

**Inspection under Section 10 of the
Schools Inspections Act 1996**

**Ysgol Rhewl
Rhewl
Rhuthun
Denbighshire
LL15 2TU**

School Number: 663/2169

Date of Inspection: 9 – 11 May 2005

by

**Mr R Jones
W156/78144**

Date: 13 July 2005

Under Estyn contract number: T/196/04P

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Rhewl Primary School was inspected as part of a national programme of school inspection. The purpose 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 more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Rhewl Primary School took place between 9th and 11th May 2005. An independent team of inspectors, led by Mr Robert Jones undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

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

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The national curriculum covers four key stages as follows:

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

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.

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Context

The nature of the provider

1. Rhewl Primary School is situated in the village of Rhewl which lies in the Vale of Clwyd and is about two miles from the town of Rhuthun. The school has been designated a Category C Bilingual school by the Local education Authority (LEA) and serves the local community. Approximately 6% of pupils are entitled to free school meals, a figure which is lower than the local education authority (LEA) average and national average of 19%. The school caters for pupils between three and 11 years.
2. There are 42 pupils on roll, including nine (4.5 full time equivalent) who are taught in the Nursery during mornings only. Reception age children are taught alongside Key Stage (KS)1 pupils. In total, three pupils have special educational needs (SEN) including one for whom a statement has been made. The school's admission arrangements follow the LEA's admission policy.
3. Most pupils receive pre-school education from the age of two in the playgroup which is located on the school site. They then enrol in the Nursery class at three years of age. Seven pupils speak Welsh as a first language.
4. The school was last inspected in April 1999. Since then, the school roll has fallen but has recently risen to approaching 1999 levels. Currently there are two teachers at the school, including the headteacher, who was appointed in 2003. The school employs one full-time and two part-time support assistants.

The school's priorities and targets

5. The school's philosophy is one which seeks to achieve a balance between academic success and the development of sound personal skills. The school's aims include preparing pupils to become well-balanced citizens in their community. Other aims are the provision of a happy, safe environment in which each individual is appreciated.
6. The school's priorities and targets for improvement as noted in the school development plan (SDP) for 2005-2007 include:
 - raising standards in science;
 - raising standards in history;
 - raising standards in geography;
 - raising standards in physical education;
 - raising standards in religious education;
 - evaluating the effectiveness of language and mathematics teaching;
 - examining the role of governors;
 - developing the new Foundation phase in the early years and KS1.

Summary

7. Rhewl Primary School is a caring and friendly school with very good relationships between staff and pupils. The inspection team's judgement concerning standards achieved by pupils matched that awarded by the school. The team agreed with most of the school's judgements in other aspects of its work. The school has made good progress since the last inspection.

Table of grades awarded

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

Standards

8. Standards of achievement in the areas of learning and the subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	68%	32%	0%	0%

9. Pupils' standards of achievement in the lessons observed were higher than the Welsh Assembly Government's (WAG) all-Wales targets which are that, by 2007, 98% of standards should be satisfactory (Grade 3) and 65% good (Grade 2) or better.
10. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.

11. Under-fives' standards of achievement are as follows:

Language, literacy and communication	3
Personal and social development	2
Mathematical development	2
Knowledge and understanding of the world	2
Creative development	2
Physical development	2

12. In KS1 and KS2 standards of achievement are as follows:

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

13. In NC assessment tests in 2004, as the number of pupils eligible for assessment at the end of KS1 was greater than four but fewer than 10, overall performance indicators only are included. The school's performance was identical to the national average. As the number of pupils eligible for assessment at the end of Key Stage 2 was fewer than five, summary information is not included.
14. Under-fives make good progress in using their early numeracy and ICT skills across the curriculum. Language skills are average for the pupils' age and ability. In KS1 and KS2 pupils achieve good standards in the key skill of listening in both English and Welsh. Pupils speak well in English and support their learning by reading for information. In Welsh, standards of speaking and reading are average. Pupils' writing across the curriculum is underdeveloped in both languages. Pupils demonstrate good skills in numeracy and information and communications technology (ICT).
15. Pupils' bilingual competence is average. Welsh speaking pupils are able to change from one language to another and they achieve a reasonable standard of bilingualism. Pupils whose first language is English have an adequate knowledge of Welsh but they lack the fluency to enable them to use the language confidently.
16. In the nursery class children are making good progress in their personal and social development. Reception class children display confidence when

interacting with their peers and adults and respond positively to the teacher's instructions.

17. In both key stages pupils' personal and social skills are good. Pupils are interested in their work and demonstrate positive attitudes towards learning. Their learning skills are generally good, they are well motivated, persevere with their tasks and give of their best. They work independently, co-operate well on tasks and support one another.
18. Pupils' behaviour is good. They are respectful and courteous and respond very positively to teachers and adults. From the early years pupils quickly learn how to interact socially with other pupils during classroom activities. No oppressive behaviour was witnessed during the inspection and pupils state that such behaviour is rare.
19. Average attendance over the past year is 92 %. Registers are not always accurately completed. The level of punctuality is good and registration is conducted promptly and efficiently.

The quality of education and training

20. The quality of teaching in the subjects and aspects of learning inspected is as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
10%	60%	30%	0%	0%

21. The percentage of good and very good lessons is slightly below the All-Wales average.
22. Teachers have established very good relationships with the pupils which is based on mutual respect and have created a climate which is conducive to effective learning.
23. Good or very good teaching is appropriately challenging. Lessons are conducted at a good pace and pupils' attention is retained constantly through the effective employment of a variety of teaching strategies including individual and group teaching. Teachers use questioning techniques effectively to check understanding and encourage pupils to reflect on their learning. Teachers ensure that all pupils, regardless of ability or gender enjoy equal opportunities to succeed. They identify learning objectives clearly, plan effectively and structure lessons well.
24. Where there are shortcomings in the teaching, lessons are less stimulating, the pace is slow and there is a less clear focus on learning objectives. Over-use of worksheets restricts opportunities for pupils to write across the curriculum.
25. Planning for the development of key skills across year groups and for the development of pupils' bilingual skills is not sufficiently detailed. Insufficient use is made of incidental Welsh during the school day to support pupils' bilingual development.

26. The school meets statutory requirements for assessment, recording and reporting. Analysis of test results ensures that pupils' individual needs are properly identified in order that they may receive additional support. The system for recording pupils' progress and achievement from year to year is less well developed. Portfolios of work assessed against NC levels to support teachers in accurately assessing pupils' achievements and ensuring consistency in assessment are underdeveloped.
27. The school generally responds well to pupils' learning needs and provides them with a varied curriculum which meets legal requirements. The curriculum for the under-fives gives children access to a wide programme of experiences in all six areas of learning. Pupils in KS2 have access to a wide range of extra-curricular activities including a maths club, sports activities, Urdd eisteddfod competitions and visits to Glan-llyn, which add a valuable dimension to the pupils' learning experiences.
28. The provision for pupils' spiritual and moral development is good. As a result pupils develop a good set of values, understand how to behave and know right from wrong. Collective worship meets statutory requirements. Pupils are encouraged to reflect on the main messages and helped to understand moral issues. Pupils' cultural development is appropriately addressed in religious education lessons although provision for Y Cwricwlwm Cymreig, particularly in history, is underdeveloped.
29. The development of pupils' personal and social education is reinforced through an effective school council. Pupils are encouraged and supported in making choices and decisions as active learners.
30. The school has an effective partnership with parents who are very supportive and who state that they are satisfied with the values promoted by the school. The Parent Teacher Association (PTA) plays an active role in supporting and contributing to the provision and improvement of facilities and resources for pupils.
31. The way in which the school prepares pupils to play an effective part in the community and the workplace is unstructured.
32. Pupils are well cared for, guided and supported. The school succeeds in creating a pleasant working environment where pupils feel safe. There are clear policies and procedures relating to the health, safety and welfare of pupils which are effectively implemented.
33. Provision for pupils with SEN is good and the school fully meets the requirements of the Code of Practice (CoP) for Wales. Pupils with special needs are identified early by systematic assessment procedures. Individual Education Plans (IEPs) have clear targets which are relevant and measurable. The school works positively to involve parents in their children's support programmes.

