

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

**Bryn Hedydd C.P. School
Spruce Avenue, Rhyl,
Denbighshire. LL18 3SU**

School Number: 6632072

Date of Inspection: 20-23 November 2006

by

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Date of Publication: 5 January 2007

Under Estyn contract number: 1101006

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Bryn Hedydd 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 Hedydd C.P. School took place between 20/11/06 and 23/11/06. An independent team of inspectors, led by Edward Goronwy Morris undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

Year groups and key stages

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

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

Primary phase:

Year	R	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 Hedydd School is a local authority maintained Community Primary School located in the eastern sector of Rhyl, Denbighshire. The majority of pupils are drawn from the immediate area. Most of homes are owner occupied and English is the first language spoken. No pupils speak Welsh as their first language. The area is described by the school as neither prosperous nor economically disadvantaged. Eight per cent of the pupils are registered as entitled to receive free school meals. This is lower than the local education authority's (LEA) average of 12.3% and the all-Wales average of 19.7%. Information from Baseline Assessments indicates that pupils' attainment on entry to school is generally below the LEA average. There are two pupils who are 'looked after' by the local authority and three pupils for whom English is an additional language (EAL).
2. There are currently 409 pupils on the school register from reception age to Year 6. In addition, there is also a nursery class attended by 53 children on a part-time basis. Sixty eight pupils have been identified as having special educational needs (SEN), including 35 on school action plus and one pupil has a statement of special educational need.
3. There are 17 full-time teachers at the school including the head teacher. In addition, there are three teachers who work part time. All full-time pupils are arranged into 14 parallel single age classes. Nursery pupils attend for either the morning or the afternoon. The head teacher took up his post in September 2000 and the deputy head teacher in September 2003. In 2006 the school succeeded in attaining the Basic Skills Agency's Quality Mark for the second time. The school also attained the Healthy schools Award. The school was last inspected in November 2000.

The school's priorities and targets

4. The school's mission statement is for everyone to try to improve on previous best. Within a caring and disciplined framework, the school endeavours to provide a balanced education in the fullest sense and to encourage pupils to develop their individual personalities, interests and potential to the full.
5. The school has aims and objectives that encompass the whole of the school's work. The School's Development Programme (SDP) covers the period 2006-2008. The school also sets targets relating to the standards of achievement of the pupils at the end of Key Stage 1 (KS1) and Key Stage 2 (KS2). The school's main priorities and targets for 2005-2006 include:

Leadership and Management

- To achieve Investor in people status.
- To raise our pupil attendance figures to 95%.
- Greater use of ICT to track and target set.

- To respond to Estyn Inspection outcomes.

Curriculum

- To continue extending our pupils' information and communication technology (ICT) skills with specific reference to the use of the interactive whiteboard.
- To raise the profile and standards of Welsh throughout the school.
- To extend and develop our pupils' information retrieval and study skills by use of our new school library and in doing so develop more independent learners.
- To drive standards up above the median quartile for our three KS2 core subjects.

Buildings and Premises and Resources

- To review our whole school security procedures and effect immediate action to address areas of concern.
- To extend and upgrade our pupils' toilet facilities.

Parents and Community

- To continue to develop our partnership with parents
- To raise the profile of both our school newspaper and website

Summary

7. Ysgol Bryn Hedydd is a good school with outstanding features in the way pupils are cared for guided and supported. The outstanding features identified in leadership and management successfully promote 'improving on previous best' and have had, and continue to have, a significant impact on standards. This is particularly apparent in the key skills, information technology, science and design technology.
8. The findings of the inspection team concur with the opinion of the school in its self-evaluation report in six of the key questions. In the other key question, the inspection team identified outstanding features in the way learners are cared for, guided and supported and felt that the school had underestimated its effectiveness.

Table of grades awarded

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

Standards

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
11%	78%	11%	0%	0%

10. These percentages are higher than the Welsh Assembly Government's all Wales targets for 2007 i.e. that 98% of standards should be satisfactory (Grade 3) with 65% good or better (Grade 2).

Grades for standards in subjects inspected

Inspection Area	Key Stage 1	Key Stage 2
Mathematics	Grade 2	Grade 2
Science	Grade 1	Grade 1
Information technology	Grade 1	Grade 1
Design technology	Grade 2	Grade 2
History	Grade 2	Grade 2
Music	Grade 2	Grade 2

11. All pupils, including those with SEN and from other social and ethnic groups, achieve good standards in knowledge, understanding and skills and attain agreed learning targets. Challenging, but realistic, targets and goals are set by the school and pupils consistently realise these. There has been a significant improvement in standards since the last inspection.
12. Pupils make good progress in acquiring their key, basic and learning skills. Pupils' listening skills are outstanding across the age range. Pupils in both key stages make good progress in speaking, reading, writing and numeracy skills. Pupils use ICT confidently to support their learning in a number of curriculum areas.
13. As yet bilingualism is not sufficiently nor consistently integrated into the life of the school and, consequently, pupils' bilingual competence and skills have shortcomings.
14. Over the past three years, pupils' assessment results in both key stage 1 and key stage 2 have been consistently above, and sometimes well above local and national averages. There has been a noticeable improvement in mathematics over the same 3 year period. The difference between the performance of girls and boys is similar to the national average.
15. Pupils succeed regardless of their ability, gender, or social background. They acquire knowledge and skills progressively and show a very good understanding of the work they have done and what they need to do to improve.
16. Pupils' behaviour is very good and an outstanding feature of the school. Pupils show concentration in lessons, work well in groups and are confident in both asking and answering questions. They develop positive attitudes and skills which enable them to support and help each other whilst improving their own learning and confidence.

17. Although many pupils demonstrate their ability to work well independently, the school has recognised the need to further develop pupils' investigative, problem solving, decision making and creative skills.
18. Overall attendance by pupils has good features that outweigh shortcomings. Punctuality is good with very few pupils arriving late during the inspection.
19. Pupils make very good progress in their personal, moral and social development. Honesty and fairness underpin the range of activities and opportunities provided at the school and effectively help promote the pupils' development as mature young people. This is a strength of the school.
20. Pupils have a good understanding of the issues of equal opportunities, diversity of beliefs and attitudes within the context of their school. Older pupils are beginning to relate their knowledge and respect for the diversity within society and the different cultures of the wider world community. Pupils' knowledge and understanding of the culture of Wales is limited.
21. Pupils demonstrate a good understanding of sustainable development and are fully aware of the importance of sustainable energy and working with nature. They are developing an awareness of the world of work.

The quality of education and training

22. Overall, the quality of teaching is good.
23. In the lessons observed the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
11%	76%	13%	0%	0%

24. This compares well with the national picture reported by Her Majesty's Chief Inspector in her annual report 2004-2005. Nationally, the quality of teaching is good in 79% of lessons, with 18% of lessons having outstanding features.
25. Lessons adjudged outstanding are characterised by clear aims, good control of time, energetic and lively presentations and activities which foster more independent learning amongst the pupils. Good teaching was observed in all classes together with evidence of thorough preparation and planning. A positive atmosphere based on mutual respect is evident throughout the school. In lessons where shortcomings were noted pupils lacked opportunities to develop their thinking skills and to work independently.
26. The consistency and rigour with which the achievement and progress of pupils are assessed are a strength of the school. The school meets all statutory recording requirements, including in the Early Years. The reports to parents and other agencies are of good quality.
27. An outstanding feature is the consistency and usefulness of the participation of pupils in developing the skills of self-assessment by setting and evaluating their

targets. Consequently pupils are more closely involved in their own improvement.

