

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

A Report on the Quality of Education in

**Rhos Street C P School
Rhos Street
Ruthin
LL15 1DY**

School Number: 6632255

Date of Inspection: 05 February 2007

by

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

The inspection of Rhos Street C P School took place between 05/02/07 and 07/02/07. An independent team of inspectors, led by John Andrew Clark undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Rhos Street Primary School is situated in the town of Ruthin and shares a site with a Welsh medium Primary School. There are 185 pupils on roll aged between four and 11 and a further 24 children aged three to four years of age who attend nursery in the mornings. Almost all pupils are from English speaking families which the school describes as economically advantaged. None of the pupils speak Welsh as their first language. Recently a small percentage of non-English speaking pupils started school with Turkish or an Indian dialect as their first language. Approximately 5% of pupils are eligible to a free school meal. Two pupils are in the care of the local authority. Fourteen percent of pupils are identified as having special educational needs (SEN). Five percent are at school action which means that they receive similar work to their class mates, but matched to their needs, and 9% are at school action plus when they receive additional support.
2. The children's achievement when they start school is broadly average for the local authority.
3. The school shares several facilities with the Welsh medium school including a computer room, hall, canteen and field. The year (Y) 5 and Y6 pupils are taught in a building separated from the main school by the playing field. The pupils are taught in single age classes, one for each year group.
4. The school has attained the Basic Skills Quality Mark
5. The school was last inspected in 2001

The school's priorities and targets

6. The school aims to help every child achieve their potential in a caring and stimulating environment.
7. The school is currently entering a new period of school development. The main priorities have focused on developing the foundation phase stage curriculum for children in early years and the development of information technology resources and improvement to accommodation. Raising standards of reading and writing at key stage 1 have also been a recent priority.
8. Future targets including raising the percentage of pupils achieving higher levels in mathematics and science; developing the curriculum for personal and social education (PSE) and embedding the foundation phase curriculum.

Summary

9. Rhos Street Primary School is a good school. The headteacher and staff create a caring and positive ethos where pupils achieve well. The school's systems for self-evaluation and planning for the future are underdeveloped so improvement since the last inspection has been satisfactory. The school's views in the self-evaluation report correspond to the judgement of the inspection team in five of the seven key questions. In key questions two and five the inspection team's judgements were higher than the school's own.

Table of grades awarded

Key question	Inspection grade
1. How well do learners achieve?	2
2. How effective are teaching, training and assessment?	2
3. How well do the learning experiences meet the needs and interests of learners and the wider community?	3
4. How well are learners cared for, guided and supported?	3
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

Subjects.

10. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning.

Grades for standards in subjects inspected

Inspection Area	Key Stage 1	Key Stage 2
English	2	2
Science	2	2
Design technology	2	2
Information technology	2	2
Music	2	2
Religious education	2	2

11. The pupils succeed very well in their work regardless of their social and linguistic background. The pupils with SEN make good progress and achieve the targets set for them.
12. The standards achieved in the lessons observed on inspection were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
4%	77%	19%	0%	0%

13. This exceeds the 2007 Primary Targets of the Welsh Assembly Government (WAG) that 98% of achievement should be satisfactory or better and that 65% good or better.
14. The results of National Curriculum (NC) assessment for key stage 1 were below national and local averages in 2006 and in key stage 2 above average in the core subjects. There was a decline in English results because of changes to the key stage 1 curriculum which were not fully established. The school has taken strong steps to address the situation and standards in key stage 1 are on line to be at least average. The core subject indicator (CSI) at key stage 1 was 64% compared to national average of 80.9%. This was well below normal standards. The overall trend has been good since the last inspection. At key stage 2 standards were above national and local averages in English, mathematics and science, although the percentage of pupils attaining the highest results was average. The CSI at key stage 2 was 81.5 per cent compared with a national average of 74.3%. There is no difference in the achievement of boys and girls and pupils from ethnic minorities achieve well.
15. The pupils' progress in key skills including communication, numeracy, information and communication technology (ICT), creative and problem solving skills are good with no important shortcomings although progress is not always consistent. Pupils' bilingual skills are good and they are very well used throughout the school.
16. The pupils' development in learning and personal and social skills is good with no important shortcomings. Pupils behave very well. They are polite, considerate and thoughtful towards each other. They have a good awareness of equal opportunities and racial and social issues. They play a good part in the school community although the development of entrepreneurial skills is not as strong.
17. The pupils' learning skills are good with no important shortcomings. Pupils are well motivated and work hard. They take a pride in their success and presentation of work is often to a high standard. The pupils understand what they are doing. Although learning skills are at least good, the pupils' knowledge of their own learning and understanding of how well they have achieved in lessons is inconsistent through the school.
18. Levels of attendance are good and the majority of pupils are punctual and ready for work. However, a very small number of pupils are too late in the mornings.

The quality of education and training

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
21%	60%	19%	0%	0%

20. Lessons are generally well planned although there are no consistent procedures. Relationships are very good and behaviour is well managed. Work is often interesting and fun and teachers involve pupils through good use of ICT, drama and role-play. Very good use is made of Welsh in many lessons although some opportunities are missed to promote other key skills. Teachers do not always involve the pupils enough in the purpose of lessons. Children in

the nursery and reception class are very well taught in stimulating classroom and outdoor provision.

