

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

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

**Bwlchgwyn CP School  
Brymbo Road  
Bwlchgwyn  
Wrexham  
LL11 5UA**

**School Number: 6652178**

**Date of Inspection: 15 October 2007**

**by**

**Robert Stuart Wormleighton  
12572**

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Bwlchgwyn CP 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 Bwlchgwyn CP School took place between 15/10/07 and 17/10/07. An independent team of inspectors, led by Robert Stuart Wormleighton undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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## Context

### The nature of the provider

1. Bwlchgwyn CP School is situated in a village five miles north-west of Wrexham. At the time of the inspection there were 95 pupils on roll, plus 10 part-time nursery children. Nursery children are admitted into school at the beginning of the term following their third birthday, although since January 2005 the school has also been an Early Entitlement provider for younger-aged children. The school admits pupils from the immediate environment and from areas outside the village. Currently around 30% of pupils attending live outside its normal catchment area. Pupils come from a relatively prosperous rural area, with a significant minority of more economically disadvantaged backgrounds.
2. All pupils come from English speaking homes. The number of pupils who take up their entitlement to free school meals is 3% which is well below the local authority (LA) average of 14.5% and the all-Wales average of 17.5%. There are currently 5% of pupils on the register of pupils with special educational needs (SEN) and no pupils have a statement of SEN. Overall pupils' level of attainment on entry to the school, although variable, is generally good.
3. There are four full-time and two part-time teachers and four part-time teaching assistants on the staff. The headteacher has been in post since September 2002. The school was previously inspected in December 2001.

### The school's priorities and targets

4. The school has identified the following as its main areas for development:
  - To maintain the development of the role of subject co-ordinators for all teaching staff focusing upon good classroom practice re-teaching and learning, assessment and monitoring of standards;
  - To provide greater challenge to more able pupils across the school focusing initially upon core subjects
  - To involve pupils more in their own assessment;
  - To further develop pupils' global awareness through international links with Japan; and
  - To develop pupils' entrepreneurial skills.

## Summary

5. Bwlchgwyn County Primary School is a good school; the way in which the school works in partnership with its parents and takes account of their views is an outstanding feature. Standards of attainment are good. Overall all pupils, including those with SEN make good progress and achieve well regardless of their social, ethnic or linguistic background.

### 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 2
5 How effective are leadership and strategic management?	Grade 2
6 How well do leaders and managers evaluate and improve quality and standards?	Grade 2
7 How efficient are leaders and managers in using resources?	Grade 2

### Areas of learning for under-fives

#### Nursery and Reception

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

### Grades for standards in subjects inspected

Subject	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Welsh second language	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 2
Information technology	Grade 2	Grade 2
Design technology	Grade 2	Grade 2
History	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Art	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical education	Grade 2	Grade 2
Religious education	Grade 3	Grade 3

6. During the inspection, standards in the lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
3%	88%	9%	0%	0%

7. Standards of achievement in the lessons observed are above Welsh Assembly Government (WAG) all-Wales targets that by 2007, 98% of standards should be Grade 3 or better and significantly above the target that 65% should be Grade 2 or better.
8. Overall pupils' level of attainment on entry to the school, although variable, is generally good and above the LA and other authorities' averages. The overall quality of education for children under-five is good and they are making very good progress towards the Desirable Learning Outcomes for Children's Learning.

9. All pupils, including those with additional learning needs(ALN) and those with SEN, achieve well relative to their age and ability as they move through key stage 1 and key stage 2.
10. Pupils throughout the school achieve well in the key skills. Standards in communication, (oracy, reading and writing) and in numeracy and bilingual competence are good and some aspects of information and communication technology (ICT) are outstanding.
11. Small year groups make objective analysis of trends in the school's performance difficult. However, tracking systems within the school confirm that individual pupils make good and sometimes very good progress and meet and often exceed the targets set for them and show good attainment.
12. Statutory teacher assessment results at the end of key stage 1 in recent years have been above national and LA averages and when compared with schools of a similar intake, based on the free school meals entitlement, the school usually performs in the top 25% of schools.
13. In key stage 2 teacher assessment, results for 2007 were above local and national averages and also placed the school in the top 25% of schools with 100% of pupils gaining level 4 or above in each of the core subjects of English, mathematics and science.
14. Pupils' learning skills are being developed throughout the school. Their organisational and study skills are already evident in many areas and their problem-solving skills are utilised to good effect. However pupils' knowledge of their own learning and an understanding of what they need to do to improve are less developed.
15. Pupils' personal, moral and social development is good overall. Pupils work well together, and show a good level of care and concern for others. The older pupils in key stage 2 show a high level of maturity and responsibility and pupils' behaviour is good throughout the school.
16. Average attendance over the three terms prior to the inspection was 94%. This figure is above national and local averages, but just below the target set by the school; holidays taken in term time are an ongoing concern.
17. In discussions, pupils showed a good awareness of equal opportunity issues and a genuine respect for other faiths and cultural traditions. Pupils are well prepared in learning about the world of work and have strong links with their community.

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

### **Grades for teaching**

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>3%</b>	<b>88%</b>	<b>9%</b>	<b>0%</b>	<b>0%</b>

18. The quality of teaching, with over 90% of lessons being Grade 2 or above is well above the all-Wales figure of 79% reported in Her Majesty's Chief Inspector of Schools Report for 2005-2006. The percentage of lessons judged to be Grade 1 was below the all-Wales figure of 17%.
19. Most lessons are stimulating and challenge many to do their best. Teachers establish good working relationships. All staff show good and at times outstanding

subject knowledge and keep up-to-date with current developments and provide effective teaching across the curriculum.

20. There is a positive ethos towards Welsh throughout the school and teachers develop pupils' bilingual skills well.
21. All areas of the curriculum are well planned throughout the school. Staff use a wide range of effective strategies and good resources well to engage their pupils. Lesson objectives are easily identified and are shared with the pupils. Work generally meets the ability of the pupils within all classes. However on occasions opportunities to challenge the most able are overlooked.
22. On-going assessment is tracked throughout the school and is used as an effective means of assessing pupils' development and progress. Some effective use is made of assessment to inform further planning although this aspect needs further development. Pupils' work is regularly marked although comments do not always identify areas for improvement. Annual reports are informative and conform to statutory requirements. Well-attended parents' evenings are held twice a year.
23. The school successfully meets the needs of all its pupils including those with SEN and children under five. All pupils have equal access to the curriculum and activities offered by the school. The broad and balanced curriculum is of good quality and fully meets the requirements of national curriculum (NC) programmes of study.
24. The provision the school makes for the development of key skills is of a high standard, especially ICT, aspects of which are outstanding. Provision for *Y Cwricwlwm Cymreig* and the development of bilingualism are good.
25. A good range of extra-curricular activities, including residential visits, are provided broadening pupils' learning experience and developing educational and sustainable life skills. Planning for the development of personal and social education (PSE) is good and helps pupils to develop the skills necessary to enable them to grow into well-balanced individuals.
26. Although pupils' spiritual development is satisfactory, provision for pupils' spiritual, social, moral and cultural development is good overall. Collective worship meets statutory requirements. However opportunities for pupils to ponder upon the wonders around them are sometimes missed. The school makes good provision for pupils' moral and social development. Through PSE, teachers help pupils to come to terms with themselves and their emotions.
27. The provision made by the school for pupils' cultural development is good. They learn about the cultural traditions held by ethnic groups and the school is proactive in enabling pupils to celebrate their own culture.
28. The way in which the school works in partnership with parents, and takes account of their views is an outstanding feature. Parents are kept very well informed through more traditional ways and through the very informative school web-site. Links are enhanced further through the part parents play in the life of the school. The school has fostered good links with the local community and other educational providers.
29. The school ensures that it meets all statutory requirements including those issued by the Welsh Assembly Government. There are effective established procedures for promoting pupils' understanding of sustainable development and global citizenship and developing a healthy lifestyle. The entrepreneurial skills of the

pupils are becoming more developed through initiatives such as the sale of garden produce and the school fayre.

