

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

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

**Rhostyllen C.P. School  
School Street  
Rhostyllen  
Wrexham  
LL14 4AN**

**School Number: 6652200**

**Dates of Inspection: 01/05/07**

**by**

**David Martin Cray  
16768**

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Rhostyllen 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 Rhostyllen C.P. School took place between 01/05/07 and 03/05/07. An independent team of inspectors, led by David Martin Cray undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a short inspection.

## Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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## **Context**

### **The nature of the provider**

- 1 The school is located in the centre of the village of Rhostyllen, on the southern outskirts of Wrexham. It serves the village itself and the surrounding area which is described as being neither particularly prosperous nor economically disadvantaged. Rhostyllen County Primary School is maintained by Wrexham Local Education Authority. The pupils represent the full range of ability and their attainment levels vary when they are first admitted to school.
- 2 There are currently 170 pupils between 3 and 11 years of age on the school register, and children are admitted on a part-time basis in the September following their third birthday.
- 3 Some 13% of pupils are entitled to receive free school meals – a figure that is below county (16%) and national (19%) averages. Forty one pupils, (24%) are designated as having additional learning needs.
- 4 There are no pupils in attendance who come from homes where Welsh is spoken as a first language and the school follows the National Curriculum in Wales Welsh second language programmes of study.
- 5 The headteacher was appointed to his post in September 1992 and the majority of teaching staff were involved in the previous inspection which was held in May 2001.

### **The school's priorities and targets**

- 6 The school's priorities and targets for 2006 – 2007 include aspects for development relating to:
  - The curriculum and standards;
  - Additional learning needs;
  - Management of human and physical resources.

## Summary

- 7 Rhostyllen is a particularly good school, led by a headteacher, who together with his staff, are committed to their pupils. The findings of the inspection team match the judgements made by the school in four of the seven Key Questions. The team awarded lower grades for Key Questions 1, 4 and 5.

### Table of grades awarded

- 8 The inspection team judged the school's work as follows:

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

### Standards

- 9 Across the school, the pupils, including those with additional learning needs, make consistently good progress in achieving agreed learning goals. They succeed in their work, regardless of their ability or social background.
- 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. They make good progress in the development of their mathematical and information technology skills across the curriculum. The development of their communication skills across the range of experiences is also good.
- 11 Overall, pupils in Key Stages 1 and 2 achieve good standards in the use of their English communication skills in a range of contexts, with some individuals at the upper end of Key Stage 2 producing written work that is at times outstanding. Pupils use their mathematical and information technology skills confidently across the subject areas.

- 12 Although pupils' bilingual capability is limited, they show good attitudes towards the Welsh Language and its use in some contexts across the curriculum.
- 13 In relation to similar schools in Wales in terms of the percentage of pupils receiving free school meals, the school's most recent performance is as follows:

	<b>2004</b>	<b>2005</b>	<b>2006</b>
<b>Key Stage 1</b>	1	4	4
<b>Key Stage 2</b>	3	2	3

**Key**

- 1- Performing in the top 25% of schools  
 2 - Performing in the top 50% but below the best performing 25% of schools  
 3 - Performing in the bottom 50%, but above the lowest performing 25% of schools  
 4 – Performing in the bottom 25% of schools

- 14 Pupils make good progress in their learning. They are quick to learn new knowledge and skills and work at the optimum levels of their ability.
- 15 There is good development of pupils' personal, social and learning skills. They have very positive attitudes towards their work and show genuine interest in their lessons.
- 16 Pupils behave responsibly, respect each other and show a high level of self-discipline.
- 17 Average levels of attendance at the school over the last three full terms are slightly above 94% and compare favourably with similar schools. The punctuality of pupils is good.

**The quality of education and training**

- 18 In the lessons observed, it was adjudged that the quality of teaching was as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
4%	80%	16%	--	--

- 19 The above percentages are higher than the 79% of lessons adjudged to be Grades 1 and 2 for the whole of Wales in the year 2005 (report of Her Majesty's Chief Inspector), but lower than the 18% found to be Grade 1.
- 20 Overall, the quality of assessment is good and enables the school to identify the strengths and weaknesses of individual pupils and highlight areas for improvement. An outstanding feature is the thoroughness in which examples

of pupils' levelled work in each of the core and foundation subjects have been presented in portfolios.