21. There are comprehensive arrangements for assessing and recording the progress made by pupils in the Desirable Outcomes and the National Curriculum (NC). Pupils' work is regularly marked but teachers do not always give pupils sufficient guidance on how to improve their work. All statutory requirements are met.
22. The quality of reports to parents is satisfactory. Parents are very well informed through regular meetings to discuss their children's progress and share in setting targets for future achievement, although this is not as well developed as it could be.
23. The curriculum is broad and balanced. Work is well matched to the needs of all learners and learning is enriched by a wide range of visits and visitors, including residential visits. Welsh culture and heritage is given a suitable profile and bilingualism is promoted well. This is enhanced by good links with the Welsh-medium primary school which shares the site. Extra-curricular activities are good. The involvement of both boys and girls in sporting and musical activities is good.
24. The pupils' PSE is taught well through a new scheme and the use of community visitors such as from the nursing, fire and police services. There are many innovative ideas although planning to ensure consistent progress is not yet embedded.
25. The school develops global citizenship and sustainable development and is involved in healthy living projects. The pupils' entrepreneurial and enterprise skills are not yet significantly developed and opportunities for pupils to develop these are missed.
26. The quality of care and support is good but there are some shortcomings. Teachers and all support staff are caring and know the pupils well. Health and safety procedures are satisfactory in the main, but some of the procedures for monitoring and promoting attendance, for example, are not as robust as they could be. The tracking of pupils' progress is good.
27. Policies for sex education, equal opportunities and racial equality are well established and known to all staff. The school has appropriate policies for disabled access and equality is promoted well.
28. The partnership with parents is good. Many parents help during the school day. They raise significant funds for the school and contribute to school development.
29. The provision for pupils with additional learning needs is good with no important shortcomings. Pupils' additional needs are identified at an early stage and promptly acted upon.

Leadership and management

30. The quality of leadership is good. The headteacher leads by example through his teaching, outstanding acts of collective worship and calm style. The values of the school are shared by all staff and there is a drive for higher standards.

31. The self-evaluation process is good but there are shortcomings. The headteacher takes too much responsibility for monitoring provision and this does not allow all staff to take their leadership roles fully. Subject leadership is more efficient since the last inspection. The targets set for school improvement are appropriate but timescales for completion are unclear. The school makes good use of local and national initiatives to improve teaching and learning.
32. The governing body fulfils its statutory responsibilities well. Governors are supportive of the school and have been particularly strong and effective in improving accommodation and developing the foundation stage. However, their contribution to overall school development planning is not systematic.
33. Staff are deployed well. The school offers good levels of specialist teaching and makes very good use of teaching assistants and other staff.
34. Teachers make effective use of a good range of good quality learning resources, including ICT. The accommodation is used well and there have been significant improvements to the Y5 and Y6 classrooms and toilets. The facilities shared with the adjoining school are managed well. Resources are used effectively to provide good value for money.
35. The school has made satisfactory progress since it was last inspected in 2001.

Recommendations

In order to move forward, the school needs to:

- R1 Provide more challenge for the more able pupils in all their lessons;
- R2 Improve the pupils' knowledge of and involvement in their own learning;
- R3 Adopt more rigorous and systematic approaches to monitoring and evaluating and ensure targets in the school development plan (SDP) have measurable success criteria and clear timescales;
- R4 Make certain planning for PSE and key skills is fully embedded in the curriculum.

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

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

36. The findings of the inspection team agree with those of the school's own self-evaluation.
37. The standards achieved in the lessons observed on inspection were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
4%	77%	19%	0%	0%

38. This exceeds the 2007 Primary Targets of the WAG that 98% of achievement should be satisfactory or better and that 65% good or better.
39. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's learning. The children are enthusiastic learners because of the many challenging opportunities for them to think for themselves and contribute to their own learning.

Grades for standards in subjects inspected

40. The standards achieved in the six subjects inspected are as follows:

Inspection Area	Key Stage 1	Key Stage 2
English	2	2
Science	2	2
Design technology	2	2
Information technology	2	2
Music	2	2
Religious education	2	2

41. Standards of achievement in design technology and music have significantly improved since the last inspection. Standards have been maintained in other subjects.
42. In key stage 1, standards in reading, writing and mathematics were below national and local averages and those of similar schools. This was largely because standards in reading and writing were lower than usual. Generally standards are close to national average. The school has taken strong steps to ensure that this will not happen again. There has also been a programme of intervention activities for the current Y3 pupils, which has turned around the lower standards so these pupils are now achieving well. The CS1 for Y2 in 2006 was 64% compared with a national average of 80.9%. The percentage of pupils attaining at the expected level for their age in mathematics was 96%, which is above average.
43. In key stage 2, standards are above national and local levels and in line with those of similar schools. Since the last inspection the results of assessments have been consistently above national and local average. The current CSI is 81.5% compared with a national average of 74.3% and local average of 71.3%. Good standards have been maintained overall, although results have varied

between the second and third quartile for similar schools. Over the last three years standards in English have risen strongly so that 100% of pupils attained at least nationally expected levels for their age in 2006. In 2005 100% of pupils attained similar levels in mathematics and science. However, the percentage of pupils attaining higher levels in the assessments for all three subjects is closer to average and there are indications that some of the most able pupils do not achieve as well as earlier attainment would suggest they could. Overall, the school has achieved the challenging targets set for pupils' achievement.