34. The standard of monitoring pupils' attendance and behaviour is good. The school ensures that parents are aware of the importance of punctuality and of contacting the school in relation to absences. The school keeps in regular contact with the Educational Welfare Officer.
35. The school strives to eliminate all forms of racial discrimination and an understanding of diverse cultures is effectively promoted. All pupils have equal opportunities and actively engage in mixed gender, extra-curricular activities.

Leadership and management

36. The school is well led. The headteacher gives clear direction and purpose to the school. He leads through personal example and his commitment and professional attitude provide a good role model for both staff and pupils.
37. The headteacher and staff succeed in creating a positive ethos based on sound values and there is a warm, friendly atmosphere in the school which is immediately evident to visitors.
38. Policies and procedures which have been recently established are beginning to have a positive impact on standards. The school has made good progress since the last inspection.
39. The SDP is a structured and practical document. It clearly identifies the school's priorities, includes time-scales and success criteria and is carefully costed. There is a concise and comprehensive programme for the current year and good outline plans for the next two years.
40. The new governing body meets statutory and legal requirements. Governors are well-informed and are very supportive of the headteacher and staff. They play an active part in financial management and ensure value for money. The headteacher and governing body have co-operated closely over the past eighteen months to bring the school budget back into credit from a position where it was significantly in deficit.
41. The school's self-evaluation process is recently established and the self-evaluation report closely follows the school inspection framework. Staff agree on strengths and aspects for development. Subject monitoring is not well developed and currently lacks rigour. It is not conducted regularly enough in some subjects or with a sufficiently detailed focus on standards.
42. One of the headteacher's priorities on appointment was to produce an SDP which focused on the curriculum and its provision and the purchasing of new resources to support the school's curriculum targets. There is sound evidence that the actions taken have led to measurable improvements.
43. The school has a sufficient number of qualified and experienced teachers who are well deployed and provide good support to pupils. Support staff work effectively in partnership with class teachers. In service training (INSET)

courses have ensured that teachers are gaining confidence in gradually implementing the teaching approaches of the new Foundation Phase.

44. The school has a good supply of resources for most subjects which are easily accessible to pupils. Recent spending, for example, on IT hardware and software, has helped to support learning and contribute to the raising of standards of achievement. However, provision in some curriculum areas, notably, science, design and technology and music are only adequate.
45. The finance committee meets regularly to review resources and the governing body is supportive and diligent in its monitoring role. Overall the school provides good value for money.

Recommendations

In order to secure improvement the school needs to:

- R1 raise standards in subjects judged to have shortcomings and address other shortcomings in the report;
- R2 ensure that bilingualism is effectively promoted throughout the school and that the linguistic needs of all pupils are met effectively;
- R3 monitor standards regularly and carefully;
- R4 revise assessment procedures to enable pupils' work to be assessed accurately against NC levels and pupils' progress to be effectively monitored;
- R5 establish stronger links with local businesses in order to further develop pupils' understanding of the world of work.

Standards

Key question 1: How well do learners achieve?

Grade 3: Good features outweigh shortcomings

46. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
47. Standards of achievement in the areas of learning and the subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	68%	32%	0%	0%

48. Pupils' standards in the lessons observed were higher than the Welsh Assembly Government's all-Wales targets for 2007, which are that 98% of standards should be satisfactory (Grade 3) and 65% good (Grade 2) or better.
49. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.
50. Under-fives' standards of achievement are as follows:

Language, literacy and communication	3
Personal and social development	2
Mathematical development	2
Knowledge and understanding of the world	2
Creative development	2
Physical development	2

51. In KS1 and KS2 standards of achievement are as follows:

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

52. In NC assessment tests 1n 2004, as the number of pupils eligible for assessment at the end of KS1 was greater than four but fewer than 10, overall performance indicators only are included. The school's performance was identical to the national average. As the number of pupils eligible for assessment at the end of Key Stage 2 was fewer than five, summary information is not included.
53. Under-fives make good progress in using their early numeracy and ICT skills across the curriculum. Language skills are average for the pupils' age and ability. In KS1 and KS2 pupils achieve good standards in the key skill of listening in both English and Welsh. Pupils speak well in English and support their learning by reading for information. In Welsh, standards of speaking and reading are average. Pupils' writing across the curriculum is underdeveloped in both languages. Pupils demonstrate good skills in numeracy and information and communications technology (ICT).
54. Pupils' bilingual competence is average. Welsh speaking pupils are able to change from one language to another and they achieve a reasonable standard of bilingualism. Pupils whose first language is English have an adequate knowledge of Welsh but they lack the fluency to enable them to use the language confidently.
55. Pupils readily acquire new skills, for example in ICT. Pupils understand how well they are doing and are beginning to be involved in setting targets for improvement. Most pupils meet their targets and progress confidently to the next stage of learning. Pupils with SEN make good progress and achieve the targets which are set for them.
56. In the nursery class children are making good progress in their personal and social development. Reception class children display confidence when interacting with their peers and adults and respond positively to the teacher's instructions. In both key stages pupils' personal and social skills are good.
57. Pupils in both key stages are interested in their work and demonstrate positive attitudes towards learning. Their learning skills are generally good, they are well motivated, persevere with their tasks and give of their best. They are able to sustain concentration for a growing length of time as they progress through the school. They work independently, co-operate well on tasks and support one another.
58. Pupils acquire good moral standards and the school encourages them to take responsibility for their actions and to demonstrate honesty and fairness towards other children.
59. Pupils' behaviour is good. They are respectful and courteous and respond very positively to teachers and adults. From the early years pupils are quickly learning how to interact socially with other children during classroom activities. In school assemblies and less formal situations they maintain self-discipline and conform with school rules. On the school yard play is healthy but reasonable and attention is paid to the safety of younger pupils. The pupils are naturally

polite and friendly to each other and adults. No oppressive behaviour was observed and no indication was given by pupils that this was a cause for concern at the school.

60. The school promotes equal opportunities well and pupils know that they are treated equally. They have a good understanding of diversity and demonstrate respect for individual differences. Pupils succeed regardless of linguistic, social or ethnic background.
61. Average attendance over the past year is 92 %. Registers are not always completely accurate. School attendance is good with exceptions only arriving late in the morning, and registration is undertaken punctually and conscientiously.
62. Pupils have a satisfactory knowledge of the workplace through visits to local businesses. Visits to the village and from members of the community together with the work of the school council support their understanding of how a community functions.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

63. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
64. The quality of teaching in the subjects and aspects of learning inspected is as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
10%	60%	30%	0%	0%

65. The percentage of good and very good teaching is slightly below the All-Wales average.
66. Teachers have established very good relationships with the pupils based on mutual respect and have created a climate which is conducive to effective learning.
67. Good or very good teaching is appropriately challenging. Lessons are conducted at a good pace and pupils' attention is retained constantly through the effective employment of a variety of teaching strategies including individual and group teaching. Teachers make good use of teaching aids such as the interactive whiteboard to stimulate pupils' interest and support their work. They use questioning techniques effectively to check understanding and encourage pupils to reflect on their learning. Teachers ensure that all pupils, regardless of ability or gender enjoy equal opportunities to succeed.