30. The care, support and guidance offered by the school are good. Pupils are secure in school and good relationships exist. Pupils and parents are confident that any concerns would be dealt with effectively. Induction programmes are good and transition arrangements with the feeder high school are well developed.
31. The monitoring of pupils' punctuality, attendance and behaviour is good. There are suitable arrangements for pupils with specific medical needs. There is a child protection policy in place which is in line with local procedures.
32. Provision for pupils with ALN is good. There are effective systems in place for diagnosing the needs of individual pupils and appropriate support is provided. Pupils have clear individual education plans (IEPs) that are written with the involvement of staff, parents and pupils. Targets are set and pupils' progress is checked and reviewed throughout the year.
33. All pupils, irrespective of their social, educational, ethnic and linguistic background are well supported and treated equally. The effective measures in place to eliminate oppressive behaviour including racial discrimination and bullying are evident in the children's good behaviour.

### **Leadership and management**

34. The school is well led by the headteacher through a process of clear leadership and consensus with the staff. He promotes and sustains on going improvements to the provision within the school. The overall aims of the school are well addressed. The headteacher and staff have shared values and high expectations of the children, the needs of whom they put at the centre of the curriculum.
35. The curriculum co-ordinators are developing a good overview of the development of all their subjects through a planned programme of subject evaluation and monitoring. The school takes good account of local and national priorities.
36. Statutory targets are set in the core subjects for the end of each key stage and are usually achieved or surpassed and the process of target setting with individual pupils in specific areas of the curriculum is currently being addressed particularly in key stage 2.
37. Under the school's arrangements for performance management the teaching staff is regularly monitored, areas for improvement are identified and targets set. The headteacher and staff work together to identify their training needs for their continuing professional development and appropriate training is provided.
38. The governing body is clear on the direction the school is going and has a good understanding of their roles and responsibilities. They are well informed, supportive and effective and are involved with the school on a regular basis.
39. The procedures used by the headteacher and his staff are enabling them to have an effective overview of the performance of the school. Although the role of subject leaders is not fully developed, a rolling programme of classroom observations in curricular areas is now in place, the quality of pupils' work is regularly monitored and the data is used to improve the quality of teaching and learning.
40. All stakeholders are involved in the process of self-evaluation. The school's self-evaluation document is concise and provides a clear picture of the school's

strengths and weaknesses and is closely linked to the school development plan (SDP) that is an important working document to promote school improvement.

41. Teachers are appropriately qualified and the school uses and deploys its teaching staff and learning support assistants well. There are effective procedures in place for reducing teachers' workload and arrangements to provide time for teachers to plan, prepare and assess (PPA) are effective.
42. Teachers use school learning resources and the indoor and outdoor accommodation well to provide stimulating settings for learning. However, the school is unable to make the best use of the rooms on the upper floor and there is no direct access to the 'outside classroom' from the infant classroom.
43. The school budget is managed well by the headteacher and governing body that base the spending on the priorities identified in the school's self-evaluation and recorded in the SDP. Spending is carefully monitored by the headteacher and the governing body's finance committee. The school gives good value for money.

## **Recommendations**

- R1 \*Ensure learners understand the purpose of assessment, to develop learners' understanding of what they are doing, how well they are progressing and what they need to do to improve.
- R2 To build on current good practice evident in certain curricular areas to further develop pupils' capacity to work independently.
- R3 \*Further develop the role of the subject co-ordinators.
- R4 To improve the educational potential of the school by maximising the use of the accommodation on the first floor and providing external access from the infant classroom to the 'outdoor classroom', to facilitate work in the foundation phase of education.

\*These recommendations have already been identified by the school as a priority for development

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

44. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
45. Standards of attainment are good in Bwlchgwyn CP School. Overall pupils make good progress and achieve well regardless of their social, ethnic or linguistic background.

#### Areas of Learning for Under-fives

##### Nursery and Reception

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

#### Grades for standards in subjects inspected

Subject	Key Stage 1	Key Stage 2
English	2	2
Welsh second language	2	2
Mathematics	2	2
Science	2	2
Information technology	2	2
Design technology	2	2
History	2	2
Geography	2	2
Art	2	2
Music	2	2
Physical education	2	2
Religious education	3	3

46. During the time of the inspection, standards of achievement in the 30 lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
3%	88%	9%	0%	0%

47. Standards of achievement in the lessons observed are above WAG all-Wales targets that by 2007, 98% of standards should be Grade 3 or better and significantly above the target that 65% should be Grade 2 or better.
48. The overall quality of education for children under-five is good and they are making very good progress towards the Desirable Learning Outcomes for Children's Learning. Children of both nursery and reception age benefit very well from the foundation approach to learning and the stimulating learning environment provided by the school. By the end of the reception year, children are well adjusted to school life, settle quickly to tasks and work hard with good levels of concentration.

49. Pupils with ALN and those with SEN achieve well relative to their age and ability and nearly all meet the targets set for them in the core subjects of English, mathematics and science.
50. Pupils throughout the school achieve good standards in the key skills of communication, (oracy, reading and writing), numeracy, and bilingual competence with some aspects of ICT being outstanding. All key skills are used confidently across the curriculum.
51. Pupils acquire new knowledge and understanding and skills, both within their individual lessons and over time throughout each term and year. Small year groups make objective analysis of trends in the school's performance difficult. However, tracking systems within the school confirm that individual pupils make good and sometimes very good progress and meet and often exceed the targets set for them and show good attainment.
52. Statutory teacher assessment results at the end of key stage 1 in recent years have been above national and LA averages and when compared with schools of a similar intake, based on the free school meals entitlement, the school usually performs in the top 25% of schools.
53. In KS2 teacher assessment, results for 2007 were above local and national averages and also placed the school in the top 25% of schools with 100% of pupils gaining level 4 or above in each of the core subjects of English, mathematics and science. Due to variations over time there is no significant difference between the performance of boys or girls at either key stage.
54. Pupils' capacity to work with greater independence and their understanding of what they are doing is beginning to be developed throughout the school. Their organisational and study skills are already evident in many areas and their problem-solving skills are utilised to good effect, particularly in more practical and investigative aspects of the curriculum. However pupils' knowledge of their own learning, their involvement in the assessment process and an understanding of what they need to do to improve is less apparent.
55. Pupils' personal, moral and social development is good overall. Pupils work well together, and show a good level of care and concern for others both within the school and with communities less fortunate than themselves outside. During the inspection, all pupils, particularly the older ones in key stage 2, showed a high level of maturity and responsibility and acted as good role models for the younger pupils throughout the school.
56. Pupils' behaviour is good. They are friendly and helpful towards each other, courteous to all staff and welcoming to visitors to school. They understand the behaviour expected of them which is reinforced with an effective reward system. There have been no exclusions in the last twelve months.
57. Average attendance over the three terms prior to the inspection was 95% for reception and 93.9% for the rest of the school. These figures are above national and LA averages of 92.5% and 93.6% respectively, but just below the target set by the school; holidays taken in term time is an ongoing concern. The great majority of pupils is punctual and lessons start on time. Registration is conducted efficiently and in accordance with statutory requirements.
58. In discussions, pupils showed a good awareness of equal opportunity issues and a genuine respect for other faiths and cultural traditions.