44. There is no significant difference overtime in the achievement of boys and girls. The small, but increasing percentage of pupils with English as an additional language, are achieving well because of careful monitoring and good support. Pupils with SEN also progress well towards appropriate targets in their individual education plans (IEPs).
45. Pupils' achievement in their key skills is good. The pupils' listening and speaking skills are consistently good. Their reading skills are good as they read with fluency and depth of understanding at both key stages and make effective use of reference skills by Y6. Writing skills are good. The pupils' use of ICT is good through the curriculum. Pupils are particularly good at using spreadsheets to solve problems and word processing skills are well developed. Mathematical skills are used well in science and design and technology. Pupils' creative skills are good. Singing and performance skills are used well in presentations for many subjects and acts of collective worship. Bilingual competence is well developed. Pupils ask questions of their own as well as answering the teachers' questions in Welsh. They sing Welsh hymns with good understanding and clear diction. The pupils benefit from the good links with the Welsh-medium school. Although progress in key skills is good progress is not as consistent as it could be because of limited planning procedures.
46. The pupils' learning skills are good with no important shortcomings. Pupils are well motivated and work hard. They take a pride in their success and present work well. The pupils understand what they are doing, but they do not often discuss how well they have achieved in their lessons. The pupils' behaviour in lessons and throughout the school day is good. The school is an orderly community where pupils are considerate, courteous and behave in a friendly manner towards each other, all staff and visitors. They understand the standards of behaviour expected of them and act responsibly, demonstrating a sense of pride in themselves and their environment. There have been no exclusions in the 12 months prior to the inspection. The overall behaviour has a positive impact on the progress made in lessons and the work of the school.
47. Levels of attendance over the three terms prior to the inspection were 94.3%. They are generally over 95%. Most pupils achieve good standards of punctuality, but there are a few persistent latecomers.
48. Pupils successfully develop the skills to work as a member of a team and the wider community for example through their work in the school council. Particularly in their support and encouragement of the healthy eating scheme adopted by the school. Pupils are courteous to each other, staff and visitors to the school. They have good awareness of equality and diversity showing respect towards pupils of different faiths and cultures.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

49. The judgement of the inspection team exceeds that in the school's self-evaluation as there were several constant good features seen in all classes.

50. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
21%	60%	19%	0%	0%

51. Teaching for children under-five is good. There are some outstanding features. For example, the planning is thorough ensuring challenge to children of all abilities in all areas of learning. There is a very good emphasis on allowing children to select activities for themselves which are constructed so as to offer work matched well to their own level. The teamwork between the teachers and teaching assistants makes a good contribution to the effectiveness of teaching for under-fives and throughout the school. Lessons are marked by the staff's lively imagination and high expectations.

52. The quality of lesson planning at key stage 1 and key stage 2 is good overall. The expectations for pupils with different abilities are consistently planned for and often very well defined. In most lessons, opportunities to promote the key skills are clearly identified, although this varies. The purpose of the lesson is made clear but teachers miss some opportunities to involve pupils in assessing their own success in achieving the objectives of the lessons.

53. The teachers establish outstanding relationships with the pupils based on mutual respect and good humour. There are considerable levels of trust within the school community. The headteacher sets a particularly strong example in this.

54. The best lessons are imaginative and well planned to develop learning especially thinking skills. Teachers challenge pupils through open questions and take every opportunity to involve pupils in contributing to their own improvement. This is particularly effective in early years and in Y5 and Y6. Teachers have high expectations for pupils to think for themselves and provide them with strategies to help. Teaching assistants make a very good contribution to teaching and learning across the school.

55. The teachers make good use of ICT in many lessons. They use the interactive whiteboard to make explanations clearer and to provide shared activities. Art work and photographs from the Internet and CDs help pupils understand ideas in art, geography, history and music.

56. Bilingual skills are taught well. Teachers regularly converse with pupils in Welsh and make full use of established routines around registration and the start and end of the day. Displays of interest and of pupils' work are routinely labelled in Welsh. Pupils' experiences in Welsh, for example '*Helpwr Heddiw*' (Today's Helper) promotes the language in school and develops speaking and listening skills which are transferred to other areas of the curriculum. Incidental Welsh is used effectively throughout the day in all classes and during play time.