- 21 Pupils' work is marked regularly and conscientiously and in the best practice offer comments that provide further direction on how to improve the work. However, this practice is not consistently applied across the school.
- 22 The annual reports to parents conform to the statutory requirements. They provide useful information to parents on the progress and achievements of their children.
- 23 The school provides equal access to a broad and balanced curriculum that is relevant to the needs of pupils of all levels of ability and meets statutory requirements.
- 24 Whilst the provision for the development of pupils' bilingual skills has good features, overall, the opportunities to use Welsh, are limited. The school's self-evaluation report targets this aspect as one for further development.
- 25 An outstanding feature of the learning experiences provided for pupils is the variety of stimulating extra curricular activities that enrich experiences and expand their horizons very effectively.
- 26 The provision for the pupils' personal and social education is good and the school meets the requirements of national guidelines.
- 27 Pupils' spiritual, moral, social and cultural development is effectively promoted though their participation in a wide range of learning experiences.
- 28 The school's partnership with parents is an outstanding feature of the provision and the overwhelmingly positive responses to the pre-inspection questionnaire is clear evidence of this.
- 29 Attention is given to the Cwricwlwm Cymreig and pupils are provided with some opportunities to acquire knowledge and understanding of the traditions, culture and history of Wales. They visit places of interest and celebrate St. David's Day, with the 'Chairing of the Bard' ceremony being a notable feature. However, the experiences provided do not ensure that pupils have a firm enough knowledge of Welsh authors, musicians, artists and historical figures.
- 30 There are clear procedures in order to ensure the health and well being of pupils, and they are appropriately implemented. The school is a very caring community where pupils feel happy and secure. Pupils have a good relationship with all members of staff and this contributes significantly to the development of pupils' self esteem, confidence and positive behaviour.

- 31 The quality of provision for equality of opportunity is good and the school ensures that each pupil is encouraged to participate fully in all school activities.
- 32 Arrangements for child protection are securely in place and staff members have all been trained. An outstanding feature is the commitment towards further training that is deemed to be a requirement by the school when staff are offered posts.
- 33 Pupils with additional learning needs are identified and assessed at an early stage and there are effective systems to support their education, fully meeting the requirements of the Code of Practice for Wales.

### **Leadership and management**

- 34 The positive and enthusiastic leadership of the headteacher co-ordinates the efforts of staff, governors and parents to particularly good effect, and provides a clear sense of direction to the work of the school. Teamwork is an evident feature. Continuous improvements are ensured; expectations are high and values and agreed ideas relating to learning, behaviour and inter-relationships are shared.
- 35 The governors fulfil their duties conscientiously and they work well with the headteacher to help set the strategic direction of the school. They know the school well, and some, including the Chairman, are in regular contact. However, recent changes to the composition of the governing body, has resulted in the need to further strengthen governors' roles in relation to the monitoring and overseeing of some curricular areas. This has already been recognised and there are plans in place to address this matter.
- 36 The school operates in a self-critical environment. Curriculum coordinators shoulder a good measure of responsibility and are well-informed about performance in their respective areas. The self-evaluation report presented to the inspectors is of good quality and refers to a good range of evidence to support the judgements made.
- 37 The School Development Plan is a working document that helps set the school's strategic direction. Developments are carefully planned and their implementation is regularly discussed at staff and governing body meetings. There is however room to strengthen the Plan by outlining priorities for action over a longer term than is currently the case.
- 38 The school has made good progress in acting upon the Key Issues identified in the 2001 report.
- 40 Appropriate job descriptions are in place for all members of staff. There are good arrangements in place to promote professional development and teachers are well used to rotating their class and curricular responsibilities.

This impacts positively on the ability of staff to work together cohesively as a team.