28. The curriculum offered to the pupils is broad and well balanced and consequently the school meets the needs and interests of its pupils, including those of pupils with SEN, effectively.
29. The school ensures that pupils' literacy and numeracy skills are consistently developed across the curriculum. The school acknowledges the need to further support the development of pupils' problem solving and bilingual skills.
30. Pupils' spiritual awareness is successfully promoted and the whole curriculum is well planned and structured to promote the pupils' personal, moral and social development. Very effective systems and procedures that are firmly in place ensure a high standard of pupil behaviour throughout the school.
31. The school fully recognises and actively promotes diversity and equal opportunities.
32. Opportunities are provided for pupils to learn about other cultures. The school has identified the culture of Wales as an area for development.
33. Out of school activities available to pupils further enrich their experiences and development. Varied and interesting visits to a wide spectrum of places connected to business, and visits from people who discuss their various roles, enable pupils to improve their knowledge, skills and attitudes to the world of work.
34. The school has in place comprehensive arrangements which effectively promote equal opportunities and school policies militate against stereotyping of all kinds. Education for sustainable development is developing steadily throughout the school and the school's daily programme lays firm foundations for lifelong learning.
35. Pupils are very well cared for, guided and supported. Very good relationships exist between children and staff. This is a major strength of the school. Consequently the school is a happy and caring community where pupils feel secure and valued.
36. The diagnosis of individual learning needs is a major strength of the school. There is good additional support to meet identified needs. Assessment, recording and reporting procedures meet statutory requirements.
37. The strong culture of involvement and partnership with parents is an outstanding feature of the school. Very good arrangements and guidelines are in place to help new pupils to settle in quickly to the daily routine of the school.
38. Monitoring and recording of pupil attendance and punctuality are systematic and thorough. The school has effective procedures to ensure the protection of children. The school has effective measures to eliminate oppressive behaviour, particularly bullying.

39. Good arrangements exist to help ensure the healthy development and well-being of pupils. The Governing Body has recognised a Health and Safety issue and plans are in place to address the concern.

Leadership and management

40. The quality of leadership provided by the head teacher, staff and governing body is one of the outstanding features of the school's work.
41. The head teacher gives very clear direction to the life and work of the school. He is very well supported by the deputy head teacher. There is a strong culture of aiming for continuous improvement. Clear procedures and structures support staff delivery and involvement. The staff work well as a team.
42. The school has firmly rooted and effective performance management procedures. Staff development has had a noticeable impact upon standards. This is an outstanding feature.
43. The GB fulfils regulatory and legal requirements and makes a good contribution to the success of the school. The school's self-evaluation report identifies the need for governors to further develop their role as a 'critical friend'.
44. An outstanding feature of the school's self-evaluation process is the very careful monitoring of pupils' progress during their time in school.
45. The self-evaluation report produced for the inspection is inclusive, comprehensive, focused, rigorous and honest. It is accurate in its assessment of the school's strengths and areas for development. It matches the grades by the inspection team in six out of the seven key questions and in its judgments on the subjects inspected.
46. The School Development Plan (SDP) is a highly detailed document arising out of rigorous whole school review, provides vision and direction. The plan is clearly focused on improving standards.
47. The head teacher and governors ensure that all identified priorities are adequately resourced. They work hard to obtain grants and funding for developments from a variety of different sources to supplement the school's allocated budget.
48. Good progress has been made since the last inspection. All the key issues raised during the last inspection have been addressed thoroughly. Standards in key skills, science, design technology and Information technology have improved significantly.
49. The school is well staffed and the pupil-teacher ratio ensures that individual pupils receive appropriate attention.

50. The quality of learning resources has been significantly improved since the last inspection ensuring the range is appropriate to the pupils' age, ability and needs. All resources are used effectively.
51. The school building and grounds are well maintained and used very effectively. The displays in all areas of the school are outstanding and they contribute substantially to creating a stimulating environment for teaching and learning.
52. Resources are matched to school priorities and the school is making exceptional use of all its available resources to achieve the best possible outcomes for all its pupils. This has a positive impact on the quality of learning, and ensures very good value for money.

Recommendations

In order to build on the current good standards of achievement the staff and governing body need to:

- R1 Improve standards in pupils' bilingualism ensuring progression throughout the school;
- R2 Create more opportunities for pupils to take greater and increasing responsibility for their own learning;
- R3 Ensure that *Y Cwricwlwm Cymreig* features more strongly in pupils' learning experiences;
- R4 Continue with efforts to improve attendance;
- R5 Implement the plans to address the health and safety issue identified by the governing body.

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

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

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

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

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
11%	78%	11%	0%	0%

55. These percentages are higher than the Welsh Assembly Government's all Wales targets for 2007 i.e. that 98% of standards should be satisfactory (Grade 3) or better and 65% good or better (Grade 2). They show a good improvement on the standards at the previous inspection.

Grades for standards in subjects inspected

Inspection Area	Key Stage 1	Key Stage 2
Mathematics	Grade 2	Grade 2
Science	Grade 1	Grade 1
Information technology	Grade 1	Grade 1
Design technology	Grade 2	Grade 2
History	Grade 2	Grade 2
Music	Grade 2	Grade 2

56. All pupils, including those with SEN and from other social and ethnic groups, achieve good standards in knowledge, understanding and skills and attain agreed learning targets. Challenging, but realistic, targets and goals are set by the school and pupils consistently realise these.

57. The overall quality of the educational provision for the under-fives is appropriate to their needs and pupils make good progress towards the Desirable Outcomes for Children's Learning. They make good progress in their communication skills and in their personal and social development.

58. Pupils make good progress in acquiring their key, basic and learning skills. Throughout the school pupils' listening skills are outstanding across the age range. They listen carefully to teachers' instructions and to each other when working in paired and group activities.

59. Pupils in both key stages 1 and 2 make good progress in speaking and express their ideas confidently, using a register of language and vocabulary appropriate to the context. The majority speak clearly with good pronunciation and intonation. Pupils have good reading skills and read both for pleasure and information. The school recognises the need to further develop their research and reference skills. Pupils' written work is of a good standard, and a positive

feature of the school is the very good presentation of written work across the curricular areas.