57. In the less effective lessons, too long is spent talking to pupils with little opportunity for activity and work is structured too tightly so that pupils have no opportunity to think for themselves. In some lessons, too little attention is paid to the main purpose and checking pupils have achieved it.
58. The quality of teaching of pupils with SEN is good with no important shortcomings. This is an improvement from the last inspection. The IEPs of pupils with SEN include language targets, and pupils are aware of their targets, and try hard to achieve them.
59. The procedures for assessment are good. They meet statutory requirements. The school uses a wide range of tests and assessment for all subjects. The assessment procedures are closely matched to the subject planning. Procedures for tracking pupils' progress are being developed and there is some good use of them. However, so far limited use has been made of systems to target individual achievement to make sure the most able achieve all that they can. Work is marked but guidance given to pupils for improving their work is not always as clear and targeted as it needs to be.
60. The school's arrangements for assessing and recording the needs of pupils with SEN are good. Parents are happy with the system of visiting school to discuss their child's progress.
61. The policies and procedures to successfully promote equal access and opportunity for all pupils are good. Teachers and support staff work in partnership in the planning of lessons and have very good knowledge of their pupils. This ensures that in every classroom there is equal opportunity for all. There is very careful attention to differentiation of tasks so that pupils of all abilities are consistently engaged and are developing at an appropriate level and pace.
62. There is very good promotion of equal opportunities to actively address issues of gender and race. Displays are ethnically diverse and content is chosen to avoid any gender bias or stereotyping. Both boys and girls sit in mixed groups and are encouraged to play netball, hockey, cricket and football in mixed sports teams.
63. Parents would welcome more opportunities to receive information on progress and learning. However, parents at the pre-inspection meeting stated that the school had provided a range of evenings to explain curriculum issues and they had not been well attended. The school holds open evenings for parents. The content of the end of term report to parents was satisfactory.

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

64. The judgement of the inspection team matches that made by the school.
65. There is a broad and balanced curriculum, which is coherent and provides continuity and progression in the learning of the pupils. Where this is not sufficiently formalized as in PSE and key skills the pupils are, nevertheless, making good progress and the staff have a strong understanding of the areas

in which teachers are involved and fully aware of the processes required to implement the subject in their planning.

66. The school has been very innovative in introducing new foundation phase curriculum planning with the support of the local education authority (LEA) to early years. Whilst this has been very successful in raising pupils' independence and other skills it had a negative impact on basic reading and writing skills by Y2. The school has remedied the situation well and provided additional focused teaching to successfully improve standards were they had fallen.
67. The curriculum for religious education meets the requirements of the local authority agreed syllabus. The school actually teaches more faiths than the scheme requires. This is being reviewed.
68. Collaboration with other schools and curriculum transition projects with the secondary school is constructive and enhances the pupils' experiences of moving into, or from, the school.
69. The school has achieved the Basic Skills Mark and lays great emphasis on language and mathematical skills. Problem solving and independent learning skills are not sufficiently planned for in the schemes of work and not sufficiently developed but teachers are aware of this and there is evident good practice in the promotion of these skills.
70. Extra-curricular activities offered to pupils are various and well-considered. They clearly enrich the learning and lives of the pupils, including residential experiences abroad. Pupils benefit from the many visits to places of interest and from the input of visitors to the school.
71. The spiritual and moral values of the pupils are promoted very successfully by the school's values which are consistently reinforced by all teachers, with the regular and high quality collective worship and by their support for the various charities with which they are involved.
72. The well established school council offers pupils opportunities to develop social responsibilities. They have used these maturely, for example in enlisting the support of a number of agencies in improving teaching and learning conditions in the junior building.
73. The social skills of pupils are good. They communicate comfortably and unselfconsciously with all adults in the school, including visitors.
74. Many aspects of the *Cwricwlwm Cymreig* experienced by pupils expand their understanding of what it is like to live in Wales. There are examples of good practice in promoting the bilingual skills of the pupils. Overall pupils have a quick understanding of a wide range of greetings, commands and questions posed to them. The majority of pupils respond accurately with good pronunciation and an obvious enjoyment in using Welsh.
75. Pupils communicate by e-mail with pupils in Australia and good developments in raising awareness of multiculturalism and diversity are included in the PSE overview. The school has positive working relationships with a number of relevant outside agencies and schools. Education for sustainable development and global citizenship is satisfactory.

76. Parents are kept well informed through regular letters, curriculum evenings, the school prospectus and the annual report to parents. Some parents feel that they should receive further information on their pupils' progress. However the inspection team felt that this was adequate and that the open nature of the school meant staff were readily available for discussion.
77. The curriculum meets legal requirements.

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

Grade 3: Good features outweigh shortcomings

78. Overall the findings of the inspection team match the judgements of the school in its self-evaluation.
79. There are good relationships with parents. The pre-inspection meeting with parents was positive with parents being appreciative of being regularly informed of what was going on in the school via the weekly newsletters. A small number felt they needed more information. There is a very active parent teacher association (PTA) and parents are also welcome to assist in various ways in the classroom.
80. Induction programmes for children entering school and transferring to high school are good. Feeder schools are currently working together on a joint transition plan. A grant has been obtained to enable staff to look at transition between the key stages. Links with the high school extend beyond links to Y6 with opportunities for pupils from other years to visit for swimming and science activities.
81. Staff know the children well. The PSE programme needs more formal development. The school nurse visits Y5 and Y6 annually to talk about growing up.
82. Pupils' attendance and punctuality needs to be more closely and consistently monitored and followed up. Punctuality in particular is a problem for a few frequent late attenders. The systems to promote better punctuality for these pupils are not rigorous enough. The monitoring of behaviour and performance is good. There is a home/school agreement in place which has a reasonable return rate. It is also published in the school prospectus. Procedures to promote good behaviour and eliminate bullying are good and reflect the strong, caring ethos.
83. Staff and pupils have appropriate awareness for health and safety issues. The school actively promotes and encourages healthy eating. Parents are advised of arrangements in case of illness, first aid and any specific medical needs a child may have via the school prospectus.
84. Child protection procedures meet statutory requirements. There are appropriately delegated Child Protection Officers and the school follows LEA guidelines. Some of the current policy needs updating to ensure that it is very specific to the school.
85. All pupils whatever their social, educational ethnic or linguistic background are well supported. Language line is available where necessary. Race equality is

actively supported and boys and girls have equal access to all areas of school life. Diversity is recognised.