- 41 The buildings are well maintained, but a good number of classrooms are particularly small for the number of pupils using them. It is only the teachers' flexibility and organisational skills that ensure this does not have an adverse effect on standards.
- 42 Standards of cleanliness and tidiness are particularly good.
- 43 The building provides suitable access for those with physical disabilities.
- 44 The school environment is an outstanding feature. Internally, great care has been taken to celebrate pupils' work through tasteful, stimulating and interesting displays in all areas, including cloakrooms. External play areas have been set out very thoughtfully. During their breaktimes, pupils have a wide range of options in order to engage and encourage them to learn, and to develop their personal and social skills.
- 45 Expenditure decisions are well reconciled with the school's priorities. The head-teacher and governing body manage the budget carefully and the school provides particularly good value for money.

## Recommendations

- R1 Strengthen the provision for developing pupils' bilingual competence, together with the 'Cwricwlwm Cymreig';
- R2 Ensure greater consistency in the way in which pupils' work is marked;
- R3 Strengthen the school's development plan by outlining long term priorities for action;
- R4 Strengthen governors' roles in relation to the monitoring and overseeing of subject areas.

**Note:** R1 and R4 above have already been identified as matters for action through the school's self-evaluation arrangements.

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.

- 46 The findings of the inspection team differ from the school's self-evaluation to the extent that the inspectors are of the view that, overall, the standards achieved by pupils, reflect a lower grade than the Grade 1 awarded by the school.
- 47 Across the school, the pupils, including those with additional learning needs, make consistently good progress in achieving agreed learning goals. They succeed in their work, regardless of their ability or social background.
- 48 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. They make good progress in the development of their mathematical and information technology skills across the curriculum. The development of their communication skills across the range of experiences is also good.
- 49 Overall, pupils in Key Stages 1 and 2 achieve good standards in the use of their English communication skills in a range of contexts, with some individuals at the upper end of Key Stage 2 producing written work that is at times outstanding. Pupils use their mathematical and information technology skills confidently across the subject areas.
- 50 Although pupils' bilingual capability is limited, they show good attitudes towards the Welsh Language and its use in some contexts across the curriculum.
- 51 In Key Stage 1 in 2006, according to teachers' assessments, 69.2% of pupils attained level 2 or above in the core subjects of English, mathematics and science. In 2005 the figure was 66.7% (Wales 80.9%; Wrexham 83%) and in 2004 it was 93.8% (Wales 80%; Wrexham 82%). The school's results for 2006 were significantly lower than county and national averages (2005) in English and science, but higher in mathematics.
- 52 In Key Stage 2 in 2006, according to teachers' assessments, 78.9% of pupils at the school attained level 4 or above, in the core subjects of English, mathematics and science. In 2005 it was 84% (Wales 74.3%; Wrexham 75.5%) and in 2004 the figure was 72% (Wales 72%; Wrexham 72%). The school's results for 2006 were slightly lower than county and national averages (2005) in English and mathematics, but significantly higher in science.

53 Overall, in both key stages, both boys and girls perform to similar levels.

54 In relation to similar schools in Wales in terms of the percentage of pupils receiving free school meals, the school's most recent performance is as follows:

	<b>2004</b>	<b>2005</b>	<b>2006</b>
<b>Key Stage 1</b>	1	4	4
<b>Key Stage 2</b>	3	2	3

**Key**

1- Performing in the top 25% of schools

2 - Performing in the top 50% but below the best performing 25% of schools

3 - Performing in the bottom 50%, but above the lowest performing 25% of schools

4 – Performing in the bottom 25% of schools

55 Pupils make good progress in their learning. They are quick to learn new knowledge and skills and work at the optimum levels of their ability.

56 There is good development of pupils' personal, social and learning skills. They have very positive attitudes towards their work and show genuine interest in their lessons.

57 They make effective use of their time and motivation levels are high across the age range.

58 Pupils behave responsibly, respect each other and show a high level of self-discipline. They are caring of each other and the living things around them; they are willing to listen to the opinions of other pupils and are open and honest in their involvement with adults. This makes a considerable contribution to creating a civilised school community and a pleasant learning environment.

59 Average levels of attendance at the school over the last three full terms are slightly above 94% and compare favourably with similar schools. The punctuality of pupils is good.

60 Pupils' ability to work independently and to make their own decisions about their work is good in all classes. Creative and problem solving skills are developing well, with the under-fives' creative development being a particularly noteworthy feature.

61 Throughout the school, pupils respect the diversity of beliefs, attitudes and other cultural and social traditions. They have a good awareness of equal opportunity issues and fairness.