60. Throughout the school pupils' standards of numeracy are good. Pupils apply their mathematical knowledge well in a number of contexts, for example when measuring and recording in science and in design and technology. They have very good information technology skills and use ICT confidently to support their learning in a number of curriculum areas. Of particular note, is the use of the 'Digital Blue' camera to support their evaluation of performance in physical education.
61. As yet bilingualism is not sufficiently nor consistently integrated into the life of the school and, consequently, pupils' bilingual competence and skills have shortcomings.
62. Over the past three years, pupils' assessments in the three core subjects in both key stage 1 and key stage 2 have been consistently above, and sometimes well above local and national averages. There has been a noticeable improvement in mathematics over the same three-year period.
63. Teacher assessments in 2006 indicate that 91% of pupils in key stage 1 achieved the core subject indicator (CSI) i.e. the expected level 2 in the three subjects of English, mathematics and science compared to the national average of 81%.
64. Similarly, in the same year in key stage 2, 79% of pupils attained the CSI at level 4 or above compared to the national average of 69%. The difference between the performance of girls and boys is similar to the national average. The school recognises the need to raise benchmarked attainment above the median.
65. Pupils succeed regardless of their ability, gender, or social background. It is evident from discussions with pupils that they are aware that everybody is treated the same and given the same opportunities. They acquire knowledge and skills progressively and show a very good understanding of the work they have done and what they need to do to improve. Pupils make good progress towards fulfilling their potential and are well prepared for their next stage of learning.
66. Pupils behaviour is very good and an outstanding feature of the school. Pupils are aware of the school rules and know what is expected of them. They maintain self-discipline in all activities within the school, and even though play is energetic and the hard playing area limited, they exhibit goodwill to each other and courtesy to non-teaching staff. They are happy and enthusiastic in their work from the start to the end of the school day. They exhibit good manners and courtesy in their general demeanour. They show concentration in lessons, work well in groups and are confident in both asking and answering questions.
67. Pupils are confident when approaching adults and engaging them in conversation, with older pupils especially showing a pleasing maturity in expressing opinions.

68. The overall result of the very good behaviour demonstrated is to make the school a happy community for all its pupils.
69. Overall attendance by pupils has good features that outweigh shortcomings with a three term average attendance of 91.74% throughout KS1 and KS2, with the lowest attendance in Years 1 and 2. Punctuality is good with very few pupils arriving late during the inspection.
70. Pupils are encouraged to become responsible and sensible members of the school community. Older pupils take an active and important part in the life and work of the school. They develop positive attitudes and skills which enable them to support and help each other whilst improving their own learning and confidence.
71. Although many pupils demonstrate their ability to work well independently, the school has recognised the need to further develop pupils' investigative, problem solving, decision-making and creative skills.
72. Pupils make very good progress in their personal, moral and social development. They are well-behaved, courteous, encouraged to express their views openly and listen respectfully to the opinions of others. Pupils demonstrate that the positive ethos that prevails in the school and the range of planned personal and social education (PSE) activities develop their understanding of moral and social issues very well. Honesty and fairness underpin the range of activities and opportunities provided at the school and effectively help pupils to develop as mature young people. This is a strength of the school.
73. Pupils have a good understanding of the issues of equal opportunities, diversity of beliefs and attitudes within the context of their school. They discuss these sensibly in general terms and during PSE, art, geography, religious education, music, assembly, circle time and games lessons. Older pupils are beginning to relate their knowledge and respect for the diversity within society and the different cultures of the wider world community. Pupils' knowledge and understanding of the culture of Wales is limited.
74. Pupils demonstrate a good understanding of sustainable development and are fully aware of the importance of sustainable energy and working with nature. Their work is prominent in school displays and pupils speak with interest about their involvement with a company providing energy from wind farms. Pupils develop a good awareness of their community and the world of work.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

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

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
11%	76%	13%	0%	0%

77. This compares well with the national averages reported by Her Majesty's Chief Inspector in her annual report 2004-2005. Nationally, the quality of teaching is good in 79% of lessons, including 18% of lessons having outstanding features.

78. 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 an appropriate range of practical activities to extend their knowledge and understanding.

79. Overall, the quality of teaching in both key stages 1 and 2 is good. Teachers and support staff work effectively together. Teachers make their expectations regarding work and behaviour very clear and they manage pupils very effectively. There is a strong level of respect between staff and pupils. This successfully fosters and develops pupils' positive attitudes to learning and promotes achievement.

80. Outstanding features in lessons include:

- a clear aim to the lesson and good control of time;
- an orderly and positive atmosphere based on mutual respect;
- energetic and lively presentations and challenging activities which foster more independent learning amongst the pupils;
- exceptional questioning skills which encourage pupils to explain their thinking.

81. Good teaching was observed in all classes. Good features included:

- thorough preparation and planning;
- equal opportunities for all pupils, whatever their background;
- good subject knowledge making good use of staff specialities;
- effective use of the resources available to improve the pupils' learning including the interactive white board to support presentations; and
- relevant conclusions to reinforce learning.

82. Where shortcomings were noted there was:

- a lack of challenge for the more able pupils and presentations that were too long; and

- a lack of opportunities for pupils to develop their thinking skills and to work independently.
83. Teachers are increasingly using incidental Welsh in lessons, however, it does not consistently and progressively promote the development of pupils' bilingual skills.
 84. Teachers make effective use of a range of teaching activities to meet the varying needs and abilities of pupils. Teachers set individual and class targets which are shared with pupils.
 85. The consistency and rigour with which the achievement and progress of pupils are assessed are a strength of the school.
 86. The administration of assessment, recording and reporting is both systematic and effective. The school meets all statutory recording requirements, including in the Early Years and for SEN pupils.
 87. The strategies used to assess language and mathematics, and in particular science, are comprehensive and thorough. The procedures to assess and monitor the progress of pupils in the foundation subjects are reliable and constructive.
 88. The school is developing good practice in using baseline assessment to establish the amount of progress by the end of KS1. The progress of pupils over time is carefully tracked and provides useful information for curriculum planning and individual support.
 89. Learning objectives for lessons and success criteria are shared by teachers with pupils and regularly used for joint assessment. Overall, the quality of marking is good. In the best practice it is succinct and helps the pupils to identify ways to improve.
 90. An outstanding feature is the consistency and usefulness of the participation of pupils in developing the skills of self-assessment by setting and evaluating their targets. Consequently pupils are more closely involved in their own improvement.
 91. The reports to parents and other agencies are of good quality and helpful. Parents are offered many structured and informal opportunities to discuss their child's progress with the staff.

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

Grade 2. Good features and no important shortcomings.