86. The provision for pupils with additional learning needs is good. The school complies with the Code of Practice and the framework for inclusive education. All pupils have access to a broad and balanced curriculum. Emphasis is placed on early identification and intervention following assessment. Good use is made of baseline and standardised tests to identify pupils experiencing difficulty in their learning by members of staff, in consultation with the special needs co-ordinator (SENCo).
87. Individual educational programmes are of good quality and identify realistic, achievable targets with clear strategies for improvement. Individual education plans are reviewed each term. Parents and pupils are involved in the process. Currently, there is no pupil who has a statement of educational need, and no pupil is disapplied from or has modifications made to the NC.
88. The SENCo, class teacher and, in some cases, the learning development teacher work closely together to ensure IEPs match the needs of the pupil. Pupil's additional needs are supported through sessions of withdrawal, teacher support within class, and teaching assistants who have received specialist training.
89. The quality of provision for pupils with SEN is good. However, pupils who are more able and talented are not always challenged enough from the start of their lessons. The school caters well for pupils whose first language is neither English nor Welsh.
90. The school makes effective use of the professional support services and voluntary help. Good levels of support are gained from professionals such as the educational psychologist and language support teachers. Meetings are held each term with the SENCo to review the register for SEN.

Leadership and management

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

Grade 2: Good features and no important shortcomings

91. The findings of the inspection team exceed the judgements made by the school because it was felt that the school effectively promotes its strong values leading to good standards of achievement overall.
92. The overriding vision and sense of purpose of the school is very evident in its relationships with parents, carers, pupils and all those with an interest in the school. This has been maintained well since the last inspection.
93. A good feature of the school is the expression of clear aims and values which guide all the school's development and strategic planning. Many of the school's policies have been reviewed, particularly those relating to the curriculum. This has led to innovative developments in the foundation stage curriculum, for example. The school has clear aims and policies that focus on pupils' individual needs and there is a high priority given to raising pupils' standards of achievement.

94. The school is progressive in its outlook and takes full advantage of local and national initiatives. For example, the school has gained the Basic Skills Agency Quality Mark accreditation.
95. There are thorough and purposeful arrangements for the professional development of teachers and support staff. These are fully focused on the requirements of the school improvement plan. However, opportunities for staff to be involved in monitoring and evaluation processes are limited. The school sets challenging targets which are generally met well.
96. The day-to-day management arrangements are effective and the school runs smoothly. There is particularly effective management of the split site and the facilities shared with the adjoining school.
97. The governing body fulfils its statutory responsibilities well. The governors have a thorough understanding of policies and their implementation. They have not been consistently involved in planning priorities for future improvement and steps to ensure improvements progress fast enough are limited. The governors' commitment to the professional and pastoral well being of staff and pupils is a strength.

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

Grade 3: Good features outweigh shortcomings

98. The judgements of the inspection team match those made by the school in its self-evaluation.
99. There has been limited development in this aspect since the last inspection. Most staff are well informed about the procedures for planning in their subjects and there is satisfactory and sometimes good analysis of data from assessments and tests. However, the first-hand monitoring of teaching and its impact on learning is largely done through the headteacher. The procedures to ensure regular and useful monitoring of teaching and learning are not yet established fully. This limits the impact that subject leaders have on self-evaluation.
100. The self-evaluation is largely accurate because of the close, often informal, team work.
101. Since the last inspection the school has made good progress in raising standards in several subjects such as design technology and music. Improvement to school development planning and self-evaluation have been adequate.
102. The self-evaluation and school development planning is generally informed by the views of parents, pupils and others, but again procedures to gather and evaluate views are not systematic and rely heavily on the work of one or two people. The procedures to evaluate pupils' performance as they move through school are good in the main but are not stringently used to improve the achievement of the more able pupils.
103. The priorities for improvement in the SDP are clear and often straight forward. Over the last few years a wide range of initiatives have been introduced and

these are all monitored and evaluated. However, timescales for the completion of some activities are not clear and this means some tasks carry on for too long.

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

Grade 2: Good features and no important shortcomings

104. The judgement of the inspection team matches that made by the school in its self-evaluation.
105. There are sufficient numbers of well-qualified teachers who possess a good range of specialisms to provide for the needs of pupils at the school. The teachers' planning, preparation and assessment (PPA) sessions are organised appropriately and covered by an additional teacher. All work purposefully as a team to provide a secure, happy and industrious environment for all pupils. Support assistants including those for the under-fives successfully support teachers and pupils throughout the school day. They are highly valued members of the school community.
106. Overall the provision, quality and accessibility of learning resources throughout the school are good and appropriate to pupils' age and needs. Recent spending decisions made by the headteacher and the governing body, including those on interactive white boards, have proved to be beneficial to pupils and impacted positively on standards. The provision for the under-fives includes a wide range of outdoor attractive and stimulating resources which are used well. Administrative staff are skilful and make valuable contribution to the school community.
107. The school makes good use of the accommodation and there has been good improvement since the last inspection. The new information technology suite and development of the Y5 and Y6 block are particularly good and have taken strong commitment from staff and governors to achieve. The shared hall space is used well so that the statutory requirements for the NC are met, including physical education. Good use is made of extensive outdoor facilities.
108. The management, training and deployment of teaching and support staff are generally good although opportunities for participation in leadership roles are not systematic enough. All support assistants who have designated responsibilities either with individual pupils or the general school, work efficiently with teachers and support pupils well. They are well trained and make a valuable contribution to teaching and learning.
109. Financial management is good. The governors and headteacher ensure a balanced budget matched to key priorities. This is evident in the commitment to developing the early years curriculum, the support for pupils with English as an additional language and the intervention to address the sudden decline in literacy standards at key stage 1. Overall resources are efficiently managed and the school provides very good value for money.