59. Pupils are well prepared in learning about the world of work and have strong links with their community. The local gardening society helps prepare the school garden for planting and volunteers visit the school to listen to readers. Members of the community are invited to attend school performances such as the Christmas concert, the annual Shakespeare plays and services such as the Harvest Festival.

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

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

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

60. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
61. The quality of teaching was judged as follows:

#### **Grades for teaching**

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>3%</b>	<b>88%</b>	<b>9%</b>	<b>0%</b>	<b>0%</b>

62. The quality of teaching with over 90% of lessons being Grade 2 or above is well above the all Wales figure of 79% reported in Her Majesty's Chief Inspector of Schools Report for 2005-2006. The percentage of lessons judged to be Grade 1 was below the all-Wales figure of 17%.
63. Most lessons are stimulating and challenge many to do their best. Teachers establish good working relationships that are conducive to developing pupils' learning. Relationships are good.
64. All staff show good and at times outstanding subject knowledge which they enthusiastically pass on to their pupils. They keep up-to-date with current developments in their subject responsibilities and in all other areas they teach, sharing expertise with each other to provide effective teaching across the curriculum.
65. All areas of the curriculum are well planned by teachers throughout the school and firmly based on the curriculum maps and schemes of work. Teachers use a wide range of effective strategies and good resources to engage their pupils, stimulate interest and promote their involvement. Lesson objectives are easily identified and are shared with the pupils at the start and generally at the end of each lesson.
66. Although work is generally well differentiated to meet the ability of the pupils within all classes, on occasions opportunities to stretch and challenge the most able are overlooked.
67. Teachers develop pupils' bilingual skills well. They provide regular opportunities for them to use their second language in a variety of situations. There is a positive ethos towards Welsh throughout the school.
68. The school meets statutory requirements for recording and accrediting. Some effective use is made from ongoing assessment to inform further planning, although this aspect needs further development. Ongoing assessment is used as an effective means of assessing pupils' development in all subjects. This information is recorded in individual pupil progress booklets.
69. There are a range of standardised tests for assessing pupils' development both in key stage 1 and key stage 2 and pupils' progress is tracked throughout the school.

70. Pupils' work is regularly and conscientiously marked. However on the whole the comments made by teachers do not sufficiently guide the pupils with regards to the way forward.
71. Annual reports provide information on all curricular areas and suggest areas for development in the core subjects. Well-attended parent consultation evenings are held twice a year.

**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**

72. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
73. The school successfully meets the needs of all its pupils including those with SEN and children under five. Within the positive ethos for learning the school provides, all pupils have equal access to every area of the curriculum and every activity offered by the school.
74. The delivery of the broad and balanced curriculum is of good quality. Due regard is given to ascribing sufficient time to core and foundation subjects to ensure that the requirements of NC programmes of study are successfully met.
75. The provision the school makes for the development of key skills is good. Teachers work hard to make certain that they feature strongly in all lessons. Pupils are keenly aware of the key skills and the important part their development plays in learning. This productive partnership ensures that pupils overall make good progress in the assimilation of the key skills especially ICT. Provision for *Y Cwricwlwm Cymreig* is good. The school promotes a very positive Welsh ethos and good use is made of wall displays to reinforce pupils learning. Pupils have a sound knowledge of their Welsh heritage and its traditions. Good opportunities are provided to help pupils develop their bilingual skills in different curriculum subjects.
76. A good range of extra-curricular activities is provided which broadens pupils' learning experience and develops educational and sustainable life skills. Pupils take part in plays and performances and older pupils benefit substantially from residential visits to places such as the Millennium Centre, Cardiff, the Kingswood Centre, Denbigh and Pentrellyncymer.
77. Planning for the development of PSE is good. It ensures that opportunities permeate the curriculum and provides for continuity and progression. Planning for PSE enables pupils to develop the skills necessary to enable them to grow into well-balanced individuals.
78. Although pupils' spiritual development is satisfactory, provision for pupils' spiritual, social, moral and cultural development is good overall. Collective worship is broadly Christian in character and meets statutory requirements. Through PSE pupils begin to develop their understanding of human relationships. However, opportunities for pupils to develop their curiosity and ponder upon the wonders around them are sometimes missed. Opportunities to listen to and reflect upon inspirational music in acts of collective worship are limited.
79. The school makes good provision for pupils' moral and social development. In their dealings with pupils on a daily basis, teachers themselves provide the models for

pupils to emulate. Through PSE, teachers help pupils to come to terms with themselves and their emotions. In the many activities the school provides, including sporting events, teamwork and the formation of positive relationships are duly emphasised.

80. The provision made by the school for pupils' cultural development is good. The curriculum enables pupils learn about the lives of people in countries across the world and compare them with their own. They learn about the cultural traditions held by ethnic groups in lessons.
81. Parents are kept very well informed about what is happening in school. In addition to the paper communications sent from the school, parents can access the school web site. The web site provides an excellent resource for parents and all those with an interest in the school. It makes transparent the policies and procedures of the school. It keeps parents up-to-date with current school events and activities. It gives parents a valuable and detailed termly overview of what their children will be doing in each of the classes. Space is also made for examples of pupils' work in each age group. This aspect of the school's partnership with parents is outstanding.
82. Links are enhanced further through the part parents play in the life of the school. They give valuable help with reading, sport and trips including those that are residential. The flourishing Home-School Association provides much-needed funding for school priorities. The school has fostered good links with the local community some of whom were, during the inspection, helping pupils with their school garden. Good links are maintained with Bangor University and North East Wales Institute of Higher Education, whose students regularly undertake training in the school. Such involvement by all these parties significantly enriches pupils' school experiences.
83. The school ensures that it meets all statutory requirements including those issued by the Welsh Assembly Government. The school takes full account of the PSE Framework and ensures that pupils have access to health education and substance misuse education.
84. There are procedures for promoting pupils' understanding of sustainable development and global citizenship both through the curriculum and more informal experiences. Pupils are involved in recycling initiatives and are aware of their responsibility towards the environment. The school promotes a very positive Welsh ethos and good use is made of wall displays to reinforce pupils' learning.
85. The entrepreneurial skills of the pupils are becoming more developed through activities such as the school fair and selling vegetables produced in the school garden. The democratically elected school council is well established and effective in bringing about change meaningful to the pupils. The eco-council is working towards gaining further recognition for the school's work and has been involved in the Supergrounds project.
86. Links with parents and other members of the community are good they are supportive of the school and many of them volunteer to help in a variety of ways such as helping with reading, sports coaching, accompanying trips and activities. The school actively encourages parental involvement and has organised Welsh lessons for them.