68. Generally, teachers have a good knowledge of the subjects they teach and the common requirements of the NC but Y Cwricwlwm Cymreig is not well addressed, particularly in history. Teachers identify learning objectives clearly, plan effectively and structure lessons well.
69. Where there are shortcomings in the teaching, lessons are less stimulating, the pace is slow and there is a less clear focus on learning objectives. Over-use of worksheets restricts opportunities for pupils to write across the curriculum.
70. Planning for the development of key skills across year groups and for the development of pupils' bilingual skills is not sufficiently detailed. Insufficient use is made of incidental Welsh during the school day to support pupils' bilingual development.
71. Teachers are aware of the needs of all pupils including those with SEN, plan appropriately in order to meet individual needs and review pupils' progress carefully.
72. The school meets statutory requirements for assessment, recording and reporting. Teachers analyse the performance of pupils in both key stages but comparison with local and national averages cannot be made accurately as pupil numbers are so small.
73. Pupils' work is regularly marked and often includes clear and supportive comments. However they do not always inform pupils how they may improve their work. Pupils in KS2 understand the purpose of assessment and are beginning to be involved in setting their own targets.
74. The school records pupils' results in standardised reading and spelling tests which help to monitor their progress. Analysis of test results ensures that pupils' individual needs are properly identified in order that they may receive additional support.
75. The system for monitoring pupils' progress and achievement from year to year is less well developed. Portfolios of work assessed against NC levels to support teachers in accurately assessing pupils' achievements and ensuring consistency in assessment are in the process of being developed.
76. Annual reports to parents comply with statutory requirements and provide detail on pupils' strength and weaknesses with targets for improvement. Parents are also invited to meet their child's teacher to discuss any concerns they may have.

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

Grade 3 : Good features outweigh shortcomings
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77. The findings of the inspection team match the judgement made by the school in the self-evaluation report.

78. The school generally responds well to pupils' learning needs and provides them with a varied curriculum which meets statutory requirements. Schemes of work for a number of subjects are of recent origin and the full range of work has yet to be covered in each key stage. The curriculum for the under-fives gives children access to a wide programme of experiences in all six areas of learning.
79. Pupils in KS1 and KS2 are generally given appropriate opportunities to develop their basic and key skills although the provision for writing across the curriculum and the development of bilingual skills is less effective.
80. The school was awarded the Quality Mark of the Basic Skills Agency in January 2005.
81. The school has policies and procedures for ensuring that equal opportunities are available to all pupils. Pupils in KS2 have access to a wide range of extra-curricular activities including a mathematics club, sports activities, Urdd eisteddfod competitions and visits to Glan-llyn, which add a valuable dimension to the pupils' learning experiences.
82. The provision for pupils' spiritual and moral development is good. As a result pupils acquire a good set of values, understand how to behave and know right from wrong. They help those less fortunate than themselves and regularly raise money for charities, for example the Tsunami relief fund. Collective worship meets statutory requirements. Pupils are encouraged to reflect on the main messages and helped to understand moral issues. It also contributes to pupils' sense of responsibility towards the school community and to the environment. Pupils' cultural development is satisfactorily addressed in religious education lessons although provision for Y Cwricwlwm Cymreig is underdeveloped.
83. The development of pupils' personal and social education is reinforced through an effective school council. Pupils are encouraged and supported in making choices and decisions as active learners. Health education is an integral part of the curriculum, and sex education is provided in accordance with school policy.
84. The school has an effective partnership with parents who are very supportive and who state that they are satisfied with the values promoted by the school. The PTA plays an active role in supporting and contributing to the provision and improvement of facilities and resources for pupils.
85. The school operates a very good partnership with parents. They are given a good range and quantity of information about life at the school and their children's development. The school operates an open door policy and parents praise the ease with which they can raise their concerns with staff. Through parents' evenings, annual reports and regular letters, parents are informed of developments throughout the school year. The school works closely with three other schools which feed the secondary school. There are also links with other primary schools via the Urdd and sports activities. Transitional arrangements are made with the secondary school including visits by Y7 pupils to the school.

The school accepts pupils on work experience from the secondary school and students from a local college are welcomed.

86. The school provides a good range of experiences for pupils in order to ensure they possess an awareness of their community and of belonging to that community. The school supports activities such as raising money for good causes and joins in efforts to save the local Pavilion. In turn members of the community come to speak to pupils about history and life experiences which enrich the education they receive. The community is supportive of pupils' activities and performances and also of the school's endeavours to raise money. Members of the community give their labour freely in decorating and tidying up the school and its grounds. Members of the Cricket Club come to teach pupils the game during the evenings.
87. The school promotes well some national priorities. During the past two years it has focused on raising standards in language and mathematics. However, opportunities for pupils to develop a practical awareness of sustainable development, are underdeveloped.
88. The way in which the school prepares pupils to play an effective part in the community and the workplace is unstructured. However, the school's activities provide satisfactory experiences and knowledge of the world of work and its principles. Pupils have visited a garden centre and the school has been given plants for the garden by the company. The school has received sponsorship from local companies. Members of the community have been in to the school to discuss their work with pupils.

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

Grade 2: Good features and no important shortcomings

89. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
90. Pupils are well cared for, guided and supported. The school motto 'Happy and secure we learn together' places an emphasis on creating a pleasant working environment where pupils feel safe, where positive behaviour is displayed and there is frequent use of praise. The school succeeds in achieving these aims.
91. Although parents are not fully consulted about all areas of the life and work of the school, they reported in the pre-inspection meeting that the school welcomes suggestions and responds well to these. They are also invited to contribute to and help with school activities.
92. Induction arrangements for new pupils are good. The pre-school play group uses school facilities every afternoon and children are introduced to the school environment at an early stage. There are good links with the local comprehensive school, for example, bridging and transfer activities which promote continuity and progression.

93. There are clear policies and procedures relating to the health, safety and welfare of pupils which are effectively implemented. The school has an appropriate child protection policy and the headteacher is the designated child protection officer.
94. The school has good links with outside agencies but experiences some frustration when these are slow in responding to requests for support.
95. Health and safety are taught within the curriculum as part of the school's personal and social education (PSE) programme. Healthy school meals and a current sponsored 'skipathon' programme reinforce pupils' awareness of the importance of keeping their bodies healthy.
96. Provision for pupils with SEN is good and the school fully meets the requirements of the Code of Practice for Wales. The school is particularly sensitive to the needs of the statemented pupil who receives very good support. Pupils with special needs are identified early through systematic assessment procedures.
97. Individual Education Plans (IEPs) have clear targets which are relevant and measurable. These are working documents written by the classroom teacher in conjunction with the SENCO. The school works positively to involve parents in their children's support programmes and they are invited to the review meetings which are held each term. Pupils who are identified as having special needs are well included in the life and work of the school.
98. The school strives to eliminate all forms of racial discrimination and an understanding of diverse cultures is effectively promoted. All pupils have equal opportunities and actively engage in mixed gender, extra-curricular activities. There is suitable access to the school building for the physically disabled.
99. The school is rigorous in its condemnation of bullying and the work of the school council and circle time discussions involve pupils in drawing up school rules, which actively promote good relationships and encourage decision making.
100. The standard of monitoring pupils' attendance and behaviour is good. The school ensures that parents are aware of the importance of punctuality and of contacting the school in relation to absences. The school keeps in regular contact with the Educational Welfare Officer.

Leadership and management

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

Grade 2: Good features and no important shortcomings

101. The findings of the inspection team differ from the judgement of Grade 3 made by the school in the self-evaluation report.

102. The school is well led. The headteacher gives clear direction and purpose to the school. He leads through personal example and his commitment and professional attitude provide a good role model for both staff and pupils.
103. The headteacher and staff succeed in creating a positive ethos based on sound values and there is a warm, friendly atmosphere in the school which is immediately evident to visitors.
104. The school actively promotes equality for all and ensures that all pupils, regardless of ability, race or gender feel valued and have an equal opportunity to succeed. The school takes due account of national priorities, such as literacy and numeracy but has yet to fully address issues related to education for sustainable development.
105. The school analyses its NC results carefully against LEA and national averages. However, as numbers in each year group are small, the school rightly views these with caution. Each October teachers set appropriately challenging and realistic targets for individual pupils in order to promote higher standards.
106. The management of the performance of individual staff is at an early stage of development and is conducted by the headteacher. Individual targets are linked to the school's priorities.
107. The staff and the governing body are actively involved in the preparation of the SDP which is a structured and practical document. It clearly identifies the school's priorities, includes time-scales and success criteria and is carefully costed. There is a concise and comprehensive programme for the current year and good outline plans for the next two years. Progress against targets is regularly reviewed in governors' meetings and a copy is displayed in the foyer.
108. The new governing body meets statutory and legal requirements. It has been in existence for less than two years but in that time it has become increasingly involved in school matters. Governors are well informed and are very supportive of the headteacher and staff. They do not have designated link roles and have not yet monitored provision.
109. Governors play an active part in financial management and ensure value for money. They co-operated closely with the headteacher over the past eighteen months to bring the school budget back into credit from a position where it was significantly in deficit.
110. The last report by financial auditors commended the school for its financial management and made a number of minor recommendations, all of which have been addressed by the school.
111. The routine administration and day-to-day arrangements are efficient and teaching time, staff expertise, accommodation and all available resources are used effectively.