Standards achieved in subjects

English

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

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

Good features

110. Standards of achievement in English are good throughout the school. They are outstanding in listening, good in speaking and reading and generally good in writing.
111. In both key stages most pupils demonstrate very good listening skills in English lessons paying close attention to their teachers and to each other and having clear recall of what they have learned previously. Most respond promptly and accurately to directions.
112. Pupils speak with confidence and, in informal situations, converse and answer questions competently. They are making good progress in oral skills in role-play situations.
113. Over a period of time pupils in key stage 1 make steady progress in reading at a level appropriate to their age and interest.
114. Those pupils whose progress has been more erratic are responding well to the recently implemented reading strategies, such as group and paired reading.
115. They are developing confidence in using their knowledge of phonics and word recognition to tackle new words. Most pupils are working well at word level.
116. Pupils are comfortable with using books and demonstrably both enjoy stories and finding out information from print.
117. Pupils have a clear idea of what a sentence is and punctuate accordingly. Many pupils are beginning to write independently, confidently and competently, especially autobiographical pieces.
118. Most pupils are making progress in spelling accurately and writing legibly.
119. Key stage 2 pupils communicate easily with each other in pairs or small groups. Their very good listening skills result in very good recall of earlier learning, for example in the genres of myths and legends.
120. They answer and formulate questions well.
121. Pupils read competently and for a variety of purposes including scanning off-screen. Most pupils have good understanding of what they read, using textual references well.
122. Most pupils predict the end of a story using sound knowledge of the text and original imagination. They often demonstrate strong empathy with the characters and a clear understanding of plot.
123. Pupils write in a number of different genres and make good progress in planning and structuring their written work.

124. Older pupils show a good awareness of the writers' techniques, especially in science fiction.

Shortcomings

125. More able pupils in key stage 1 do not read challenging enough texts at times.
126. In key stage 2, the more able pupils do not write at sufficient length for their interest and ability.

Science

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

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

Good features

127. In both key stages, pupils make good progress in developing the skills of inquiry and investigation.
128. In key stage 1, pupils explore the properties of magnets using terms such as 'poles' and 'attraction' with scientific accuracy. They make sound predictions for which materials are attracted and which are not based on their past experience and learning. They present results well in charts and tables.
129. Pupils in Y2 make simple and appropriate hypothesis about the properties of light and sources of light. They understand the properties of transparent, translucent and opaque materials and describe them accurately.
130. The pupils use a good range of systems for recording scientific information in key stage 1. For example, they use symbols and keys to represent different sounds they listen to and make graphs and charts to show the most common. They make good use of ICT for this.
131. In key stage 2, pupils build on their skills of investigation and broaden their knowledge and understanding effectively. They have good experience of all aspects of the science curriculum.
132. In Y3, pupils correctly identify what may be 'changed' and what may remain unchanged when heating different materials. They know that some changes are irreversible. They manage their experiments to make sure that they are conducting a 'fair test'.
133. Pupils' knowledge of life and living things is good. In Y5, pupils know the main food groups and explain well the scientific basis for the effects of proteins and carbohydrates on the body. They give rationale reasons for sorting true and false information on healthy living.
134. In Y6, pupils show a deeper understanding of properties of materials. They use a good vocabulary to discuss their ideas for investigating properties of solutions such as; 'agitate', 'variables' and 'solutes'.
135. The pupils make generally good use of ICT to research in science and are beginning to make full use of spreadsheets and other data handling in this work.

Shortcomings

136. The more able pupils do not often extend their knowledge by asking probing questions or developing their own ideas for investigating and reporting.

Information technology

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

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

Good features

137. Pupils' basic skills are good throughout the school. They learn to log on and off and manage their own files on the computer from an early stage in key stage 1 and build on this throughout the school.
138. In key stage 1, pupils make good use of referencing and research facilities of computers. They independently access safe areas of the Internet to find out information for studies in history and other subjects. They have a good understanding of the relevance of computers and know that some sources of information may not be as reliable as others.
139. They use simple data handling programs effectively to produce graphs and charts in science and design technology work. They manipulate the text, colours and effects well in Y2 to produce the results they need.
140. In key stage 2, pupils continue to make good use of referencing facilities of the Internet in researching through the NASA website and finding out more about Queen Victoria in history. They are very thoughtful about the information provided and recognise that the information provided is only valid if the source is reliable.
141. In Y6, pupils use computers to make decisions and model scientific ideas. They use interactive programs to create virtual realities to see what happens when the data changes in their experiments. They use the mathematical functions of spreadsheets to create pizza menus and calculate the costs.
142. In both key stages, pupils make good progress in using information technology for word processing with a good understanding of presentation capabilities. They often use these skills in their homework. They combine art, music and text to make multi-media presentations.
143. The pupils have a good understanding of the advantages and disadvantages of using computers and other technologies. They understand the need for safe practice in using the Internet. They also have good experience of using other information technology facilities. For example, Y2 pupils record their own music work.