- 62 Pupils have a good understanding of their community and of their own responsibilities towards it. Overall, their understanding of the world of work and of local businesses and industries is also good.

## 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 In the lessons observed, it was adjudged that the quality of teaching was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
4%	80%	16%	--	--

- 65 The above percentages are higher than the 79% of lessons adjudged to be Grades 1 and 2 for the whole of Wales in the year 2005 (report of Her Majesty's Chief Inspector), but lower than the 18% found to be Grade 1.
- 66 The working relationship between the teachers and pupils within all the classes creates a pleasant ethos and provides a good foundation for effective learning.
- 67 Teachers are good role models and pupils are aware of the expectations with regard to work and behaviour.
- 68 Teachers have a sound knowledge of the subjects they teach and a good understanding of recent educational initiatives. They use effective questioning techniques to secure the active engagement of learners. Good attention is given to the needs of individuals and careful planning ensures equality of opportunity for all.
- 69 In all classes, teachers are enthusiastic and use a variety of learning strategies and appropriate resources.
- 70 The outstanding features to the teaching include:
- teachers having particularly high expectations with regard to pupils' achievements, attitude and behaviour;
  - tasks which are very challenging and stimulate pupils' interest and enthusiasm; and
  - particularly skilful questioning that builds well on what pupils already know and what they can do.

- 71 The features of good teaching include:
- carefully planned lessons with clear aims and learning objectives which are shared with pupils;
  - lessons that move at a good pace;
  - well focused and appropriate interventions and support for pupils;
  - an effective partnership between teachers and support staff which has a positive influence on pupils' development and progress;
  - activities well matched to pupils' differing needs; and
  - effective reinforcement of the content of lessons in plenary sessions;
- 72 In the small minority of lessons where teaching is less effective:
- lessons do not develop at an appropriate pace;
  - the expectations are not sufficiently ambitious nor the work sufficiently challenging; and
  - there are limited opportunities for independent work.
- 73 Overall, the quality of assessment is good. Core subjects are assessed termly, at the end of a module of work and at the end of each key stage. The school has developed an effective pupil tracking system that provides additional and beneficial information on pupils' performance as they progress through the school.
- 74 An outstanding feature of the assessment arrangements is the thoroughness in which examples of pupils' levelled work in each of the core and foundation subjects have been presented in portfolios. This is a very effective tool that facilitates the process of moderating judgements and raising standards.
- 75 Pupils' work is marked regularly and conscientiously and in the best practice offer comments that provide further direction on how to improve the work. However, this practice is not consistently applied across the school.
- 76 The annual reports to parents conform to the statutory requirements. They provide useful information to parents on the progress and achievements of their children. Parents are formally welcomed to three annual meetings to review their child's progress and are welcomed informally at any time.

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

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

- 77 The findings of the inspection team match the judgement made by the school in the self-evaluation report.
- 78 The school provides equal access to a broad and balanced curriculum that is relevant to the needs of pupils of all levels of ability and meets statutory requirements.

- 79 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Desirable Outcomes for Children's Learning.
- 80 Clear policy documents and schemes of work ensure continuity and progression in learning throughout the school. Planning strategies are well focused and regular evaluation ensures clear direction, progression and continuity in learning.
- 81 The provision for the development of pupils' bilingual skills has good features that outweigh shortcomings. Pupils are taught to respond effectively to greetings, follow simple instructions and recite the Lord's Prayer very effectively in Welsh. However, overall, the opportunities to use incidental Welsh, are limited. The school's self-evaluation report targets this aspect as one for further development.
- 82 An outstanding feature of the learning experiences provided for pupils is the variety of stimulating extra curricular activities that enrich experiences and expand their horizons very effectively. This includes the numerous after school clubs, both sporting and cultural, giving pupils opportunities to improve and extend their talents. Visitors to the school, such as the local clergy, an African missionary and local police and fire officers all contribute to pupils learning and experiences and further strengthen their awareness, understanding and respect for each other and the wider community. Numerous visits to museums and art galleries, together with residential experiences complement and extend the curriculum and contribute very effectively to pupils' overall development.
- 83 The provision for the pupils' personal and social education is good and the school meets the requirements of national guidelines. Suitable opportunities are provided during sessions such as 'Circle Time' to discuss emotions and feelings, the importance of friends and the significance of initiatives such as 'fair trade'.
- 84 Homework is set regularly and the work is a good extension of schoolwork, especially in numeracy and literacy.
- 85 Pupils' spiritual, moral, social and cultural development is effectively promoted through their participation in a wide range of learning experiences. Spiritual development is enhanced through taking an active part in acts of collective worship and close links with local clergy and places of worship.
- 86 Pupils' moral and social development is good. The sharing of moral messages is a prominent feature of the provision and pupils are encouraged to develop a clear sense of what is right and wrong. Collecting towards good causes such as the Poppy appeal, Children in Need and Tŷ Mam Duw Convent promotes understanding of citizenship.