112. Policies and procedures which have been recently established are beginning to have a positive impact on standards. The school has made good progress since the last inspection.

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

Grade 3 : Good features outweigh shortcomings

113. The findings of the inspection team differ from the judgement of Grade 2 made by the school in the self-evaluation report.
114. The school's self-evaluation process is recently established and the self-evaluation report closely follows the school inspection framework. The staff agrees on strengths and aspects for development. At present, neither parents nor pupils form part of the self-evaluation process.
115. Subject monitoring is not well developed and currently lacks rigour. Co-ordinators collect pupils' books and examine them from time to time. However this is not done regularly enough in some subjects or with a detailed focus on standards.
116. One of the headteacher's priorities on appointment was to produce an SDP which focused on the curriculum and its provision. Priorities also included the condition of the building and the purchasing of new resources to support the school's curriculum targets.
117. There is sound evidence that the actions taken have led to measurable improvements. For example, in mental mathematics, spelling and information and communications technology (ICT).
118. The school's self-evaluation report is a structured and comprehensive document. It indicates clearly the school's strengths and the areas where it needs to improve. On the whole the inspection team agrees with these. The inspection team agrees with the school's judgements in five out the seven key questions, raising one grade and lowering one.

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

Grade 2: Good features and no important shortcomings

119. The findings of the inspection team match the judgement of Grade 2 made by the school in its self-evaluation report.
120. The school has a sufficient number of qualified and experienced teachers who are well deployed and provide good support to pupils. Support staff work effectively in partnership with class teachers. INSET courses have ensured that teachers are gaining confidence in gradually implementing the teaching approaches of the new Foundation Phase.

121. Overall the school has adequate accommodation for the number of pupils on roll, which is well maintained and with a high standard of cleanliness. The space for nursery and reception children and KS1 pupils is fully utilised with the outdoor areas facilitating a wide range of learning activities. Accommodation for KS2 pupils provides a suitable setting which caters for the curricular needs of all learners. Colourful displays enhance the school environment. The school building provides easy access for pupils with disabilities.
122. The school has a good supply of resources for most subjects which are easily accessible to pupils. Recent spending, for example, on IT hardware and software, has helped to support learning and contributed to the raising of standards of achievement. Spending decisions are matched to the school's priorities and the school makes effective use of its small budget, together with monies received from the Parent Teacher Association and other sources, to upgrade the school's resources. English books were purchased as a result of receiving a sum of money following the award of the Basic Skills Agency Quality Mark. However, provision in some curriculum areas, notably, science, design and technology and music are no better than adequate.
123. The finance committee meets regularly to review resources and the governing body is supportive and diligent in its monitoring role. Overall the school provides good value for money.

Standards achieved in subjects and areas of learning

Under –fives

Grade 2 : Good features and no important shortcomings

124. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes of Children's Learning.
125. Standards are good in personal and social development, mathematical development, knowledge and understanding of the world, creative development and physical development. Standards in language are average for pupils' age and ability.

Good features

Language, literacy and communication

126. Children in the nursery class (3-4 years old) are developing their speaking and listening skills well. They recognise many letters of the alphabet and respond well to pictures in books. They sing songs in Welsh and respond to new experiences by using known phrases and sayings.

127. In the reception class children (4-5 years old) are confident when speaking with one another and show interest in what others have to say. They are beginning to recognise words and link them to pictures. Children enjoy role-play and puppets are used frequently as part of their learning experiences. Children using the listening centre are encouraged to enjoy books and stories. They display enjoyment as Welsh is introduced through various activities and games. Children's writing skills develop appropriately.

Personal and Social development

128. In the nursery class children are making good progress in their personal and social development. They are well-behaved, understand daily routines, take turns and know what's expected of them at certain times. They dress themselves and understand the need to attend to personal hygiene.

129. Reception children display confidence when interacting with their peers and adults and respond positively to the teacher's instructions. They work well in the different areas of experience and they concentrate on a task for an extended period. They take responsibility for their own learning by choosing from the various activities provided within the class. The children enjoy social occasions such as snack time and understand that healthy eating is good for them. They are given many opportunities to cook and try new foods.

Mathematical development

130. Nursery children are making good progress in learning to count, matching signs and sounds and using numbers in games and activities. They recognise colours and create colourful symmetrical butterflies.

131. Reception class children know by heart all pairs of numbers with a total of 10. They begin to learn some subtraction facts to 10 and order numbers accurately to 20. Mathematical skills are enhanced through number games. They establish an awareness of simple concepts relating to capacity when playing with sand and water and become familiar with the terms 'more' and 'less' Children begin to indicate their preferences in graphic form.

Knowledge and Understanding of the world

132. Nursery age children are becoming aware of the wider world through role-play in the classroom in areas which are transformed into an exciting 'farm' or 'jungle.'

133. In the Reception class children make effective use of the computer, using language, number and paint programs effectively. They discuss post cards received from different places and become aware of the wider world. They discuss the importance of caring for pets, learn about the life cycle of a butterfly and other aspects of nature within the school environment. A visit from the policeman extends their knowledge of people at work. The children's problem solving skills are enhanced in the outside area as they solve real life problems and benefit from experiential learning.

Creative development

134. Creative development is good. Nursery children explore the tactile qualities of sand and water and work with malleable materials such as clay and play dough. They enjoy role play and singing.
135. Reception children explore and use a range of materials in the environment to experiment imaginatively. They create collages and mix simple colours. They discuss shape and pattern such as Joseph's coat of many colours, and paint pictures of the world around them. Pupils sing simple songs energetically and recognise animal sounds.

Physical development

136. Nursery children respond well to instructions in physical activities. They are developing ball skills well and are aware of space when running and dodging.
137. Reception children move confidently with increasing control and co-ordination. They combine language and ball skills and work well in groups when playing outside on the yard. Their fine motor skills are developing well and they learn to manipulate objects and handle pencils and scissors with increasing dexterity.

Shortcomings

138. In both nursery and reception classes, pupils have limited skills in expressing opinions and engaging in discussion with adults, for example, about themselves.

Welsh

KS2: Grade 3 : Good features outweigh shortcomings

139. As there is only one pupil in KS1 whose first language is Welsh no judgement is made about standards of achievement.

Good features

140. In KS2, the more able pupils speak with reasonable fluency using language of a reasonable quality. Older pupils discuss sensibly their work and local matters, such as the best features of the town of Rhuthun.
141. Pupils in KS2 read accurately. They name their favourite books and the best speak freely about the books they have read and about the characters and the main events in the work of their favourite authors. They understand the purpose of a blurb and use it to help them choose books. They use reference books accurately to search for information.

142. Pupils across KS2 write for a limited range of purposes and use various forms appropriate to the task. Pupils generally punctuate their work well and make increasing use of paragraphs. Most write with reasonable accuracy. Some of their stories are interesting and they are beginning to understand the craft of writing a dialogue.

Shortcomings

143. Pupils read mechanically and with little expression. This deficiency restricts their understanding and enjoyment of stories.

144. Pupils are insecure in their understanding of letter and report writing.

145. Pupils do not use their knowledge of language gained through formal exercises in their writing. The use made of comparisons and idioms, for example, is limited.