Shortcomings

144. There are no significant shortcomings.

Design technology

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

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

145. These grades are a significant improvement on those achieved in the previous inspection.

Good features

146. Throughout the school, beginning in the early years, pupils make good progress in designing and making.
147. Most pupils, especially in key stage 2, make steady progress in evaluating their work.
148. Pupils have a clear understanding of what they hope to achieve and a sound knowledge of all the processes involved.
149. Key stage 1 pupils demonstrate sound investigative skills when researching their topic such as "The Perfect Park" where they used observation, tested equipment and decided on what suited them best before proceeding to plan, sketch and make their individual parks.
150. In their work on gingerbread men, younger pupils cut carefully, use glue and split-pins correctly to attach moving arms and legs. Most show good skills in making card 'springs' and tape to enable their cut out characters to move.
151. Older key stage 1 pupils develop their deftness in sewing and threading.
152. They research, draw and label pictures and discuss vehicle parts, listing the equipment they need to make their own designed moving vehicle.
153. They discuss whether their finished products are fit for purpose. Pupils photograph their work and record their thoughts and opinions on the process, materials and product.
154. Pupils in key stage 2 build soundly on the good progress they have made in key stage 1.
155. Younger pupils make good progress in de-constructing, marking, cutting scoring and assembling packaging paying close attention to their understanding of nets and three-dimensional shapes.
156. Pupils also apply their scientific knowledge when using electric circuits and switches in creating original torches. They make considered judgements on who will use them, in what conditions and evaluate their effectiveness.
157. Older pupils have a good understanding of structures and that they can be stressed or loaded in various ways.
158. They work very well in small teams to investigate which structures provide stability and strength. They record with labelled diagrams commenting on suitability for purpose.

Shortcomings

159. Some older pupils, despite testing and evaluating their products accurately, do not take the necessary next step to modify them sensibly to improve their function.

Music

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

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

Good features

160. Standards in music are good throughout the school. Pupils in key stage 1 and key stage 2 sing enthusiastically an extending repertoire of songs and hymns in English and in Welsh.
161. Pupils in both key stages are developing good skills in performing, composing and appraising music.
162. In key stage 1, younger pupils enjoy singing and playing together, learning to experiment with sound and responding in movement. Pupils sing broadly in tune with a clear diction and a growing confidence. They exercise some control of musical elements such as dynamics and pace. They clap or tap to a steady beat in time with others.
163. Good progress is made in developing the skills of composition. Year 2 pupils appraise pieces of music, characteristic of cold countries, by Russian composers listening with enjoyment and commenting appropriately about their preferences. They appreciate that 'Troika' has a strong rhythmic pattern with bright sounds of sleigh bells. In response, they use a variety of sound sources, including their voices, bodies and a selection of untuned percussion instruments to compose tunes, in groups, following their simple graphic scores. Information and communication technology is used to record their finished composition and evaluations made.
164. In key stage 2, pupils sing in unison and simple part songs such as rounds, with increased control of breathing, posture, dynamics and pitch to enhance their performance. They play a widening range of tuned and untuned instruments including recorders.
165. In Y6, pupils learn and sing a 'blues' song. They listen with interest and sustained concentration to examples of blues melodies identifying and making a note of the main characteristics such as rhythm and structure. In groups, they compose their own lyrics to fit the musical structure and evaluate and refine their compositions. They perform to their fellow peers who show their appreciation and suggest ideas for further improvement. Their performances are then recorded.
166. A number of pupils in key stage 2 extend their musical experience through learning to play a variety of instruments including woodwind, brass, strings and guitar.

Shortcomings

167. Pupils in key stage 2 do not make enough use of musical instruments in their performances in lessons.

Religious education

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

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

Good features

168. Pupils in both key stages are developing a secure knowledge and understanding of the beliefs and practices of Christianity and of other major faiths, as required in the locally agreed syllabus.
169. In key stage 1, pupils are gaining a greater understanding of the significance of caring for the world and its people, for example, Y1 pupils recall the story of the creation with a reasonable amount of accuracy. They discuss ways in which the planet can be looked after, making banners to illustrate the message.
170. Year 2 pupils extend their knowledge of Christian practices by a visit to their local church. Following research tasks undertaken with the vicar, they describe some of the main features of the church and explain the use of a variety of artefacts in worship.
171. In key stage 2, pupils begin to appreciate the significance of special texts, for themselves and for Christians, for example, they know that the Ten Commandments are a set of rules used by Christian and Jewish religions and that everyone needs a set of rules by which to live. Pupils write their own set of rules and compare and contrast them to the Ten Commandments.
172. Year 4 pupils are aware of ways in which peoples lifestyles are affected by their religious beliefs. They demonstrate a good knowledge of the main features of Islamic beliefs. They retell the story of the prophet Mohammed and recognise why the Qu'ran is so special. Pupils know that Muslims worship in a mosque and begin to appreciate the importance of prayer. They use religious language appropriately and are beginning to have an understanding of some of the symbols and artefacts associated with the Muslim religion.
173. By the end of key stage 2, pupils successfully use the knowledge they gain from their study of Christianity, Judaism and Islam and make links between the main customs and traditions associated with them. Pupils appreciate the meaning of sacred in relation to religious texts. They recognise how the Bible, Torah and Qu'ran are books of rules and how they influence people's lives by their respective codes of conduct. Pupils discuss and debate the questions and issues raised in the process.