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

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

87. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
88. The care, support and guidance offered by the school are good. Pupils are secure in school and good relationships exist between themselves and all staff both teaching and non-teaching. In discussions with pupils and the school council, they said they were confident that any concerns would be dealt with quickly and effectively. Buddies are elected from each year group and recognised as a worthwhile responsibility.
89. The partnership with parents/carers is an outstanding feature of the school. Parental questionnaires were sent out in October last year and parents are kept informed by regular newsletters and a very informative, up to date website. There is an active Home/School Association. Parents at the pre-inspection meeting said they would be confident to bring any concerns to teachers or the head and know they would be treated seriously and dealt with effectively.
90. Induction programmes to help new pupils settle in are good. Pupils are introduced to the school at assembly and allocated a buddy from the class to which they are allocated. In discussions with the school council, pupils said everybody helps new pupils, who settle in quickly in their friendly school. Transition arrangements with the feeder high school are well developed.
91. Teachers know their pupils well, which enables them to monitor effectively each child's needs and progress. The provision of high quality personal support and guidance including access to PSE is a strong feature. Circle time and 'worry boxes' are used to support and guide pupils. Parents are also highly satisfied with the care the school offers their children.
92. The monitoring of pupils' punctuality, attendance and behaviour is good. The importance of good attendance is stressed in the prospectus and annual report to parents. Parents are made aware of the high targets set for attendance. The educational social worker is available for support where necessary. The school secretary will ring parents if no reason for absence has been received.
93. The school's provision for ensuring the healthy development and well-being of all pupils is developing very well. The school has recently been accepted onto the Healthy Schools initiative but already they have adopted many of the principles of healthy schools. Promotion of healthy dinners, fruit at break time and water available to drink during the day are all evidence of their healthy lifestyles. There is a qualified first-aider and all staff have received first-aid training. There are suitable arrangements in place for pupils with specific medical needs.
94. The headteacher is the person with responsibility for child protection. All other staff have received appropriate training. There is a child protection policy in place which is in line with local procedures. All records are kept in a secure cabinet.
95. Provision for pupils with ALN is good. There are effective systems in place for diagnosing the needs of individual pupils. Pupils are identified at an early stage their needs are assessed and appropriate support is provided. Pupils have clear IEPs that are written with the involvement of staff, parents and pupils. Targets are set and pupils' progress is checked and reviewed throughout the year. The school

has good processes in place to support any pupils whose behaviour may impact on their own learning or on the learning of others.

96. All pupils, irrespective of their social, educational, ethnic and linguistic background are well supported and treated equally. They have equal access to all lessons and activities. Good use is made of PSE and circle time to challenge such issues as stereotyping. Appropriate statutory policies are in place.
97. Good race relations are promoted successfully and pupils recognise and respect diversity. The school is currently working with another local school to establish a link with Japan. A local resident originally from Sri Lanka involved the school in fund-raising for a school in Sri Lanka following the tsunami.
98. The effective measures in place to eliminate oppressive behaviour including racial discrimination, bullying and all forms of harassment are evident in the children's good behaviour. In discussions with pupils and the school council pupils said that bullying would not be tolerated. They said they would be confident to report any such issues.
99. The school takes all reasonable steps to ensure the equal treatment of disabled pupils. The school is fully accessible to wheelchair users, including the newly developed wildlife garden and eco garden. It is well equipped with disabled facilities. The school is aware of its responsibilities to have a Disability Equality Scheme and is currently working on guidelines received from the LA.

## **Leadership and management**

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

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

100. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
101. The school is well led by the headteacher who gives the school a clear direction through a process of clear leadership, consensus and discussion with the staff. He promotes and sustains ongoing improvements to the provision within the school.
102. The headteacher and staff have high expectations of the children and have shared values as to the behaviour, learning environment and educational values they promote. They put the needs of pupils at the centre of the curriculum and the overall aims of the school are well addressed.
103. The curriculum co-ordinators are developing a good overview of the development of all subjects for which they have responsibility, through a planned programme of subject evaluation and monitoring.
104. The school takes account of local and national priorities. The school's commitment to the development of the Welsh language and bilingualism is a good and in some areas an outstanding feature. It is working towards Eco-Schools green-flag status and is committed to broadening pupils' understanding of healthy lifestyles. The Welsh Assembly Government's initiative for the development of good transitional arrangements between key stage 2 and key stage 3 and working in partnership with other primary schools has also been addressed.
105. Statutory targets are set in the core subjects for the end of each key stage and are usually achieved or surpassed. The process of target setting with individual pupils

in specific areas of the curriculum is currently being addressed particularly in key stage 2.

106. Under the school's arrangements for performance management, the teaching staff is regularly monitored, areas for improvement are identified and targets set. Classroom monitoring also takes place throughout the year, in both key stages and is beginning to have a positive impact on raising standards throughout the school. The headteacher and staff work together to identify their training needs for their continuing professional development and appropriate training is provided.
107. The governing body meet all their statutory requirements, are fully involved in the strategic planning of the school and have a good understanding of their roles and responsibilities. They are fully aware of the direction the school is going and work hard to assist the headteacher and staff, to promote the values of the school. The governors are very supportive, motivated, enthusiastic and effective. They are well informed and are involved with the school on a regular basis. Some governors come in to the school to help with children's reading and to assist with lessons such as physical education.

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

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

108. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
109. The procedures used by the headteacher and his staff enable them to have an effective overview of the performance of the school. The quality of teaching is regularly monitored by the headteacher and the deputy head. Monitoring by co-ordinators commenced in 2006 English then being the focus. Evaluations made at that time, using first-hand evidence, have led to measurable improvements in standards in the subject. A rolling programme of classroom observations in curricular areas is now in place.
110. The quality of pupils' work is regularly scrutinized by the headteacher and his staff. Standards in core subjects are measured against moderated work in portfolios. However, portfolios in all foundation subjects are not yet in place. Good use is made of end of key stage assessments, which are analysed and the data used to improve the quality of teaching and learning.
111. Audits of resources are effectively carried out by subject leaders. They feed into the school's self-evaluation to ensure that priorities are well resourced. Currently, subject leaders are not fully empowered to manage the subject areas for which they are responsible. This area for development features in the latest SDP, the result of perceptive self-evaluation.
112. The school's self-evaluation document is concise and provides a clear picture of the school's strengths and weaknesses. It is closely linked to the SDP, viewed by the school as an important working document to promote school improvement.
113. All stakeholders are involved in the process of self-evaluation. Parents have good opportunities to contribute through the parental questionnaire. This well-focused document provides the school with valuable information, for use in its targets for improvement. Governors are also fully involved in self-evaluation. In addition to

helping to shape the report, they play a vital role in ensuring that priorities for action are well resourced and spending plans are monitored.