146. Untidy handwriting has a detrimental effect on the written work of a number of pupils.

English

KS1: Grade 3 : Good features outweigh shortcomings

KS2: Grade 3 : Good features outweigh shortcomings

Good features

147. Pupils in both key stages listen well and talk for a range of purposes. They communicate with ease and respond appropriately and confidently to teachers' questions.

148. In KS1, pupils to progress well in their listening skills and enjoy listening to stories using headphones. They are making good progress in decoding skills and word recognition in their individual reading. The reading skills of some pupils are very well developed.

149. Pupils in KS1 are developing an increasing awareness of different forms of writing such as stories, letter writing and recipes and are beginning to punctuate appropriately. They use dictionaries to help with spellings and make use of the high frequency words wall.

150. In KS2, almost all pupils show an interest in books and standards of reading are good. Pupils express preferences, discuss texts sensibly and use reference books effectively to search for information. Appropriate use is made of ICT tools to gather information from web-sites and to enhance the quality of presentation, for example, of poems.

151. Pupils in KS2 write using a range of styles, including poems, stories and play scripts, and for a variety of audiences. As they progress through the key stage

they make Increasing use of paragraphs and both grammar and spelling become more accurate.

Shortcomings

- 152. In KS1, pupils' written work lacks variety in the use of sentence patterns.
- 153. In KS1, handwriting skills are underdeveloped.
- 154. In KS2, pupils' ability to produce persuasive and extended writing is underdeveloped.

Mathematics

KS1 : Grade 2 : Good features and no important shortcomings KS2 : Grade 2 : Good features and no important shortcomings
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Good features

- 155. In KS1, pupils count and order numbers up to 100 accurately. They count forwards and backwards in twos, fives and tens from a given number. Pupils have a sound understanding of place value and both recognise and read numbers up to 100 and beyond.
- 156. They know their number facts up to 10 and the best have a sound knowledge of number patterns up to 20. They have a good knowledge of effective strategies for adding two numbers.
- 157. In KS1, pupils have a sound knowledge of doubles and the best know doubles up to 50. They identify odd and even numbers and count accurately and confidently in both.
- 158. KS1 pupils have a good knowledge of mathematical language and use terms such as 'more than' and 'less than' accurately.
- 159. They have a good knowledge of fractions such as halves and quarters. They use and apply their knowledge to solve real-life problems. For example, they count the change they receive when spending part of a pound.
- 160. They have a good knowledge of two-dimensional shapes and their properties.
- 161. Pupils use an analogue clock to tell the time accurately in half hours.
- 162. KS1 pupils know that data can be presented in the form of graphs and they interpret simple bar graphs accurately.
- 163. KS2 pupils have a good understanding of place value. They read and write numbers up to ten thousand accurately.

164. KS2 pupils are very proficient in mental arithmetic. They have a good knowledge of number systems and they use a wide range of strategies competently. They have an understanding of number patterns. Across the key stage they develop an understanding of place value handling numbers up to 1000 and beyond. They round whole numbers to the closest 10, 100 or 1000.
165. KS2 pupils further develop their knowledge of two and three-dimensional shapes as they progress through the key stage and they successfully identify and name the properties of a good range of shapes.
166. Pupils' understanding of angles is good and the most able have a sound knowledge of the features of triangles such as isosceles and equilateral.
167. In KS2, pupils have a good understanding of co-ordinates and they use these effectively to plot a location.
168. The majority has a good knowledge of standard measurements including square measurements and they count the surface area of two-dimensional shapes.
169. Older pupils form a variety of graphs on paper and on the computer using a good range of data. They interpret graphs accurately and recall information efficiently.
170. Older pupils in KS2 express a number of measurements in a variety of ways. For example, they can express 125 cm as 1m 25 cm or 1.25m.
171. They use and apply their knowledge to solve real-life problems, for example, they calculate how much discount they could get in a sale.
172. They use mathematical language and symbols accurately.

Shortcomings

173. In KS2, Pupils are insecure in their knowledge of decimal fractions.

Science

KS1: Grade 3 : Good features outweigh shortcomings KS2: Grade 3 : Good features outweigh shortcomings
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Good features

174. In KS1 pupils demonstrate some knowledge and understanding of life processes and living things. They recall in detail the life cycle of a butterfly and a frog.
175. They have a reasonable knowledge of their bodies and the five senses and understand the importance of keeping their bodies healthy.

176. Pupils have a good understanding of the differences between man-made and natural materials. They conduct effective experiments to see how chocolate and other materials change under certain conditions.
177. They further develop their skills of scientific enquiry through conducting investigations into physical processes. They understand well that pushing and pulling can cause something to speed up, slow down or change direction.
178. In KS2, pupils know well the position of the planets in the Solar system. They investigate the way in which how shadows are formed, making sensible predictions beforehand.
179. They extend their knowledge of physical processes and investigative skills by conducting experiments on forces, motion and gravity. Through careful observation and investigation they learn that sound is caused by vibration and that pitch and loudness can be changed.
180. Pupils use ICT software to access relevant scientific information and record results in a graphical form.

Shortcomings

181. In both key stages some pupils have an insecure knowledge of the work covered and their use of scientific vocabulary is limited.

Welsh second language

KS1: Grade 3 : Good features outweigh shortcomings KS2: Grade 3 : Good features outweigh shortcomings
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Good features

182. In KS1, pupils have a reasonable understanding of some basic sentence patterns, for example, *'Pwy wyt ti?' 'Oes..?' and 'Ydy..?'*
183. Most pupils respond confidently when the teacher asks questions using these familiar sentence patterns.
184. They know an appropriate range of vocabulary to describe the weather and how they are feeling. They know the names of the colours and parts of the body
185. Pupils use their knowledge of Welsh to complete simple written exercises.
186. In KS2, pupils extend their range of sentence patterns to include, for example, *'Dw i'n hoffi/ eisiau ...'* together with their negative forms.
187. Some older pupils read adequately and achieve moderately good standards.

188. Pupils reinforce their learning through a limited amount of writing in a variety of forms, for example self-descriptions, simple dialogues and posters.

Shortcomings

189. In KS1, pupils do not answer in full sentences, thus reinforcing the sentence pattern, nor do they ask questions of one another in order to initiate and sustain a simple conversation.

190. Pupils in KS1 do not read simple texts with any degree of confidence.

191. Pupils in KS2 have insufficient vocabulary to extend their use of known sentence patterns which restricts their ability to participate in a simple conversation.

192. A number of pupils in KS2 make inaccurate responses to questions, using the incorrect pattern, for example, '*le*' instead of *Oes*.'

193. In KS2, some younger pupils lack confidence and fluency in reading.

Design and Technology

KS1 : Grade 2 : Good features and no important shortcomings
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KS2 : Grade 2 : Good features and no important shortcomings
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Good features

194. In KS1, pupils design and make fans which they decorate effectively. They make bread and cakes which they sell in school fayres.

195. They make attractively decorated picture frames demonstrating a good understanding of fitness for purpose.

196. Pupils understand well that sections of materials can be joined and suggest where they would need a seam in a coat. They suggest a number of techniques for joining materials at the seam.

197. They confidently suggest to the teacher the steps which would be involved in making a coat of many colours for Joseph. They demonstrate good making skills and carefully attach a paper pattern to a piece of material before cutting around it competently.

198. They understand what a repeating pattern is and indicate how and where they would use it to decorate Joseph's coat.

199. In KS2, pupils investigate a range of products thoroughly before designing their own. They study a variety of nets before making cartons for dog or cat food. These are finished using images of animals from an ICT programme.

200. Before constructing a building of their choice, bus shelters, conservatories, sheds and wigwams, pupils carry out an investigation into similar structures to gather ideas. After studying a range of photographs they design their shelters and make them. Many demonstrate a good understanding of what makes a structure stable and strengthen corners using appropriate materials. The artefacts are finished to a good standard.