Shortcomings

174. The quality and quantity of pupils written work does not always reflect the depth of their religious knowledge and understanding.
175. In key stage 2, some pupils confuse aspects of major religions one with another.

School's response to the inspection

The headteacher, staff, governors and pupils of Rhos Street Community Primary School wish to thank the inspection team for the thorough, professional and courteous way they conducted our inspection. The team acknowledged that this is a good school, providing good quality education with many good features.

The inspection team agreed with most of the judgements made by the school in its self evaluation report.

The parents will be pleased to note the many positive elements in the report, which include the provision and enthusiasm for promoting the Welsh language, the school is very well led and provides value for money.

The very high percentages of grades 1 and 2 achieved for standards of learning and quality of teaching (81% good or better in both) reflect the dedication and commitment of all the staff to the focused improvement of teaching and learning throughout the school. The school is delighted that the quality of teaching far exceeds the WAG's targets.

The positive, caring ethos of the school is a strength. We are very proud of our children and were most pleased that the inspectors found their behaviour to be very good and that they play a good part in the school community. These standards can only be achieved through a combination of skill and dedication of all school staff and the excellent relationship that exists between the school, its pupils, its parents and the community.

Rhos Street School is a good school that aspires to be outstanding – the inspection process not only validated the dedication and commitment by the whole staff, but has also provided a springboard for the future. It has also given the school recognition and impetus to put together an action plan for further exciting and ambitious development.

The very positive findings of the report are a reflection of and worthy tribute, to the generous support and dedication of all members of our school community.

Appendix 1

Basic information about the school

Name of school	Rhos Street C P School
School type	Nursery and Primary
Age-range of pupils	3 to 11
Address of school	Rhos Street Ruthin
Postcode	LL15 1DY
Telephone number	01824702565

Headteacher	David Williams
Date of appointment	1990
Chair of governors	Ian Roberts
Registered inspector	Andrew Clark
Dates of inspection	05/02/07-07/02/07

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	7.5	18	26	30	27	29	26	30	193.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	1	8.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	22:1
Pupil: adult (fte) ratio in nursery classes	12:1
Average class size, excluding nursery and special classes	26
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Autumn 2005	91	94	96
Spring 2006	87.3	92	93
Summer 2006	92	95	92.4

Percentage of pupils entitled to free school meals	5
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2006			Number of pupils in Y2:		27		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	0	26	52	12
		National	0	4	12	64	20
En: reading	Teacher assessment	School					
		National	0	4	14	56	26
En: writing	Teacher assessment	School					
		National	0	5	14	69	12
En: speaking and listening	Teacher assessment	School					
		National	0	2	11	64	23
Mathematics	Teacher assessment	School	0	0	4	76	20
		National	0	2	10	63	24
Science	Teacher assessment	School	0	0	4	76	20
		National	0	0	4	65	24

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	64	In Wales	80

National Curriculum Assessment Results End of Key Stage 2:

National Curriculum Assessment KS2 Results 2006			Number of pupils in Y6		27						
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	0	0	74	26
		National	0	0	0	0	1	4	15	47	58
Mathematics	Teacher assessment	School	0	0	0	0	0	0	15	52	33
		National	0	0	0	0	0	3	15	47	32
Science	Teacher assessment	School	0	0	0	0	0	0	4	59	37
		National	0	0	0	0	0	2	11	51	35

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) by Teacher Assessment			
In the school	81.5	In Wales	74.3

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

Appendix 4

Evidence base of the inspection

Four inspectors spent a total of ten inspector days in the school and met as a team before the inspection. The team also included a peer assessor. The school nominated the headteacher to join the team.

These inspectors visited:

- 28 lessons or part lessons;
- all classes;
- acts of collective worship; and
- extra-curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection began; and
- senior managers, teachers, support and administrative staff and groups of pupils during the inspection.

The team also considered:

- the school's self-evaluation report;
- 49 responses to the parents' questionnaire;
- comprehensive documentation provided by the school before and during the inspection; and
- a wide range of pupils' past and present work.

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

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Andrew Clark Registered inspector	Key questions 1, 2, 5, 6 Science Information technology
Justine Barlow Lay inspector	Key question 4 and contributions to all other key questions
Meiriol Jones Team inspector	Key questions 3 and 7 and contributions to other key questions English Design technology
Kath Andrew Team inspector	Music Religious education
Ged Ashton Peer Assessor	Contributions to all key questions Focus on key skills
David Williams Nominee	Attendance at all team meetings and contribution to discussion on all key questions

Acknowledgement

The registered inspector and team wish to thank the governors, headteacher, staff and pupils for their co-operation and courtesy before, during and after the inspection.

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