114. The quality and accuracy of the school's self-evaluation is reflected in the inspection team's agreement with the school in its judgement of all seven key questions.
115. Very good progress has been made in addressing the seven key Issues for action identified in the 2001 Estyn report. Standards have improved in five subjects in key stage 1 and eight subjects in key stage 2 that were deemed to be satisfactory or lower, and shortcomings in the under-fives provision have been addressed. All other key issues for action have been fully dealt with apart from:

"Establish a rigorous system for ensuring that standards of teaching and learning are regularly monitored by subject co-ordinators and the headteacher of the school".

116. This key issue has been partially met however. Although the headteacher and deputy do monitor class teaching, subject co-ordinators have only recently begun the process.

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

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

117. The inspection team's findings match the judgement made by the school in its self-evaluation report.
118. The provision of resources and accommodation are adequate. Efficient use of resources ensures that the school is staffed suitably to deliver the range of the NC. Teachers are appropriately qualified and suitably deployed. The support and guidance given to staff employed part-time or on a supply basis is good.
119. Teachers use school learning resources well to enhance the quality of their lessons. Co-ordinators regularly audit in subject areas to ensure sufficiency in the quality and quantity of resources. Teachers make good use of the attractive indoor and outdoor accommodation to provide stimulating settings for learning. However, despite the desire to do so, the school is unable to make the best use of the large capacious rooms on the upper floor. Currently there is no direct access to 'the outside classroom' from the infant classroom, so pupils' opportunities to use this essential resource are limited.
120. The school uses and deploys its teaching staff and learning support assistants well. The anomalies in the deployment of staff identified in the last inspection are now rectified. Appropriate work force remodelling has taken place and there are effective procedures for reducing teachers' workload and arrangements to provide time for teachers to plan, prepare and assess are effective.
121. Due emphasis is placed upon performance management in the school's self evaluation. This ensures that the professional needs of teachers and support staff and school development priorities are duly identified in the SDP.
122. The school budget is well managed by the headteacher and governing body who base the spending on the priorities identified in the school's self-evaluation and recorded in the SDP. Spending is carefully monitored by the headteacher and the governing body's finance committee. The headteacher and governors are proactive, saving money in a variety of ways and seek to supplement the school

budget with grants when opportunities arise. An appropriate and modest contingency fund is maintained to allow for unforeseen circumstances.

123. Spending decisions are well matched to the school's priorities. The impact of financial spending is carefully monitored in terms of the progress that pupils make and how standards are being improved.

124. Overall, bearing in mind the progress many of the pupils make in learning by the end of key stage 2 together with the overall quality of education provided, the school gives good value for money.

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

### **Under-fives**

125. The educational provision for the under-fives is appropriate to their needs, and children make good progress towards the Desirable Outcomes for Children's Learning. Children of both nursery and reception age benefit very well from the foundation approach to learning and the stimulating learning environment provided by the school. They make a good start to their education through the rich range of activities provided and benefit from the firm foundation for future learning offered by their teachers.

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

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

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

#### **Good features**

126. Nursery pupils make good progress in the development of their speaking and listening skills. They listen well and are eager to make contributions to the many discussions they have in class. They make good use of their developing vocabulary in their role play in the "Ty Bach Twt" corner, drawing visitors into their activities compellingly. They recognise various letters and respond well to the "Big Books" they share with their teacher. They are already beginning to recognise some elements of punctuation. Pupils are starting to recognise and understand certain Welsh words.

127. Reception children listen attentively to their teacher and most express themselves well when they respond with something to say. They use their emerging word recognition skills to identify the initial sound of words to help them with their reading. They enjoy joining their teacher in reading sentences that are repeated on each page of their "Big Book". Most children are beginning to form their letters well using their individual white boards. They make good progress in their understanding of the Welsh spoken to them by their teacher and make simple use of it themselves.

#### **Shortcomings**

128. There are no significant shortcomings.

### **Personal and social development**

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

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

#### **Good features**

129. Nursery children are bubbly and enthusiastic learners. They work well together and are willing to wait their turn when playing games inside the classroom and

outdoors. They are aware of the need for good hygiene washing their hands after their leaf hunt. They display a good measure of independence when identifying and collecting leaves for use in the classroom,

130. Reception children share their ideas and experiences well during group work. They share materials and equipment without rancour. They display confidence and independence, and concentrate well on their tasks. Their relationships with other children and adults are good.

### **Shortcomings**

131. There are no significant shortcomings.

### **Mathematical development**

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

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

#### **Good features**

132. Nursery children make good progress in their sorting and counting activities. They recognise the twoness of two and are able to sort objects by colour and shape. They apply this understanding well when sorting and classifying their autumn leaf collection.

133. Reception children recognise a good range of numbers and count successfully in single digits. Most children have a good grasp of ordering familiar objects and can order the seasons of the year. They understand the mathematics of 'shorter than' and 'longer than' and use the computer well to draw comparative objects.

### **Shortcomings**

134. There are no significant shortcomings.

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

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

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

#### **Good features**

135. Nursery children have good knowledge about the climatic and natural features of autumn. They know that deciduous trees shed their leaves in autumn but evergreen trees do not. They talk about the range of colour leaves adopt at this time of year and are curious about the patterns they see upon them. They compare and contrast the shape of the leaves they find.

136. Reception children have good knowledge about differences between day and night and the weather to be expected in the different seasons of the year. They successfully identify and name a number of different vegetables and can express preferences. Children using the computer are able to explain simply, how to operate it. They use the mouse competently and operate computer software successfully.

### **Shortcomings**

137. There are no significant shortcomings.

## **Physical development**

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

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

### **Good features**

138. Nursery children handle pencils, paint brushes and crayons with increasing control and demonstrate good levels of dexterity in cutting and sticking activities. When playing outdoors they use space sensibly and have a good awareness of safety factors when handling large outdoor toys.

139. Reception children use small equipment, such as scissors, gluing equipment and writing materials, well. In dance lessons they demonstrate a good awareness of how to move their bodies into different shapes. When they travel they do so safely respecting the personal space of others.

### **Shortcomings**

140. There are no significant shortcomings.

## **Creative development**

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

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

### **Good features**

141. Nursery children mix paints confidently and produce bold paintings, such as their paintings of Humpty Dumpty. Children work hard at their printing activities. Children using the cut surfaces of fruit apply their painted surfaces to paper carefully and with much concentration. They indicate whether their print result has been successful or not.

142. Reception children draw and paint pictures of themselves and their families enthusiastically. They put good levels of thought into their work endowing their figures with appropriate facial expressions. They are able to name the colours they use and explain the difference in size of the figures in their pictures.

### **Shortcomings**

143. There are no significant shortcomings.

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

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

### **Good features**

144. Throughout the school pupils including the less able, make steady progress in the development of their speaking and listening skills. Standards are good in speaking and listening.

145. In key stage 1, pupils listen to their teacher attentively. In general pupils demonstrate that they understand what they have been told and carry out instructions accurately.