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

93. The school meets the needs and interests of its pupils effectively, including those of pupils with SEN. The overall quality of the educational provision for the under-fives is appropriate to their needs and pupils make good progress towards the Desirable Outcomes for Children's Learning.
94. The curriculum offered to the pupils is broad and well balanced. In most subjects there is structured coherence and progression in the learning of the pupils. In some areas the school is continuing to refine these elements, for example music and information technology.
95. The school has worked hard to raise pupils' literacy and numeracy skills across the curriculum. In some areas, such as science and DT they are making steady progress in implementing strategies to enable pupils to develop their problem solving skills. The school development plans acknowledge the need to disseminate this good practice in other subjects.
96. An outstanding feature of the school is the creative approach to using blocks of time to focus on aspects of learning. Kenya Week and science week are especially strong examples of this, in that all aspects are integrated to enrich and deepen pupils' knowledge, understanding and motivation.
97. Out of school activities available to pupils further enrich their experiences and development. These range from residential courses in Glan Llyn and Pentrellyncymer to visits to local industries and participation in the Denbighshire Festival of Creative/Expressive Arts. Pupils also greatly benefit from the variety and quality of visitors to the school such as the community police, nurse, town librarian and the ambulance service.
98. The whole curriculum is well planned and structured to promote the pupils' personal, moral and social development. Strong emphasis is placed on pupils behaving responsibly, developing positive attitudes and improving on their best conduct. Pupils have a clear understanding of what is right and wrong and there is a positive ethos of mutual respect between teachers and pupils and between pupils themselves.
99. The School Council is now firmly established and is contributing to a democratic and responsible culture in the school.
100. The school's collective worship, circle time sessions and involvement with local churches contribute significantly to the promotion of pupils' spiritual awareness and values.
101. In their geography and RE studies, pupils learn about other cultures. The school has identified that increasing pupils' awareness of the culture of Wales as an area for development.
102. The school liaises constructively with the local high school consortium, Bangor University and NEWI, the local library, the community council and a number of outside agencies.

103. Relationships between school and parents are a strong feature. There are very effective links with parents and carers who are fully involved in most aspects of school life. Parents receive diaries each term. 'Home- School Partnership' publications, annual questionnaires and 'Reflections' documents are given to parents to encourage them to support their children's learning. On Grandparents' Day, pupils demonstrate and teach basic IT skills. Parents are invited into school at least three times a year to discuss their children's progress. The curriculum fully meets legal requirements.
104. Through varied and interesting visits to a wide spectrum of places connected to business, and visits from people who discuss their various roles, pupils are improving their knowledge, skills and attitudes to the world of work. The pupils run a fruit tuck-shop, giving them a good insight into the world of work.
105. The staff has correctly identified the need to develop further the bilingual skills of the pupils. It is planned to use the good practice that exists in some classes to improve the consistency of approach and to raise the level of confidence and accuracy in both staff and pupils.
106. The school has in place comprehensive arrangements which effectively promote equal opportunities. They provide for equal access to the curriculum for all pupils regardless of gender, ability, background or race. School policies, collective worship, Circle Time and School Council militate against stereotyping of all kinds.
107. Education for sustainable development is developing steadily throughout the school. The school has taken great strides in the field of eco-related activity and pupils are fully aware of the importance of sustainable energy and working with nature. This aspect is prominent in school displays and pupils have been involved with a company providing energy from wind farms. They have engaged in curricular work related to this in subjects such as geography and PSE. The school acts in a sustainable way.
108. Pupils are encouraged to take responsibility for their own learning. The school's stated aim that all 'should aim to do better' is indicative of this.
109. The school's daily programme lays firm foundations for lifelong learning. Pupils are continually encouraged to take on responsibility for themselves and their community through close involvement in local events and institutions, assemblies, visits, PSE and other lessons. Good opportunities are provided for older pupils to develop their entrepreneurial skills. Contributions to fund raising consistently endorse the awareness of global citizenship.

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

Grade 1: good with outstanding features
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110. The findings of the inspection team differ from the Grade 2 judgement made by the school in its self-evaluation report. The inspection team identified a number

of outstanding features in the way learners are cared for, guided and supported and felt that the school had underestimated its effectiveness.

111. Pupils are very well cared for, guided and supported. Very good relationships exist between children and staff. This is a major strength of the school. Observations of pupils during lessons and break times reveal how effectively the school plans and manages its care arrangements. Consequently the school is a happy and caring community where pupils feel secure and valued.
112. Very effective use is made of support services. The close co-operation between school and these agencies enhance the provision of support and guidance for for pupils and their families.
113. The strong culture of involvement and partnership with parents is an outstanding feature of the school. This is evident from the positive responses from parents both at the pre-inspection meeting and from the pre-inspection questionnaires. Parental involvement is encouraged in every aspect of their child's education. The school promotes the important role and co-operation of parents in their child's progress.
114. Parents see the head teacher and staff as very approachable and know their views are valued and taken into consideration.
115. Excellent information is provided on all the opportunities available to the pupils. The Parents' Brochure comprehensively outlines guidelines on curricular and general provision. For pupils with SEN there is an informative and very useful handbook.
116. Parents' evenings are held each term and an "open door" policy enables parents to access staff by appointment. As part of a Home-School partnership, parents receive informative booklets on methods and suggestions for assisting pupils to read. The school also offers help for pupils experiencing learning difficulties in literacy and numeracy. Staff in the Infants Department arranges sessions for parents to learn about pupil reading skills; similarly, parents of pupils with SEN receive instruction in reading and listening skills.
117. Parents assist with school activities and after school clubs. A successful First Aid Club has resulted with almost a hundred pupils receiving an award or a certificate.
118. Regular termly diaries/ reports are sent to parents, also newsletters and a half termly overview of class work to be undertaken.
119. Good arrangements and guidelines are in place to help new pupils to settle in quickly to the daily routine of the school. New parents receive a Welcome Pack and a valuable handbook. This includes information on school rules, rewards for good work and behaviour, consequences of inappropriate behaviour, school uniform and after school clubs. A Home/School Agreement informs pupils of their rights and responsibilities. This emphasises the importance of mutual respect, support and collaboration within a caring, secure and disciplined environment.

120. Staff identify and monitor pupils' needs, behaviour and progress. Pupils on the SEN register receive an appropriate level of classroom support according to individual need. Pupils have ready and regular access to members of staff and this pastoral role is a good feature of the school. There is a strong emphasis on all aspects of health education and the school has recently been awarded a "Healthy School Award". Younger pupils are asked to bring fruit as their morning snack whilst older pupils have access to a Fruit Tuck shop during break time. The school strives to maintain and build on the good provision of personal and social education for its pupils.
121. The very effective systems and procedures that are firmly in place ensure a high standard of pupil behaviour throughout the school. Pupils respond to a positive approach of praise, encouragement, incentives and rewards. Working closely with parents, all forms of bullying are not tolerated. The SOS (Support our Students) initiative is an excellent peer group initiative which places valued responsibility on pupils to maintain good behaviour.
122. Monitoring and recording of pupil attendance and punctuality are systematic and thorough. The school complies with current requirements concerning registration and has good policies in place for the management of pupils with a poor attendance record. Registration is carried out punctually and correctly. The school has recently reviewed and amended its procedures. The office staff efficiently and effectively collate the information. As a result, both attendance and punctuality have improved and the school is nearing its attendance target.
123. Good arrangements exist to help ensure the healthy development and well-being of pupils. Appropriate risk assessments are undertaken for out of school visits. Pupils are accompanied by a trained First Aider on every visit. There are six trained First Aiders at the school. A governor, who is employed by the Saint John's Ambulance Service, updates staff on a regular basis.
124. Audits of the school building and equipment are undertaken regularly and matters are discussed at staff meetings with detailed records kept of Governing Body sub committee meetings and deliberations. The Governing Body has recognised a Health and Safety issue and plans are in place to address the concern.
125. The school has clear procedures to ensure the protection of children. Governors have adopted LEA procedures; the head teacher and deputy head teacher are the nominated persons with responsibility for Child Protection. Relevant information is disseminated to all staff to help ensure a clear understanding of their responsibilities in this area. Staff members are aware of the possible signs and symptoms of child abuse. They also know of the procedure if they suspect that an individual child may need protection. Parents are informed via the School Brochure of the duty the school has in reporting any suspicions of abuse.
126. The school effectively diagnoses individual learning needs. Pupils are supported initially by the class teacher who organises appropriate teaching

strategies and prepares differentiated work. If pupils are deemed to require further help, they are placed on the SEN register.