201. Before making original instruments to accompany the story of Rama and Sita, pupils conduct investigations into the shape and structure of various instruments and note how they produce a sound. They competently search the internet for ideas about Indian instruments in order that the accompaniment might sound authentic.

Shortcomings

202. In KS2, pupils do not always effectively evaluate their products.

Information Technology

KS1 : Grade 2 : Good features and no important shortcomings
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KS2 : Grade 2 : Good features and no important shortcomings
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Good features

203. Pupils in KS1 make good progress in their general keyboard skills. Their ability to work independently to load, save and print is beginning to develop.

204. They effectively use art programmes to create different images. They display good mouse control when utilising a variety of programs, including images which they import into their work.

205. Pupils use a variety of tools to vary thickness of lines, select and fill areas of colour and add shapes and text.

206. Pupils use a wide range of ICT software competently and through exploring web-sites, with support from the teacher, they develop appropriate file management skills and have a good knowledge of which programs to use for a particular task.

207. In KS2, pupils understand the desktop and use icons competently. They display good word processing skills, changing the print size and fonts confidently and importing images to illustrate their work.

208. Pupils make effective use of CDROMs and the Internet to gain access to appropriate information to support their work in other subjects.

209. Older KS2 pupils have good modelling skills. They explore the effects of changing the values in a given LOGO procedure. They prepare spreadsheets to

record in a graphical form their athletic achievements and use them as targets for improvement.

Shortcomings

210. There are no significant shortcomings.

History

KS1 : Grade 3 : Good features outweigh shortcomings KS2 : Grade 3 : Good features outweigh shortcomings
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Good features

211. The range and depth of pupils' historical understanding and knowledge is well developed through both key stages.

212. KS1 pupils have a good understanding of different types of homes and talk sensibly about their own time lines.

213. Pupils have a reasonable understanding of some famous historical events, for example the Great Fire of London.

214. They know the story of St David and recall some of the detail.

215. In KS2, pupils have good knowledge and understanding of the passage of time and how life has changed.

216. Pupils in KS2 know well about the changes in society during the reign of Queen Victoria. They dress in period costume and portray accurately life in a Victorian school through role-play. They use a digital camera to record the occasion and the photographs are prominently displayed in the foyer of the school.

217. Pupils use their ICT skills effectively to search the internet for information about Lord Shaftesbury and Dr Barnardo. They understand well their contribution to social reform in Victorian times.

Shortcomings

218. In both key stages, some pupils have an insecure understanding of chronology.

219. In both key stages a number of pupils cannot recall in detail the characteristics of different periods in the past.

220. Pupils' competence in using primary evidence to acquire knowledge of local history to support their learning is underdeveloped.

Geography

KS1: Grade 3 : Good features outweigh shortcomings KS2: Grade 3 : Good features outweigh shortcomings
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Good features

221. KS1 pupils accurately locate Wales and Botswana on a large globe. They know that Botswana is a country on the continent of Africa and that it is reached by air on a very long flight.
222. They competently compare the conditions and facilities in Kabo's village with their own. They identify with Kabo's relatives who have to travel to the nearest town to visit a shop as the village shop in Rhewl closed recently.
223. In KS2, pupils discuss different ways of travelling to school and note the advantages and disadvantages of each. They conduct a survey and competently record the results in the form of a graph.
224. They understand well that vehicles can contribute to pollution and design posters to draw attention to the effects of pollution on our environment.
225. Pupils are developing competent geographical skills. They compare aerial photographs of their village with a map to a similar scale and identify physical features on the map.
226. They can locate the village of Rhewl on a map of Wales and know where it is in relation to main towns and cities.
227. Pupils have some knowledge of a contrasting area in Wales, a Carmarthenshire village of similar size to their own. They name some of its prominent features and compare it with Rhewl.

Shortcomings

228. In KS1 and KS2 pupils' geographical skills are underdeveloped, in particular their ability to gather and record data and mapping skills.
229. In KS1 and KS2, some pupils' knowledge of a contrasting area is insecure.

Art

KS1 : Grade 2 : Good features and no important shortcomings KS2 : Grade 2 : Good features and no important shortcomings
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Good features

230. KS1 pupils effectively investigate and experiment with line and tone using chalk, charcoal and pastels. They become familiar with mixing primary colour paints

and can explain their results when creating light and dark shades on various backgrounds.

231. In KS1 pupils are developing a good understanding of pattern, shape and texture through the study of the work of Cefyn Burgess and are encouraged to evaluate their own ideas and methods. They also experiment with marbling techniques to produce attractive patterns.
232. KS1 and KS2 use ICT software effectively to explore shape, colour and pattern and produce good quality graphics. The local environment is used as a starting point for some aspects of the work. The internet is used to research the lives and work of famous artists.
233. In both key stages pupils develop a good knowledge of local and Welsh artists such as Kyffin Williams, Gwilym Pritchard, Christopher hall, Tom Gerrard, Roy Ostle and David Woodford. The stimulus for their work has come from a visit to a local gallery and the collaboration of a local artist.
234. KS2 pupils explore their environment for ideas which they use when experimenting with clay to make and decorate tiles. These are used to enhance the school garden which is currently being developed.
235. They enjoy painting still-life from direct observations and explore various ways of expressing what they see through tone and texture.
236. In KS2 pupils experiment effectively with materials to produce collages. They produce attractive designs for Hindu patterns.

Shortcomings

237. In neither key stage do pupils critically evaluate their own work.
238. Pupils in KS2 do not make sufficient use of sketchbooks.

Music

KS1 : Grade 3: Good features outweigh shortcomings
KS2 : Grade 2: Good features and no important shortcomings

Good features

239. In KS1, most pupils understand the term 'pitch' and use it correctly. When listening to music, they know when the pitch becomes higher or lower.
240. They sing to the accompaniment of a CD, following a graphic score accurately.
241. Pupils copy a simple rhythm and most clap accurately the beats in their names.

242. In KS2, most pupils demonstrate a good understanding of dynamics and indicate loud and quiet passages of music with appropriate hand movements in the manner of an orchestra conductor.
243. Pupils use musical terms correctly, for example, 'dynamics', 'tempo' and 'crescendo.'
244. They have a good knowledge of the sounds made by a range of tuned and untuned instruments and make appropriate selections to represent the four winds.
245. Pupils work effectively in groups to compose music to accompany the reading of a poem about the four winds. They record this in the form of a graphical score. They play the music and confidently appraise their own work and that of others, indicating how it might be improved.
246. Pupils have a developing understanding of notation. They know the values of notes and understand their relative positions on a staff.
247. They know well that there are many kinds of traditional Welsh music including, hymns and cerdd dant.

Shortcomings

248. In KS1, some pupils are unsure whether the pitch rises or falls.
249. Some pupils in KS1 do not have a secure understanding of rhythm.

Physical Education

KS1 : Grade 2: Good features and no important shortcomings KS2 : Grade 2: Good features and no important shortcomings
--

Good features

250. In KS1, pupils have a good spatial awareness. They use space well, running, chasing and dodging confidently.
251. They change direction and activities on command, responding instantly.
252. Pupils demonstrate good ball skills, throwing the ball high and low before catching it. They work effectively in pairs and groups.
253. They use sticks effectively to develop hockey skills, dribbling the ball between and around cones.
254. They co-operate well in competitive team games, for example, when they are timed dribbling a ball between two points. They play fairly and with due regard to safety.

255. In KS2, pupils understand the importance of warming-up before taking part in physical exercise.
256. Pupils demonstrate good awareness of those around them when moving at speed in a confined space.
257. Pupils participate in long and short sprints and understand that the technique is different for each.
258. The throw the javelin and cricket ball, evaluating one another's performances and suggesting how they might improve their technique and achieve longer distances.
259. Pupils work effectively in groups and demonstrate maturity in that they assume responsibility for timing, measuring and recording the performance of other group members. Pupils strive hard to beat their personal best performance.
260. School records show that the football and gymnastic teams have enjoyed success in local and national competitions.