146. In key stage 2, pupils listen effectively to adults and to their peers. They respond to questions intelligently. In class discussions pupils listen to each other carefully and use what they have heard to formulate ideas that enrich the quality of verbal interactions.

147. In key stage 1, pupils increasingly use extended speech to answer questions. They take pleasure in recounting anecdotes and succeed in making themselves understood. With sensitive help less able pupils make significant oral contributions to lessons. Through the opportunities provided, pupils are developing their interview techniques well. In one lesson pupils acted as both interviewers and interviewees asking and replying to questions as characters in their class book.
148. By the end of key stage 2, most pupils are eager to contribute to brain-storming sessions, which are a regular feature in both key stage 2 classes. Confident in the knowledge that what they have to say will be accepted, they willingly contribute to the melting pot of ideas. Through role-play pupils take on the characters in their class book. Their development as competent speakers as they progress through the school is clear to see, particularly the more able.
149. Standards in reading are good at both key stages. Pupils in key stage 1, including those with learning difficulties, are energetic in their determination to succeed as readers. They enjoy reading the wide range of books available to them and respond well to the characters and adventures to be found within books. When reading out loud, pupils try hard to read expressively using punctuation within the text to help them.
150. Able and more able pupils in key stage 2 read their books out loud fluently. Conscious of their audience they enrich their performance with considerable expression, observing direct speech with special care. Less able pupils also succeed well. Although their reading skills are less well developed, they nevertheless read with understanding and with pride.
151. Standards in writing are good at both key stages. Pupils across the school including the less able visibly, make good progress in the development of their writing skills.
152. Pupils in key stage 1 show an increasing ability to use punctuation successfully in their writing. They enjoy writing about their own experiences. They begin to plan their stories so that they have structure and create character cameos for use within them. Pupils are able to gather information and use it for their non-fictional writing.
153. Across key stage 2 pupils write for an extensive range of purposes and with an audience in mind. Younger pupils in key stage 2 are able to distinguish between prose and play script and write in each format successfully.
154. By the end of key stage 2 pupils particularly the more able, have become accomplished writers. They can write extended texts including stories that demonstrate a well-planned structure and use clauses and phrases to enrich their writing to good effect.
155. They make good use of fables including those enshrined in Greek mythology as starting points for their writing. They evaluate their work and draft and redraft it so that it meets their own expectations. Across the key stage, pupils develop a joined handwriting style, which enhances the presentation of their work. Pupils take good account of the need for accurate spelling and appropriate punctuation in their written work.

### **Shortcomings**

156. There are no significant shortcomings.

## Welsh second language

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

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

### Good features

157. Pupils in key stage 1 have a good understanding of basic Welsh vocabulary. Pupils listen attentively and respond well to short sentences spoken by their teacher. Their pronunciation is good and pupils try to vary their responses appropriately when talking about themselves and how they feel. In key stage 2 pupils discuss confidently and fluently subjects related to their own experiences.
158. In both key stages pupils show good levels of fluency when reading Welsh, be it presented on flash cards and labels or simple texts related to the topic being studied.
159. Pupils in Y2 write words and phrases accurately and appropriate punctuation is used consistently. Spelling is usually correct. By the end of key stage 2, pupils are beginning to write linked sentences and are able to write about events in their past.
160. Incidental Welsh is used effectively in classes and in assembly. This reinforces and further develops the pupils' language skills, and bi-lingual signs around the school enhance the pupils' knowledge and understanding. All classes use 'Helpwr Heddiw' effectively to reinforce and revise work introduced by the teacher.

### Shortcomings

161. There are no significant shortcomings.

## Mathematics

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

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

### Good features

162. Pupils are achieving good and sometimes very good standards in all attainment targets of mathematics.
163. Key stage 1 pupils are able to compare objects are aware of the concept of 'longer than', 'taller than', 'smaller and shorter than' and begin to use the standard measurements of a centimetre with a good level of accuracy.
164. They have a good understanding of basic place value and numbering, and how to place things in order. They use number lines and number squares confidently and can count backwards and forwards accurately. Pupils have a good recall of number and are proficient in counting on in tens
165. Younger pupils in key stage 2 have a good recall of number bonds and the concept of inverse number bonds including addition and multiplication. Pupils work accurately making tens and units numbers of their choice and they are beginning to work well independently. They have a good knowledge of number bonds and know their 2, 4, and 10 times tables. Pupils can identify and have developed a good knowledge of basic fractions.
166. A very good standard of mathematics is achieved as the pupils enter Y6. Upper key stage 2 pupils have a good knowledge of place value and use of mental arithmetic. They count down the nine times table from 108 to minus 108. They

have a good recall of previous work and mathematical knowledge and a good understanding of time.

167. Pupils understand the effect on place value when multiplying by 10 and accurately carry out long multiplication sums using a range of procedures.
168. Pupils' mathematical investigative and problem-solving skills are being developed well. They have a good knowledge of standard metric measurements and their conversions and make sensible accurate suggestions as to the appropriate ones to use for different tasks and investigations.
169. Pupils make good use of their ICT skills to develop mathematical estimating skills. Year 5 and Year 6 pupils can estimate accurately and can choose appropriate equipment to measure long and short distances and use various appropriate and changing scales to estimate accurately.
170. Pupils' mathematical vocabulary shows good progression throughout the school in English and in Welsh.

### **Shortcomings**

171. There are no significant shortcomings.

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

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

### **Good features**

172. Throughout both key stage 1 and key stage 2 pupils make good progress in their knowledge and understanding of science. They use appropriate subject-specific language, have a good recall of previous learning and are able to share this knowledge when asked.
173. In key stage 1, pupils are aware that light travels in straight lines and that if the passage of light is blocked a shadow will be created. Pupils are able to predict and evaluate what will happen to the shadow if the light source is altered or if the object is moved closer or nearer to the light.
174. Pupils are able to discuss various aspects of living things. They are aware of the need for healthy eating, a balanced diet and the benefits of exercise.
175. Pupils also have a good understanding of how electricity is used in the home and that if misused can be of danger.
176. In KS2 older pupils are able to make circuits to produce electro magnets. They are able to suggest fair tests which would be suitable to alter the efficiency of these magnets.
177. Pupils have a good understanding of circuits and are able to build circuits for a variety of purposes.
178. Pupils also recognise that animals adapt to different habitats, and that there are food chains in which there are producers, predators and prey. They are able to classify animals and understand the characteristics which separate these groups.

### **Shortcomings**

179. There are no significant shortcomings.

## Information technology

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

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

### Good features

180. From an analysis of pupils' portfolios and displays, pupils are achieving well and a wide range of information technology skills are being developed, showing good progression through both key stages.
181. Pupils in key stage 1 are achieving good standards in the way they use information technology to communicate ideas and handle information. Pupils are becoming proficient in using programs and activities on the interactive whiteboard, such as when they consolidate and develop their understanding of scientific concepts such as light, shade and reflection.
182. Lower juniors are also developing information technology skills to a good standard, particularly in word processing and clip-art and use other programs to edit and present work, through projects for English work.
183. Pupils' information technology skills are further developed to enhance other curricular areas, in subjects such as geography, where they produce information pamphlets. They are becoming proficient in their use of search engines and the National Grid for Learning–Cymru (NGFL-Cymru) to research and retrieve information in a wide range of formats and areas.
184. Pupils show good levels of independence as they confidently edit correct and improve their work. They change script and font size and use spell checks before saving their work in documents and files.
185. Pupils in the upper juniors produce some outstanding work. 'PowerPoint' presentations are prepared on 'times tables' and 'the alphabet' as teaching resources for younger pupils in key stage 1 and for the children in the early years.
186. Pupils' further develop their information technology skills to a high standard in a very relevant way. They work independently on their information technology projects of the week for their local history study unit, using the home page and internet of Brymbo steel works.