127. The Special Educational Needs Co-ordinator (SENCo) efficiently co-ordinates and monitors all aspects of the SEN provision thus enabling pupils to receive a broad and relevant curriculum matched to their individual needs. Individual Education Plans (IEPs) are reviewed termly and evaluated according to individual pupil progress. Assessment, recording and reporting procedures for pupils with additional learning needs meet statutory requirements. The diagnosis of individual learning needs is a major strength of the school.
128. The school provides very good additional support to meet individual needs. A part-time support teacher works one day a week withdrawing key stage 1 pupils for literacy work in the mornings whilst releasing the SENCo to support key stage 2 pupils with dyslexia in the afternoon. An important aspect of the additional provision is the valuable role and work undertaken by efficient support staff. They support pupils with behaviour problems and assist with reading using the Catch Up programme.
129. In spite of a budget cut resulting in the loss of a SEN support teacher, the school has responded positively. Teachers are fully focused regarding their responsibility to ensure that pupils with SEN are fully integrated into the work and activities of the school. This is an outstanding aspect of the quality of provision for pupils with additional learning needs.
130. The SENCo provides parent-reading sessions for parents with children on the SEN register in years 1, 2 and 3. The sessions are held after school and repeated during the school day and are well-received and appreciated by the parents who attend.
131. The school has developed effective procedures to deal with pupils whose behaviour impedes their progress. Some pupils are allocated a support worker but most pupils abide by the effective and firmly established behaviour code of the school. Consequently pupils with SEN co-operate and mix very well with their peers and have very good relationships with the staff. Class discipline is firm, fair and consistent ensuring that all pupils are given the opportunity to learn effectively without interference or disruption.
132. The school and Governing Body are committed to equality of opportunity in all aspects of education. Despite there being little diversity in the school's population, strong efforts are made through the curriculum to provide suitable experiences for pupils to understand and appreciate ethnic diversity.
133. Good arrangements are in place to address stereotypical views in gender roles, ethnic and racial diversity. Opportunities exist for both girls and boys to take part in a range of activities such as the School Council, Support our Students, buddy system, after school clubs and football teams.
134. Through its PSE curriculum delivery, the school endeavours to promote good race relations and stresses the importance of eliminating unlawful racial

discrimination. Any racial incidents are dealt with swiftly in a sensitive but thorough manner.

135. The school constantly stresses its effective measures to eliminate oppressive behaviour, particularly bullying. A detailed Anti Bullying Policy emphasises a zero tolerance and all pupils are aware of this. Sixteen Year 6 pupils are involved in the Support our Students scheme. Following a period of training, they act as mentors for their peers, particularly at break/lunch times. There is a high emphasis on a "Telling School" in an effort to make pupils feel safe and free of forms of harassment. Any incidence of oppressive behaviour is recorded and monitored by the staff. This is an outstanding method of actively involving older pupils to help reduce incidents of bullying within the school.
136. The school has taken action to ensure that disabled pupils do not suffer from less favourable treatment. Work has been undertaken to provide suitable access to the building and the curriculum for a physically disabled pupil.
137. The School Council provides a valuable platform for key stage 2 pupils to understand and appreciate the contributions and opinions of others and is a very good forum for developing life long learning skills.

Leadership and management

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

Grade 1: Good with outstanding features

138. The findings of the inspection team support the school's evaluation that the quality of leadership provided by the head teacher, staff and governing body is one of the outstanding features of the school's work.
139. The head teacher gives very clear direction to the life and work of the school and successfully promotes shared values about learning, behaviour and relationships. He is very well supported by the deputy head teacher who has a significant role in school improvement. The staff work well as a team and share agreed values. Members of staff with leadership and management roles are well aware of their responsibilities for improving standards and the quality of provision. These are outstanding features which have led to significant improvements in leadership and management of subjects in particular in science, Design Technology (DT) and Information Technology (IT). Regular monitoring and evaluation of teaching and learning by the curriculum leaders contributes successfully to this process. This includes classroom observation, the scrutiny of pupils' work and teachers' planning and professional discussions with members of staff. The 'Be Your Own Inspector File' supports this process.
140. The school has very clear aims and policies that focus on pupils' individual needs and there is a high priority given to raising pupils' standards of achievement which leads to equality for all. The school is progressive in its outlook and takes full advantage of local and national initiatives for example the Basic Skills Quality Mark and Healthy Schools initiative.

141. The head teacher ensures that the teachers have a fair workload and that all staff have appropriate time during the school week for planning and preparation. This time is used effectively. Induction arrangements for members of staff joining the school are very thorough and much valued by those involved. Good links have been established with other schools, including neighbouring primary and the local secondary school.
142. The day-to-day management arrangements are effective and the school day runs smoothly. Administrative and caretaking staff make a very significant contribution to the effective daily routines.
143. The senior management team is fully involved in the process of setting challenging, but realistic, targets and goals through its SDP. It considers appropriate actions needed to attain these targets, and identifies success criteria. It carefully monitors the achievement of its targets and subsequent evaluation leads to further planning for improvement. There is a very high degree of staff involvement in the process, and they in turn are well aware of their senior managers' high expectations.
144. The school has firmly rooted and effective performance management procedures and targets that are closely linked to the SDP. They are regularly reviewed and supported by effective in-house training. Staff development has had a noticeable impact upon standards. The school very closely monitors improvements in performance, with particular emphasis on the impact on pupils' standards. This is an outstanding feature.
145. The Governing body makes a good contribution to the success of the school. Governors are highly supportive of the head teacher, staff and pupils and are fully committed to the school's aims and objectives.
146. Governors fully understand their responsibilities and are well positioned to help the school in its strategic planning. The head teacher provides regular, comprehensive reports which are scrutinized carefully by the Governing Body. Governors are linked to specific curriculum areas and this, together with visits to the school, listening to readers, going on school visits and leading morning worship enables them to have appropriate insight into the quality of provision. The school's self-evaluation report identifies the need for governors to further develop their role as 'critical friends'.
147. The GB fulfils regulatory and legal requirements. Appropriate policies are in place to meet statutory requirements and these are monitored and reviewed on a regular basis.

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

Grade 1: Good with outstanding features

148. The findings of the inspection team support the school's evaluation in that several aspects of self-evaluation are well established and have outstanding features.

