5	32	41	28	31	25	39	35	248.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	10	1	10.4

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	21.6
Pupil: adult (fte) ratio in nursery classes	14.75
Pupil: adult (fte) ratio in special classes	n/a
Average class size, excluding nursery and special classes	27.4
Teacher (fte): class ratio	1.3 : 1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Spring 2006	76.5	88.4	91.9
Summer 2006	76.5	90.7	91.5
Autumn 2006	83.6	88.3	92.9

Percentage of pupils entitled to free school meals	28%*
Number of pupils excluded during 12 months prior to inspection	1

- \* This figure (28 per cent), which is for 2006/7, and previous figures for 2005/6 (32 per cent) and 2004/5 (35 per cent) are based on verified data from the local authority and differ from ESTYN's own data of 17 per cent, 23 per cent and 28 per cent respectively.

## Appendix 3

### National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2006			Number of pupils in Y2:		29		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher Assessment	School	0	7	14	79	0
		National	0	4	12	64	20
En: reading	Teacher Assessment	School	0	3	14	69	14
		National	0	4	14	56	27
En: writing	Teacher Assessment	School	0	18	23	59	0
		National	0	5	14	69	12
En: speaking and listening	Teacher Assessment	School	0	3	21	76	0
		National	0	2	11	64	23
Mathematics	Teacher Assessment	School	0	3	31	62	3
		National	0	2	10	64	24
Science	Teacher Assessment	School	0	3	32	62	3
		National	0	2	9	66	24

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	66	In Wales	81

- D: Pupils who have been disapplied from the statutory arrangements  
W: Pupils who are working towards level 1

Because some percentages have been rounded up or down, they may not always total 100 per cent.

National percentages are derived from 2005 data.

**National Curriculum Assessment Results**  
**End of Key Stage 2:**

<b>National Curriculum Assessment KS2 Results 2006</b>			Number of pupils in Y6		25						
<b>Percentage of pupils at each level</b>											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	4	12	16	48	20
		National	0	0	2	0	1	4	15	46	31
Welsh	Teacher assessment	School									
		National									
Mathematics	Teacher assessment	School	0	0	0	0	4	12	12	36	36
		National	0	0	2	0	1	3	15	47	32
Science	Teacher assessment	School	0	0	0	0	4	12	12	44	28
		National	0	0	2	0	0	2	11	51	34

<b>Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)</b>			
by Teacher Assessment		by Test	
In the school	68	In the school	n/a
In Wales	74	In Wales	n/a

- D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum
- A Pupils who have failed to register a level because of absence
- F Pupils who have failed to register a level for reasons other than absence
- W Pupils who are working towards level 1

Because some percentages have been rounded up or down, they may not always total 100 per cent.

National percentages are derived from 2005 data.

## Appendix 4

### Evidence base of the inspection

A team of five inspectors spent a total of 12 inspector days in the school. The head teacher attended team meetings and acted as nominee on the inspection team. Additionally, a peer assessor took a full part in the process during the inspection period.

The inspectors observed:

- 44 lessons or part lessons, covering all classes;
- acts of collective worship;
- pupils throughout the school day including break-times, lunch-times and when entering and leaving school; and,
- extra-curricular activities.

The team considered:

- a wide range of pupils' past and present work;
- comments from the pupils about their school;
- 55 responses to the parents'/carers' questionnaire; and,
- the school's self-evaluation report, development plans, policy documents, schemes of work and other documentation.

Before and during the inspection the team held discussions about the life and work of the school with:

- parents of pupils at the school;
- the head teacher and staff;
- the governing body; and,
- representatives of agencies linked to the school.

The team reported back to the staff and the governing body following the inspection.

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Jim Hewitt Registered Inspector	Context, Summary, Recommendations, Appendices, <u>Contributions to:</u> Key Question 1, Key Question 2, Key Question 5 Early Years, Mathematics, Information Technology, Religious Education
Glyn Griffiths Team Inspector	<u>Contributions to:</u> Key Question 1 Key Question 3 Key Question 7 English, Welsh Second Language, Physical Education
Sue Parsons OBE Team inspector	<u>Contributions to:</u> Key Question 4 Design Technology, Geography, Art
Peter Clarke Team Inspector	<u>Contributions to:</u> Key Question 2 Key Question 6 Science, History, Music
Denise Shields Lay Inspector	<u>Contributions to:</u> Key Question 1 Key Question 3 Key Question 4 Key Question 5
Helen Evans Nominee	Supplying information for the inspection team Attending team meetings

#### The contractor was:

Evenlode Education Ltd.,  
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