### Shortcomings

187. There are no significant shortcomings.

## 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

188. Standards in key stage 1 are good overall and pupils are achieving good standards.
189. Their design and making skills are developing well and they are building up a good knowledge and understanding of materials, mechanisms and control devices.
190. They produce a good standard of artefacts covering a wide range of subjects linked to their projects such as lighthouses and bird scarers. They use simple mechanisms well and are proficient in their use of turtles and logo.

191. In key stage 2, pupils understand well the processes for developing all aspects of design technology, through specific topics pupils achieve good and sometimes very good standards.
192. Younger pupils increase their knowledge and understanding of materials by researching and investigating a range of books and how they are constructed. They make different types of prototypes in a range of styles; having evaluated them they decide which would be the most appropriate for their task and make suitable changes to their designs and make their books, to a good standard.
193. Pupils make good use of their information technology skills to improve their designs adding imaginative art work to embellish and illustrate their books. Good links with and visits to the art centre also support pupils' creativity in design.
194. Pupils show good knowledge of mechanisms. They understand cams and make carefully produced models to a good standard. They are proficient in their programming of toys and turtles as well as on the computer.
195. Older pupils attain very good standards as they investigate and research the features of various alarms. They discuss characteristics and design and make their own alarms. Pupils make and use circuits evaluating types of switches and the finished artefact. They use information technology confidently and skilfully in a module based on fairgrounds.

### **Shortcomings**

196. There are no significant shortcomings.

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

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

### **Good features**

197. In key stage 1, pupils' understanding of the past and present is developing well. Pupils' perception of chronology in relation to their own lives is good.
198. Their understanding of how things have altered over time is good. Using a picture of a Victorian kitchen, pupils could identify differences between kitchens today and in Victorian times. They surmised accurately the social class to which the kitchen belonged. Pupils could accurately record items of kitchenware which would have been used in 1842 and items which would not.
199. In key stage 2, pupils are able to discuss and evaluate information presented to them in the form of an old census for the area.
200. Pupils were able to surmise accurately, when questioned, the effect some of the information presented would have on the local community. Pupils have a clear understanding about the differences between what life would have been like for the rich compared to the lives of ordinary people.
201. In key stage 2, pupils achieve good standards in historical skills and understanding as they make good use of ICT to research and present work on historical topics.

### **Shortcomings**

202. There are no significant shortcomings.

## Geography

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

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

### Good features

203. Standards show good progression throughout the school.
204. Pupils in key stage 1 progress well through the geographical investigations carried out. Their geographical skills and their knowledge and understanding of places improve as they develop their awareness of their local area and environments further afield.
205. Mapping skills and sense of place are enhanced as they compare their journey to school with that of a child living in Cardiff and features of both environments, such as the park, are studied and contrasted.
206. Work is extended as they carry out similar work studying the similarities and differences between Bwlchgwyn, Wrexham and a village in Botswana.
207. Further work on their study of places allows them to gain an understanding of the environmental features of an island in Scotland and the lifestyle and experiences of a pupil living there.
208. The younger pupils in key stage 2 build on the knowledge, understanding and skill taught in key stage 1. They have a good recall of previous work and show progress in their mapping skills. They are developing a good geographical vocabulary, especially physical features and can identify the national parks of Wales and where they are situated.
209. They have a good local knowledge of their village and can use that to compare it to Snowdonia. Their understanding of the weather is developing well. They know that temperature changes through the day and can interpret data from weather forecasts and tables.
210. The older pupils in key stage 2 attain good standards; they study global warming and have a good recall of the features of Agenda 21 which they study in role-play. They make use of various forms of reference materials with confidence exhibiting good research skills and presenting their findings in a range of media including art work and ICT.
211. They take part in good relevant field work studying the centre of Wrexham and comparing its features to those of Llandudno. The work is further extended to include the study of a less economically developed country, as they contrast their local environment with a town in Kenya, studying the farming, food and rainfall of each locality.
212. Pupils have a good understanding of physical geography. They study the water cycle and the processes of rivers such as transportation and abrasion. They are also developing a sense of care and responsibility for the environment as they study pollution and its effect on rivers and streams in the locality.

### Shortcomings

213. There are no significant shortcomings.

## Art

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

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

### Good features

214. Pupils in key stage 1 are reaching good standards of achievement in their understanding of art and in their making and investigating skills.
215. Standards are improved through relevant links to other curricular areas and subjects such as science. Pupils are confident and have a good awareness of what is expected of them. They show good basic artistic skills. They produce carefully cut out silhouettes to make effective pictures of trees and mountains and accurate portraits of their friends. Silhouette puppets of a range of characters are also made, for performances in the class theatre.
216. They study moods and the feelings expressed in the work of different artists, producing a wide range of varied, creative and imaginative art work to a good standard. Work includes sculpture, making pictures from rubbings, mobiles and modelling, and well-drawn Celtic shields.
217. Pupils have a good knowledge of colours and use them well. Good standards are achieved using ICT and pupils use the painting tools, to good effect to make imaginative 'paintings' of mountains and lakes. Skills are extended further with pupils drawing and printing off pictures of lighthouses.
218. Pupils in key stage 2 study international, national and Welsh artists to good effect. The work of Kyffin Williams is used in a measured effective way, linked to his work to their Snowdonia project, allowing the children to investigate the natural environment and experiment using his style to produce imaginative paintings. Pupils also investigate and use the designs of Laura Ashley to improve pupils' standards in art.
219. Pupils' understanding of the variety of art across the world is developed through work on global awareness in African art.
220. Pupils' skills in pottery show good progression in the school, from the thumb pots in key stage 1 to the range of well-designed and carefully-made coil pots in key stage 2.

### Shortcomings

221. There are no significant shortcomings.

## Music

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

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

### Good features

222. Pupils in key stage 1 enjoy listening to music of different genres. They can distinguish between melodies, which ascend and descend. They use tuned percussion instruments to create musical patterns that rise and fall. Pupils at this key stage are sensitive to mood in the music and can say how different types of music affect their emotions.

223. They can use body parts and untuned percussion instruments to keep a steady beat and are beginning to recognise different rhythms in music to which they listen. More able pupils can perform more complex patterns including missing a beat within a regular beat rhythm.
224. Pupils in key stage 1 can name the main musical instruments that are played in an orchestra. They recognise the difference between stringed and wind instruments within musical compositions. They are able to express their views on the suitability or otherwise of their use within sections of musical scores.
225. In thematic work in key stage 2 pupils work together well in composing music, using a range of musical instruments, to fit the theme. They evaluate their work and make adjustments to their compositions when required. Their finished work is then performed to an audience of fellow pupils who appraise the work objectively.
226. In key stage 2, pupils use musical elements such as tempo, dynamics and texture accurately. Pupils produce musical scores using symbols to denote musical elements.
227. In Y6 pupils studying Petroushka by Stravinsky use their understanding of musical elements well to appraise the music. They recognise the structures within the music and can say how they are different.