149. There is a strong culture of aiming for continuous improvement based on a comprehensive systematic 'School Improvement Cycle'. Clear procedures and structures support staff delivery and involvement.
150. The head teacher and staff know their school very well and are fully committed to improving standards. An outstanding feature of the school's self-evaluation process is the very careful monitoring of pupils' progress during their time in school. This paper based system is soon to be superseded by electronic procedures. Curriculum co-ordinators regularly reflect on and discuss with other teachers how to improve the standards pupils achieve. They evaluate provision in their subjects in great detail, identify strengths and shortcomings and prepare annual subject action plans with clear targets for improvement. This is an outstanding feature and has ensured that standards continue to improve.
151. The school's self-evaluation procedures are inclusive. Staff, pupils, governors and parents are regularly questioned about their opinion of the school both formally through questionnaires and less formally by discussion. All views and opinions are given serious consideration and acted on appropriately. The School Council provides valuable opportunities for pupils to make their views known on a number of issues. Teachers regularly discuss and review with the learners their work. Pupils are encouraged to evaluate what they are able to do in a subject through the assessment procedures and they also are involved in self-assessing their work after it is marked.
152. The self-evaluation report produced for the inspection is comprehensive, focused, rigorous and honest. It is accurate in its assessment of the school's strengths and areas for development. It matches the grades by the inspection team in six out of the seven key questions and in its judgments on the subjects inspected. Issues identified by the school as requiring further attention are similar to those identified by the inspection team.
153. The SDP is a highly detailed document arising out of rigorous whole school review, provides vision and direction. It sets out clear targets based upon challenging yet realistic objectives. There are appropriate timescales and procedures to evaluate progress. As with self-evaluation, school planning also involves everyone and progress is monitored regularly in staff, senior management and at governors' meetings.
154. Priorities for development in the SDP are agreed following careful audits and analysis of available information. The plan is clearly focused on improving standards. Purposeful aims and objectives are developed as a result of careful consideration of the school's priorities.
155. The head teacher and governors ensure that all identified priorities are adequately resourced. They work hard to obtain grants and funding for developments from a variety of different sources to supplement the school's allocated budget.
156. Priorities set in previous SDPs have been met and have had a significant positive effect on the school's progress. Good progress has been made since the last inspection. All the key issues raised during the last inspection have been addressed thoroughly. Standards in key skills, science, design technology and Information technology have improved significantly.

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

Grade 1: Good with outstanding features

157. The findings of the inspection team match the school's judgement in the self-evaluation report.
158. The school is well staffed, with a good blend of experienced and younger staff, for the number of pupils on the register. The pupil–teacher ratio ensures that individual pupils receive appropriate attention and they benefit from a wide range of teaching and curricular expertise. All the teachers are well qualified and their collaboration gives strong support to the teaching of the curriculum. They are clearly aware that they are also teachers of SEN as highlighted in the Code of Practice.
159. The school has enough support staff to enable the school to function very effectively and efficiently. Administrative staff, the caretaker, lunchtime and kitchen staff perform their duties well and contribute fully towards the life of the school.
160. The school has a comprehensive programme for the professional development of staff that responds to their personal needs and the priorities in the SDP. All non-teaching staff are highly valued and encouraged to develop themselves professionally.
161. The quality of learning resources has been significantly improved since the last inspection ensuring the range is appropriate to the pupils' age, ability and needs. An outstanding feature is the ICT provision; the computer suite, the new laptops, and the interactive whiteboards. The school has benefited greatly from the large investment in the school libraries and the purchase of a wide range of reading materials, which is proving to be an excellent retrieval centre for personal research and independent learning. All resources are used effectively and curriculum co-ordinators are consulted appropriately regarding resource needs and acquisition.
162. The school makes very good use of out- of -school resources. There is a strong culture of experiential learning when using off-site sports facilities, visiting outdoor education centres and using community resources to enhance learning.
163. The school building and grounds are well maintained and used very effectively. The standard of cleanliness and tidiness are high. Very good use is made of the whole building and the outside areas. Early years pupils benefit greatly from a splendid, stimulating play area.
164. The displays in all areas of the school are outstanding and they contribute substantially to creating a stimulating environment for teaching and learning.
165. The finance committee of the governing body meets regularly to manage and monitor financial expenditure. An annual subject and year group audit of resources is made and reviewed. Resources are matched to SDP priorities and the school is making exceptional use of all its available resources to achieve the best possible outcomes for all its pupils. This has a positive impact on the quality of learning, and ensures very good value for money.

Standards achieved in subjects and areas of learning

Mathematics

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

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

Good features

166. There has been a good improvement in standards of learning since the last inspection. Pupils are making good progress and overall achievement is evident across the key stages.
167. In key stage 1, pupils make good progress in understanding and using basic number language and concepts.
168. Younger pupils identify large numbers on flash cards, sets of objects up to 10 and count to 20 forwards and backwards confidently. They recognise and sort coins effectively.
169. Older key stage 1 pupils add and subtract number and money accurately and discuss their work using appropriate language. More able pupils explain the concept of doubling and count on in 5s correctly. They make up sums of money accurately using different combinations of coins. They confidently sort a range of objects by material, colour and shape. Most pupils use appropriate language to describe two dimensional shapes and patterns. They understand the concept of simple fractions and recognise the hour and half hour.
170. In key stage 2 pupils have a good understanding of mental and written methods of addition, subtraction, multiplication and division. They explain approximations, percentages, line graphs, reflective and rotational symmetry logically and make good use of calculators. They have a good understanding of simple fractions and they calculate accurately areas of differing shapes. They have a firm grasp of time using either the 12 or 24 hour analogue or digital clock.
171. Younger key stage 2 pupils understand the concept of zero and are aware of ordinals, odd/even numbers, and symbols for more/less and doubling. Most count on or back from 100 in tens and fives and repeat the exercise in 5 and 10 pence coins. Most explain their reasoning carefully and some, when challenged, see different patterns in the way coins can be combined.
172. Older key stage 2 pupils make good use of mathematical language, using more than, less, add, minus, total. They extend their mathematical language to describe and discuss three dimensional shapes. Most pupils explain the properties using appropriate vocabulary.
173. Older pupils demonstrate a good understanding of metric measurements. They measure accurately using a ruler, metre rule and a tape measure. They

correctly use the concept of scales on maps to calculate the total distances covered in kilometres.

174. They enter and save data accurately on a spreadsheet and are aware of the various types of graphs and diagrams which can be used to represent data. Most pupils produce and print a bar chart to represent a survey undertaken on a week's mid-day meals at school. When forming a tally chart on sports activities, pupils are aware of the need for reliability and that results need to be checked and sometimes amended. They discuss and accurately interpret the results. They appreciate the contribution of ICT as a valuable tool for representing and exploring data.