Shortcomings

261. There are no significant shortcomings.

Religious Education

<p>KS1 : Grade 3: Good features outweigh shortcomings</p> <p>KS2 : Grade 3: Good features outweigh shortcomings</p>

Good features

262. In both key stages, pupils demonstrate a good knowledge and understanding of Christian festivals and Celebrations.
263. In both key stages pupils understand the value of friendship, caring for others and caring for the environment. They are encouraged to reflect upon these aspects in relation to their home and school life.
264. KS1 pupils understand how Christian families celebrate weddings, christenings and Christmas. They also understand the customs associated with Jewish weddings.
265. Pupils in KS1 are aware of the importance of rules and note the effects of breaking them at home and in school. In KS1, pupils learn about key characters in the Bible through Bible stories. They know a number of parables and study Aesop's fables to help them understand the moral of a story.
266. Pupils in KS2 extend their understanding of the Hindu religion through studying the story of Rama and Sita. They have a sound knowledge of Diwali and can

explain why light is symbolic in religions, and the significance of light in people's lives.

Shortcomings

267. In both key stages pupils' knowledge of the significance of key points in the Christian calendar is insecure.

268. In both key stages some pupils do not have a secure knowledge the topics they have studied and cannot recall them in detail.

School's response to the inspection

We are glad that the inspection findings acknowledge that the school has made good progress since the last Inspection. We were very pleased that the Inspectors found that Ysgol Rhewl was a caring and friendly school with very good relationships between staff and pupils and an effective partnership with parents and governors. We were also pleased to see that pupils' behaviour was commended.

Our recent self-evaluation report and school development plan have identified areas that need developing. We recognize that there is room for improvement and we will endeavour to build upon the progress already made. We will strive to ensure that Ysgol Rhewl is a safe and happy school where all pupils can reach their full potential.

We would like to thank the Inspectors for their courtesy and thoroughness and will be acting upon their recommendations through the development of an action plan which will be introduced in the Autumn Term.

Appendix A

Basic information about the school

Name of school	Ysgol Rhewl
School type	Designated bilingual
Age-range of pupils	3 – 11 years
Address of school	Rhewl Rhuthun Denbighshire
Post-code	LL15 2TU
Telephone number	01824 703296

Headteacher	Mr Kevin Williams
Date of appointment	1 September 2003
Chair of governors/ Appropriate authority	Mr Mike Denman
Registered inspector	Mr Robert Jones
Dates of inspection	9 –11 May 2005

Appendix B

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	4.5	4	1	5	6	7	5	5	37.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	0.1	2.1

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	16.5: 1
Pupil: adult (fte) ratio in nursery classes	4.5: 1
Pupil: adult (fte) ratio in special classes	N/a
Average class size, excluding nursery and special classes	16.5
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole School
Summer 2004	96.7	87.8	94.2	92.9
Autumn 2004	90.9	93.7	95.1	93.2
Spring 2005	85.7	86.8	93.9	88.7

Percentage of pupils entitled to free school meals	6
Number of pupils excluded during 12 months prior to inspection	0

Appendix C

National Curriculum Assessment Results End of Key Stage 1: 2004

National Curriculum Assessment KS1 Results 2004	Number of pupils in Y2	6
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	80	In Wales	80

National Curriculum Assessment Results End of Key Stage 2: 2004

National Curriculum Assessment KS2 Results 2004	Number of pupils in Y6	2
As the number of pupils eligible for assessment at the end of Key Stage 2 was fewer than five, summary information is not included.		

Appendix D

Evidence base of the inspection

The inspection team consisted of three inspectors who were present for a total of seven inspection days. During the period:

- pre-inspection meetings were held with the head, teachers, parents and governing body to discuss the life and work of the school;
- Five questionnaires were completed by parents and they were analysed thoroughly;
- school policies and documents were studied before the inspection;
- discussions were held with the head and the curriculum co-ordinators;
- 30 teaching sessions or parts of sessions were observed;
- the inspectors listened to pupils reading and their work was discussed with them as part of an enquiry into standards in NC subjects;
- examples of the pupils' work in each class were studied;
- attendance registers, pupils' records and teachers' planning files were studied ;
- the inspectors were present during each whole-school act of collective worship;
- post-inspection meetings were held with the staff and the governing body.

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr R Jones Rgl	Context Summary and Recommendations Key Questions 1, 2,3, 4, 5, and 6 Welsh Welsh second language Mathematics Design and Technology Geography Music Physical education
Mr G Morris Lay Inspector	Key Questions 1, 3 and 4.
Mrs A Evans Team Inspector	Key Questions 1, 2, 3, 4, and 7. Under-fives English Science Information technology History Art Religious education

Acknowledgement

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

Contractors

Celtic Inspection Services Unit
UWIC
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CF23 6XD

**Inspection under Section 10 of the
Schools Inspections Act 1996**

**Ysgol Rhewl
Rhewl
Rhuthun
Denbighshire
LL15 2TU**

A SUMMARY REPORT FOR PARENTS

Date of Inspection: 9 – 11 May 2005

by

**Mr R Jones
W156/78144**

Date: 13 July 2005

Under Estyn contract number: T/196/04P

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Rhewl Primary School was inspected as part of a national programme of school inspection. The purpose 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 more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Rhewl Primary School took place between 9th and 11th May 2005. An independent team of inspectors, led by Mr Robert Jones undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

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

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The national curriculum covers four key stages as follows:

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

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.

Context

The nature of the provider

1. Rhewl Primary School is situated in the village of Rhewl which lies in the Vale of Clwyd and is about two miles from the town of Rhuthun. The school has been designated a Category C Bilingual school by the Local education Authority (LEA) and serves the local community. Approximately 6% of pupils are entitled to free school meals, a figure which is lower than the local education authority (LEA) average and national average of 19%. The school caters for pupils between three and 11 years.
2. There are 42 pupils on roll, including nine (4.5 full time equivalent) who are taught in the Nursery during mornings only. Reception age children are taught alongside Key Stage (KS)1 pupils. In total, three pupils have special educational needs (SEN) including one for whom a statement has been made. The school's admission arrangements follow the LEA's admission policy.
3. Most pupils receive pre-school education from the age of two in the playgroup which is located on the school site. They then enrol in the Nursery class at three years of age. Seven pupils speak Welsh as a first language.
4. The school was last inspected in April 1999. Since then, the school roll has fallen but has recently risen to approaching 1999 levels. Currently there are two teachers at the school, including the headteacher, who was appointed in 2003. The school employs one full-time and two part-time support assistants.

The school's priorities and targets

5. The school's philosophy is one which seeks to achieve a balance between academic success and the development of sound personal skills. The school's aims include preparing pupils to become well-balanced citizens in their community. Other aims are the provision of a happy, safe environment in which each individual is appreciated.
6. The school's priorities and targets for improvement as noted in the school development plan (SDP) for 2005-2007 include:
 - raising standards in science;
 - raising standards in history;
 - raising standards in geography;
 - raising standards in physical education;
 - raising standards in religious education;
 - evaluating the effectiveness of language and mathematics teaching;
 - examining the role of governors;
 - developing the new Foundation phase in the early years and KS1.

Summary

7. Rhewl Primary School is a caring and friendly school with very good relationships between staff and pupils. The inspection team's judgement concerning standards achieved by pupils matched that awarded by the school. The team agreed with most of the school's judgements in other aspects of its work. The school has made good progress since the last inspection.

Table of grades awarded

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

Standards

8. Standards of achievement in the areas of learning and the subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	68%	32%	0%	0%

9. Pupils' standards of achievement in the lessons observed were higher than the Welsh Assembly Government's (WAG) all-Wales targets which are that, by 2007, 98% of standards should be satisfactory (Grade 3) and 65% good (Grade 2) or better.
10. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.