### **Shortcomings**

228. There are no significant shortcomings.

## **Physical education**

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

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

#### **Good features**

229. Throughout the school pupils make good progress in the development of their gymnastic and games skills. They show a growing understanding of the importance of exercise within daily life and the part sport plays in keeping them healthy.
230. Pupils in both key stages work hard in all their physical activities. They listen carefully to instructions and act sensibly and safely at all times including when they set out apparatus.
231. Pupils in key stage 1 develop good body control particularly in travelling activities. Whilst running for example they are able to vary direction and avoid others skilfully. They confidently move at different levels moderating their speed to suit the activity. They show they are able to hold well-balanced positions which often show considerable imagination and individuality.
232. In key stage 1, pupils strive hard to improve their work. They are constructive in their comments when appraising the performance of others and respond well to the opportunities for improvement of their own work as suggested by others.
233. In key stage 2, older pupils demonstrate well-developed games skills. In rugby pupils are able to send, receive and travel with a ball effectively. At such times they show good control and hand eye co-ordination. Younger pupils in key stage 2 can travel confidently to and from different levels in sequences which includes imaginative balances. They appraise their work perceptively and offer suggestions about how it might be improved.

234. At the end of key stage 2 pupils show good levels of confidence and ability in swimming. Currently, all pupils in key stage 2 have their 25 metre swimming certificates.

235. Opportunities for the further development of pupils' physical skills are provided through a range of after-school activities and inter-school sports competitions.

### **Shortcomings**

236. There are no significant shortcomings.

## **Religious education**

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

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

237. In key stage 1, pupils have a good understanding of the value of belonging to a family, of caring for one another and being helpful to each other.

238. Pupils have some knowledge of Christianity and are introduced to various stories from the Bible, such as John baptising Jesus in the River Jordan and they compare this to baptisms today.

239. The younger pupils in key stage 2 reflect well and have an appreciation of gifts. They know that the value of gifts need not just be financial, nor tangible but gifts such as friendship and other invisible forms of offering such as kindness, helpfulness and caring.

240. By the end of key stage 2 pupils understand fully the need for rules and the importance of observing them.

241. Pupils learn about stories from the Bible. They are aware that the Bible has two parts, the Old Testament and the New Testament. They are aware that the New Testament tells of the life and teachings of Jesus.

242. In their studies of other religions pupils learn about the books which are sacred to religions such as Hinduism, Islam and Judaism, and their ceremonies and important festivals, they make comparisons between these and Christianity, for example when they compare the story of Buddha's gifts to the Widow's mite.

243. They increase their knowledge of how religious conviction can affect people's lives and society in general, as they study the lives of people such as Helen Keller, Lois Braille, Mother Theresa and organisations such as the Red Cross.

244. During key stage 2 pupils make a study of the local church and learn the various parts of the church. They have an understanding of the way in which the church has played an important role in the history of their community.

### **Shortcomings**

245. A number of pupils in key stage 1 do not have sufficient recall of work done in previous lessons. They have insufficient knowledge of Biblical stories.

246. In key stage 2, pupils are confused about the similarities and differences between religions studied.

247. In both key stages the knowledge of some pupils' about different religions and places of worship is underdeveloped.

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

The headteacher, staff and governors would like to thank the registered inspector and his team for their thoroughness and professionalism during our inspection. We appreciate the way in which they performed their observations and evidence gathering, providing our staff with opportunities for constructive dialogue.

We are all very pleased with the findings of the inspection report, particularly the close match between our own self-evaluation and the grades awarded by the inspection team for the seven key questions.

The report reflects the very good progress made since our previous inspection. We will show the same commitment to addressing the recommendations from this report. This commitment is a whole-school approach and is supported by our dedicated governing body and supportive parents.

The quality of teaching and learning, together with standards achieved by the children of our school, was acknowledged very clearly in the inspection report. This is something that we are all very proud of, as it lies at the heart of our profession. The report confirms that we are a happy effective school that provides our children with a very good start to their lives as lifelong learners.

## Appendix 1

### Basic information about the school

Name of school	Bwlchgwyn C.P. School
School type	Nursery and Primary
Age-range of pupils	3-10
Address of school	Brymbo Road Bwlchgwyn Wrexham
Postcode	LL11 5UA
Telephone number	01978 757743

Headteacher	Mr Martin Baldry
Date of appointment	1-9-2002
Chair of governors	Mr Peter Thomas
Registered inspector	Mr Stuart Wormleighton
Dates of inspection	15.10.07 – 17.10.07

## 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	5	11	20	9	18	10	13	12	98

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	4	2	5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	18:1
Pupil: adult (fte) ratio in nursery classes	10:1
Pupil: adult (fte) ratio in special classes	n/a
Average class size, excluding nursery and special classes	26
Teacher (fte): class ratio	15:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2007	87.7	93.4	92.3
Spring 2007	90.3	97	95
Autumn 2006	91.8	94.6	95.3

Percentage of pupils entitled to free school meals	3%
Number of pupils excluded during 12 months prior to inspection	0%

## Appendix 3

### National Curriculum Assessment Results

#### End of key stage 1:

<b>National Curriculum Assessment KS1 Results 2007</b>	Number of pupils in Y2	9
As the number of pupils eligible for assessment at the end of key stage 1 was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	88.9%	In Wales	80.6%

### National Curriculum Assessment Results

#### End of key stage 2:

<b>National Curriculum Assessment KS2 Results 20007</b>		Number of pupils in Y6	12								
<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	0	0	0	58	42
		National	0	0	0	1	1	4	16	48	30
Mathematics	Teacher assessment	School	0	0	0	0	0	0	0	67	33
		National	0	0	0	1	1	3	14	48	33
Science	Teacher assessment	School	0	0	0	0	0	0	0	33	67
		National	0	0	0	1	0	2	12	52	34

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) by teacher assessment			
In the school	100%	In Wales	74%

- 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

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

Inspectors visited and observed:

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

Members of the inspection team had meetings with:

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

The team also considered:

- the school's self-evaluation report;
- twenty-three responses to the parents'/carers' questionnaire;
- a comprehensive range of documentation provided by the school before and during the inspection; and
- samples of pupils' work from across the age and ability ranges.

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

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Stuart Wormleighton Registered Inspector	Key Questions 1, 2, 4 and 5 mathematics, design technology, information technology, geography, art
Justine Barlow Lay Inspector	Contributions to Key Questions 1 and 4
Kerry Knapper Team Inspector	Key Questions 3, 6 and 7 early years, English, music, physical education
Brian Davies Team Inspector	Contributions to Key Questions 2, 3, 5 and 7 Welsh second language, science, history, religious education
Martin Baldry	Nominee

### ***Acknowledgement***

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

### **Contractor**

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