Science

Key Stage 1 Grade 1: Good with outstanding features
Key Stage 2 Grade 1: Good with outstanding features

Good Features

175. Pupils make very good progress throughout both key stages in knowledge, understanding, investigation and recording science.
176. Many pupils in both key stages demonstrate very clear recall of what they have learned previously and use this knowledge well when learning new concepts.
177. Most pupils understand the importance of making accurate measurements and validating their results. Older pupils fully understand the concept of fair testing.
178. Pupils, according to their age, are competent in considering their evidence, using correct scientific terminology and presenting their work and observations accurately in a number of different ways, using notes, diagrams, tables and graphs.
179. Pupils in both key stages use equipment safely and pay due heed to health and safety precautions. Most use IT confidently to support both their research and their recording.
180. In key stage 1, pupils have a detailed knowledge of health and growth. They understand that animals and humans change and develop. They know that foods can be categorised and have different nutritional importance. They understand the function and importance of the senses and simple bone structures.
181. Pupils use good investigative skills when testing the difference in plant growth when one factor, such as light, is denied. They explore methods of sorting materials by using magnets and other equipment and demonstrate, through first hand investigations, good understanding of the most relevant properties of chosen materials and why they are most appropriate for specific uses.

182. Key stage 1 pupils know the various sources of light. More able pupils produce outstanding examples of detail in their research and recording of an experiment on sound. In their work on electricity pupils make good progress in predicting what may happen when using batteries to construct simple circuits.
183. They explain their ideas on the forces of pulling and pushing and proceed to investigate them using fair testing.
184. In key stage 2, pupils build on the skills, knowledge and understanding gained in key stage 1 with increased rigour, application and interest. Pupils are confident and competent in using problem solving and IT skills which strengthens the good progress they make in all aspects of science.
185. Younger pupils in key stage 2 develop a good understanding of movement and growth in animals and humans. They demonstrate good understanding of the skeleton and its function. They label their diagrams, write notes and tabulate their findings accurately.
186. They investigate why certain materials are used to make different objects offering original ideas and testing their theories very effectively.
187. Older key stage 2 pupils make outstanding progress in exploring and acquiring detailed knowledge and understanding of plants. They explain their work in dissecting flowers very clearly and assiduously present their work neatly and informatively.
188. An outstanding example of investigative science is evident in the pupils' work on the effect of temperature on the dissolving process. Pupils turn both ideas suggested to them and their own predictions into a systematic planning process. They use resources correctly, taking action to control risk.
189. They interpret data and understand the need to repeat results in order to achieve reliability. In investigations pupils use excellent problem solving skills to determine what they can test and measure using mathematical and IT skills competently to record results on a graph.

Information technology

Key Stage 1: Grade 1: Good with outstanding features

Key Stage 2: Grade 1: Good with outstanding features

Good features

190. Pupils in both key stages make very good progress in their skills, knowledge and understanding of the subject. They are much improved from the time of the last inspection. An outstanding feature is the way pupils move confidently between programs and skilfully choose from appropriate menus to access the various applications.

191. In key stage 1 the pupils log on, find and open programmes independently. They make good progress in their word processing skills to generate and communicate their ideas in different forms They enter and store information confidently and combine information and text to create and present their written work on different topics, for example when creating an Electricity Safety poster.
192. Younger key stage 1 pupils understand how to label and classify using the computer and use programs confidently to create different images. Older pupils in key stage 1 have very good computer skills. They create graphs and use desktop publishing packages and modelling tools such as Logo effectively as well as using the Internet appropriately.
193. In key stage 2, pupils are confident users of a range of IT applications.
194. Younger pupils demonstrate a good understanding of the main word processing functions and share and exchange ideas and information in a variety of forms, incorporating text, graphs, pictures and sound. They make graphs confidently using a spreadsheet and use a Logo programme effectively to generate and explore shapes.
195. Older pupils use spreadsheets effectively for example to calculate the costs of playground games, comparing and assessing the effectiveness of the technology with more traditional paper and pencil calculations.
196. By the end of the key stage, pupils carry out quite complex work using a wide range of computer applications. They use art packages successfully and make use of data bases to analyse and interpret data. They use 'Powerpoint' very effectively to create high quality multi-media presentations and have developed their own web pages using hyperlinks.
197. Pupils across the key stage have a very good understanding of the potential of the Internet for research. They are very aware of the potential safety issues and limitations of its use. Pupils use the resource intelligently to support learning in a number of subjects.

Shortcomings

198. There are no important shortcomings; however, key stage 2 pupils' skills in using e-mail are not sufficiently developed.

Design technology

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

Good features

199. Pupils make rapid progress with design technology knowledge and skills. They are much improved from the time of the last inspection. Pupils have a very good

knowledge of the National Curriculum by the end of key stage 2. This interest has led to successful participation in many design technology challenges.

200. In both key stages, pupils develop very good skills of working collaboratively and independently in their designing and making. Pupils explain the processes with clarity, and evaluate with confidence.
201. In key stage 1, younger pupils use information sources, investigate and assess simple products, and design confidently. Year 1 pupils design moving pictures and evaluate their finished product effectively. They use Lego and K'NEX to research their home designs and use card for the making. They measure, cut and join effectively, refining their design as it develops.
202. Older key stage 1 pupils use simple mechanisms based on ideas from nursery rhymes. They use tools to cut axles when making vehicles and carefully evaluate their designs. They make their own templates when designing puppets, selecting materials, threading and stitching effectively. This leads successfully to a puppet show.
203. In key stage 2, younger pupils research and investigate a range of sandwiches effectively. They give the product a rating based on a detailed evaluation. They understand the meaning of the design criteria. Pupils are aware of health and safety issues when preparing food. They use ICT skills well to record results in a graphical form and they use Clip Art effectively when decorating Easter boxes.
204. They use electrical circuits with simple switches well to make torches. They design them for different people and they use ICT skills well in the research and design. Mathematical skills are combined well when using mechanisms to make moving pictures and money containers. They make good use of a pneumatic system to control the movement of rockets, frogs and windmills.
205. Older pupils know about different cam mechanisms that can be used to produce different types of movement. They consider the function of the mechanism before designing moving toys. Pupils' problem solving skills are well developed when they test their bridges for strength and their musical instruments for rhythm and pitch.
206. They investigate the structure and performance of a controlled vehicle using their ICT skills to create working models of fairgrounds. They demonstrate good skills in designing and making and they evaluate effectively.

History

Key Stage 1: Good features and no important shortcomings.

Key Stage 2: Good features and no important shortcomings.

Good features

207. Pupils' knowledge and understanding of the past and the progression of their historical skills are developing well in both key stages. Through their enjoyment

of the subject pupils are able to share their views and interpretations with increasing confidence as they progress through the key stages. Pupils use subject-specific vocabulary well and their IT skills enhance historical enquiry.

208. In key stage 1, pupils have a developing awareness of change over time through their study of homes in the past. They effectively share ideas about the artefacts they study; they sequence objects well and confidently use words relating to the passage of time in the correct context.
209. They recall clearly the main events in the topics they have studied and collect and collate interesting evidence from a range of sources.
210. Pupils in key stage 2 have a developing awareness of chronology. Younger key stage 2 pupils have good knowledge about life in a roundhouse as a result of their visit to the '*Celtic Experience*'. They investigate a range of sources and make good use of the evidence to interpret life in Roman times. Pupils gain a good awareness of how to access information about life in a castle, enhanced by their visit to Rhuddlan castle.
211. Older pupils in key stage 2 have a good knowledge and understanding of events in Tudor times and Victorian Rhyl. They use a variety of primary and secondary sources effectively to extend their knowledge of the periods and compare life in different times.