11. Under-fives' standards of achievement are as follows:

Language, literacy and communication	3
Personal and social development	2
Mathematical development	2
Knowledge and understanding of the world	2
Creative development	2
Physical development	2

12. In KS1 and KS2 standards of achievement are as follows:

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

13. In NC assessment tests in 2004, as the number of pupils eligible for assessment at the end of KS1 was greater than four but fewer than 10, overall performance indicators only are included. The school's performance was identical to the national average. As the number of pupils eligible for assessment at the end of Key Stage 2 was fewer than five, summary information is not included.
14. Under-fives make good progress in using their early numeracy and ICT skills across the curriculum. Language skills are average for the pupils' age and ability. In KS1 and KS2 pupils achieve good standards in the key skill of listening in both English and Welsh. Pupils speak well in English and support their learning by reading for information. In Welsh, standards of speaking and reading are average. Pupils' writing across the curriculum is underdeveloped in both languages. Pupils demonstrate good skills in numeracy and information and communications technology (ICT).
15. Pupils' bilingual competence is average. Welsh speaking pupils are able to change from one language to another and they achieve a reasonable standard of bilingualism. Pupils whose first language is English have an adequate knowledge of Welsh but they lack the fluency to enable them to use the language confidently.
16. In the nursery class children are making good progress in their personal and social development. Reception class children display confidence when

interacting with their peers and adults and respond positively to the teacher's instructions.

17. In both key stages pupils' personal and social skills are good. Pupils are interested in their work and demonstrate positive attitudes towards learning. Their learning skills are generally good, they are well motivated, persevere with their tasks and give of their best. They work independently, co-operate well on tasks and support one another.
18. Pupils' behaviour is good. They are respectful and courteous and respond very positively to teachers and adults. From the early years pupils quickly learn how to interact socially with other pupils during classroom activities. No oppressive behaviour was witnessed during the inspection and pupils state that such behaviour is rare.
19. Average attendance over the past year is 92 %. Registers are not always accurately completed. The level of punctuality is good and registration is conducted promptly and efficiently.

The quality of education and training

20. The quality of teaching in the subjects and aspects of learning inspected is as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
10%	60%	30%	0%	0%

21. The percentage of good and very good lessons is slightly below the All-Wales average.
22. Teachers have established very good relationships with the pupils which is based on mutual respect and have created a climate which is conducive to effective learning.
23. Good or very good teaching is appropriately challenging. Lessons are conducted at a good pace and pupils' attention is retained constantly through the effective employment of a variety of teaching strategies including individual and group teaching. Teachers use questioning techniques effectively to check understanding and encourage pupils to reflect on their learning. Teachers ensure that all pupils, regardless of ability or gender enjoy equal opportunities to succeed. They identify learning objectives clearly, plan effectively and structure lessons well.
24. Where there are shortcomings in the teaching, lessons are less stimulating, the pace is slow and there is a less clear focus on learning objectives. Over-use of worksheets restricts opportunities for pupils to write across the curriculum.
25. Planning for the development of key skills across year groups and for the development of pupils' bilingual skills is not sufficiently detailed. Insufficient use is made of incidental Welsh during the school day to support pupils' bilingual development.

26. The school meets statutory requirements for assessment, recording and reporting. Analysis of test results ensures that pupils' individual needs are properly identified in order that they may receive additional support. The system for recording pupils' progress and achievement from year to year is less well developed. Portfolios of work assessed against NC levels to support teachers in accurately assessing pupils' achievements and ensuring consistency in assessment are underdeveloped.
27. The school generally responds well to pupils' learning needs and provides them with a varied curriculum which meets legal requirements. The curriculum for the under-fives gives children access to a wide programme of experiences in all six areas of learning. Pupils in KS2 have access to a wide range of extra-curricular activities including a maths club, sports activities, Urdd eisteddfod competitions and visits to Glan-llyn, which add a valuable dimension to the pupils' learning experiences.
28. The provision for pupils' spiritual and moral development is good. As a result pupils develop a good set of values, understand how to behave and know right from wrong. Collective worship meets statutory requirements. Pupils are encouraged to reflect on the main messages and helped to understand moral issues. Pupils' cultural development is appropriately addressed in religious education lessons although provision for Y Cwricwlwm Cymreig, particularly in history, is underdeveloped.
29. The development of pupils' personal and social education is reinforced through an effective school council. Pupils are encouraged and supported in making choices and decisions as active learners.
30. The school has an effective partnership with parents who are very supportive and who state that they are satisfied with the values promoted by the school. The Parent Teacher Association (PTA) plays an active role in supporting and contributing to the provision and improvement of facilities and resources for pupils.
31. The way in which the school prepares pupils to play an effective part in the community and the workplace is unstructured.
32. Pupils are well cared for, guided and supported. The school succeeds in creating a pleasant working environment where pupils feel safe. There are clear policies and procedures relating to the health, safety and welfare of pupils which are effectively implemented.
33. Provision for pupils with SEN is good and the school fully meets the requirements of the Code of Practice (CoP) for Wales. Pupils with special needs are identified early by systematic assessment procedures. Individual Education Plans (IEPs) have clear targets which are relevant and measurable. The school works positively to involve parents in their children's support programmes.

34. The standard of monitoring pupils' attendance and behaviour is good. The school ensures that parents are aware of the importance of punctuality and of contacting the school in relation to absences. The school keeps in regular contact with the Educational Welfare Officer.
35. The school strives to eliminate all forms of racial discrimination and an understanding of diverse cultures is effectively promoted. All pupils have equal opportunities and actively engage in mixed gender, extra-curricular activities.

Leadership and management

36. The school is well led. The headteacher gives clear direction and purpose to the school. He leads through personal example and his commitment and professional attitude provide a good role model for both staff and pupils.
37. The headteacher and staff succeed in creating a positive ethos based on sound values and there is a warm, friendly atmosphere in the school which is immediately evident to visitors.
38. Policies and procedures which have been recently established are beginning to have a positive impact on standards. The school has made good progress since the last inspection.
39. The SDP is a structured and practical document. It clearly identifies the school's priorities, includes time-scales and success criteria and is carefully costed. There is a concise and comprehensive programme for the current year and good outline plans for the next two years.
40. The new governing body meets statutory and legal requirements. Governors are well-informed and are very supportive of the headteacher and staff. They play an active part in financial management and ensure value for money. The headteacher and governing body have co-operated closely over the past eighteen months to bring the school budget back into credit from a position where it was significantly in deficit.
41. The school's self-evaluation process is recently established and the self-evaluation report closely follows the school inspection framework. Staff agree on strengths and aspects for development. Subject monitoring is not well developed and currently lacks rigour. It is not conducted regularly enough in some subjects or with a sufficiently detailed focus on standards.
42. One of the headteacher's priorities on appointment was to produce an SDP which focused on the curriculum and its provision and the purchasing of new resources to support the school's curriculum targets. There is sound evidence that the actions taken have led to measurable improvements.
43. The school has a sufficient number of qualified and experienced teachers who are well deployed and provide good support to pupils. Support staff work effectively in partnership with class teachers. In service training (INSET)

courses have ensured that teachers are gaining confidence in gradually implementing the teaching approaches of the new Foundation Phase.

44. The school has a good supply of resources for most subjects which are easily accessible to pupils. Recent spending, for example, on IT hardware and software, has helped to support learning and contribute to the raising of standards of achievement. However, provision in some curriculum areas, notably, science, design and technology and music are only adequate.
45. The finance committee meets regularly to review resources and the governing body is supportive and diligent in its monitoring role. Overall the school provides good value for money.

Recommendations

In order to secure improvement the school needs to:

- R1 raise standards in subjects judged to have shortcomings and address other shortcomings in the report;
- R2 ensure that bilingualism is effectively promoted throughout the school and that the linguistic needs of all pupils are met effectively;
- R3 monitor standards regularly and carefully;
- R4 revise assessment procedures to enable pupils' work to be assessed accurately against NC levels and pupils' progress to be effectively monitored;
- R5 establish stronger links with local businesses in order to further develop pupils' understanding of the world of work.

Acknowledgement

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