Shortcomings

212. There are no important shortcomings; however, pupils' knowledge of key figures in Welsh History is limited.

Music

- KS1 Grade 2: Good features and no significant shortcomings.
KS2 Grade 2: Good features and no significant shortcomings.

Good Features

213. Most pupils, particularly the many key stage 2 pupils who are members of the choir, sing in tune and enthusiastically. They form their words clearly, breathe correctly and maintain good posture. Younger key stage 1 pupils sing a variety of songs and hymns clearly and confidently.
214. As they progress through the school pupils acquire a good knowledge and understanding of the musical elements.
215. In key stage 1 pupils make good progress in listening, creating and performing. They use what they have learned in science, and recordings of various relevant sounds, to compose an instrumental piece on nocturnal animals. They effectively vary the rhythm, dynamic and tempo of their small - group compositions selecting non-tuned musical instruments and body parts to create realistic sounds.

216. Older pupils in this key stage echo clapping patterns accurately in a four beat rhythm and create their own versions on simple instruments.
217. In key stage 2 most pupils make steady progress in listening, composing and performing in groups.
218. Key stage 2 pupils use a wide variety of adjectives to describe the sound of water and strive to control and express these sounds using different instruments. They listen carefully and make informed suggestions on how to improve their accuracy. Many pupils make good progress in evaluating their own and other pupils' performance.
219. By the end of the key stage pupils produce good ensemble work; they maintain a steady beat and present their performance of Divali music with an appropriate sense of occasion.
220. The pupils who learn instruments contribute well to the musical ethos of the school.

Shortcomings

221. There are no important shortcomings; however, in both key stages there is a small number of pupils who make limited progress in vocal and instrumental performance.

School's response to the inspection

The Head teacher, staff and governors are delighted that the inspectors have found Ysgol Bryn Hedydd to be good school with many outstanding features.

We are very pleased that the report recognises that the school has made significant progress since the last inspection. The award of the highest grade for four of the seven key questions and two of the six chosen subjects acknowledges the many outstanding features currently in practice and is a clear endorsement of the quality of the school's own self assessment procedures.

The report comments very favourably on the consistently high end of key stage assessment results, the pupils' ability to set their own targets for improvement, their outstanding listening skills and exemplary high standards of behaviour.

We are encouraged by the fact that the findings recognise that these strengths of the school only happen because of the commitment, skill and expertise of the teaching staff, the quality of provision afforded by our support and ancillary staff along with the involvement and support of the school governors and parents.

Most importantly the inspection report acknowledges that staff know their pupils well and provide very good quality personal guidance and that the school's agreed set of beliefs provide pupils with a strong sense of purpose and well being that encourages very high standards in all aspects of school life.

This is fitting testimony to the positive ethos and caring atmosphere which is seen as an outstanding strength of the school.

There are many other comments and statements in the report that we are proud to see recognised in print, notably the very high standards of behaviour and politeness, the pupils' enjoyment of the school and the recognition of the warm caring ethos.

The whole experience of inspection was valuable to the school in validating our sense of purpose and confirming that we have been moving forward on the right lines. We have found it a demanding but collegiate experience.

It was conducted throughout in a rigorous, professional manner that allowed open and transparent discussion of our progress in each key question.

The key issues arising out of the process had already been identified in our School Development Plan and will now be addressed in a focused and balanced manner to move the school on to even greater heights.

We consider the final report to be an accurate appraisal of the work of the school and a positive reflection of the hard work of all staff, pupils, parents and governors.

Appendix 1

Basic information about the school

Name of school	Bryn Hedydd C.P. School
School type	Nursery and Primary
Age-range of pupils	3-11
Address of school	Spruce Avenue, Rhyl, Denbighshire
Postcode	LL18 3SU
Telephone number	01745 356488

Head teacher	Mr Phillip Gallagher
Date of appointment	May 2000
Chair of governors/ Appropriate authority	Canon John Glover
Registered inspector	Mr Goronwy Morris
Dates of inspection	20 – 23.11.06

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	26.5	54	60	57	60	58	60	60	435.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	15	3	16.2

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	24:1
Pupil: adult (fte) ratio in nursery classes	13:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	29:1
Teacher (fte): class ratio	1.1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Autumn 2005	84.2	90.1	92.6
Spring 2006	86.5	91.5	91.3
Summer 2006	80	93.1	91.4

Percentage of pupils entitled to free school meals	8.4%
Number of pupils excluded during 12 months prior to inspection	3

Appendix 3

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2006			Number of pupils in Y2:		58		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School			9	66	23
		National	0	4	12	64	20
En: reading	Teacher assessment	School	0	0	11	62	27
		National	0	4	14	56	27
En: writing	Teacher assessment	School	0	0	7	69	24
		National	0	5	14	69	12
En: speaking and listening	Teacher assessment	School	0	0	7	70	22
		National	0	2	11	64	23
Mathematics	Teacher assessment	School			9	62	29
		National	0	2	11	63	24
Science	Teacher assessment	School			6	71	24
		National	0	2	9	65	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	91%	In Wales	81%

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

National Curriculum Assessment Results - End of Key Stage 2:

National Curriculum Assessment KS2 Results 2006			Number of pupils in Y6					60				
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	
English	Teacher assessment	School	0	0	0	0	0	2	18	48	32	
		National	0	0	1	0	1	4	15	47	32	
Mathematics	Teacher assessment	School	0	0	0	0	0	0	12	45	43	
		National	0	0	1	0	1	3	15	47	32	
Science	Teacher assessment	School	0	0	0	0	0	0	12	45	47	
		National	0	0	1	0	0	2	11	51	35	

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment			
In the school	79%	In Wales	69%
D	Pupils who are exempted under statutory arrangements from part or all of the National Curriculum		
A	Pupils who have failed to register a level because of absence		
F	Pupils who have failed to register a level for reasons other than absence		
W	Pupils who are working towards level 1		

Appendix 4

Evidence base of the inspection

Five inspectors spent seventeen inspection days at the school, and met as a team prior to the inspection.

The inspectors visited:

- 54 lessons or parts of lessons
- every class
- daily acts of collective worship
- a range of extra-curricular activities

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

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

The team also considered:

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

The deputy head teacher, in his role as nominee, was part of every team meeting. After the inspection, meetings were held with staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team Members	Responsibilities	Subjects/areas of learning
Mr.Goronwy Morris Registered Inspector	Context Summary and recommendations Key questions 1,2,5 and 6	IT
Mr Gwilym Morris Lay Inspector	Contributions to Key Questions 1,3,4 and 5	
Mrs Meiriol Meredith Jones Team Member	Key question 3 and contributions to Key Questions 1 and 2	Science Music
Mr Ifan Glyn Jones Team Member	Key questions 4 and contributions to Key Question 1	Mathematics SEN
Mrs Audrey Evans Team Member	Key Question 7 and contributions to Key Question 1	Design technology History
Mr John Cannon Deputy Head	Nominee	

Acknowledgement

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

Contractor

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