- 87 The school's partnership with parents is an outstanding feature of the provision and the overwhelmingly positive responses to the pre-inspection questionnaire is clear evidence of this. The Parents and Friends of the School make a particularly valuable contribution and a core is active on a day-to-day basis and during educational visits. They also play a major part in helping staff run school discos and cinema visits. The school is very encouraging of parents to enhance their own skills such as qualifying as swimming instructors.
- 88 Communication lines are clear and parents are well informed. The school's prospectus is detailed and professionally presented, but has some minor shortcomings.
- 89 There are strong links with the school's secondary phase partner. Links with other primary schools are good, together with further education establishments.
- 90 The school is a very important institution within Rhostyllen and surrounding district, and pupils play a keen and active part in the life of the community.
- 91 Attention is given to the Cwricwlwm Cymreig and pupils are provided with some opportunities to acquire knowledge and understanding of the traditions, culture and history of Wales. They visit places of interest and celebrate St. David's Day, with the 'Chairing of the Bard' ceremony being a notable feature. However, the experiences provided do not ensure that pupils have a firm enough knowledge of Welsh authors, musicians, artists and historical figures.
- 92 Opportunities to develop awareness of, and respect for other cultures are effectively promoted through work in subjects such as geography, music, art and religious education, and through actively participating in initiatives such as the Wrexham Tapestry of Life Festival.
- 93 The provision for developing pupils' understanding of sustainable development and global citizenship is good. Pupils are taught of the need for recycling, energy conservation and the effect of pollution on the environment in countries such as China. The school has achieved the bronze Eco award. The well established School Council and Eco Committee provide good opportunities for pupils to be involved in decision making and to learn about the democratic process. The prefect system, house captains and classroom 'buddies' allow pupils the opportunity to take responsibility for tasks within the school.
- 94 The attention given to work-related education is good, with a range of activities supported by major businesses in the Wrexham area helping to develop a vocational awareness amongst pupils.
- 95 Entrepreneurship is encouraged by the school, producing goods for sale during school fairs, together with other activities such as producing a school magazine.

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

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

- 96 The findings of the inspection team differ from the school's self-evaluation to the extent that the inspectors do not agree that the provision warrants an overall judgement of Grade 1 for this Key Question.
- 97 The school is a very caring community where pupils feel happy and secure. Pupils have a good relationship with all members of staff and this contributes significantly to the development of pupils' self esteem, confidence and positive behaviour. Pupils readily turn to adults for help and support, and they are listened to and treated with respect. Support programmes are carefully planned and integrated into school life so that they meet pupils' needs and ensure equality of opportunity.
- 98 Induction arrangements that help pupils settle in the nursery class are well established and organised. Parents are fully involved in the process and share in their child's first experience of school. Arrangements to settle pupils into school life at later stages are equally effective.
- 99 The school has clear procedures in order to ensure the health and welfare of pupils, and they are appropriately implemented. The school is a secure environment and there have been significant improvements since the last inspection, including the installation of CCTV Cameras. All members of staff, including mid-day supervisors, have received appropriate training in first aid and there are good procedures in place for pupils who are unwell or who have had an accident.
- 100 Fire drills are held on a termly basis and risk assessments are undertaken prior to educational visits or activities. Pupils are carefully supervised when they are on the school grounds and there are effective arrangements for receiving them in the morning and releasing them at the end of the school day.
- 101 The quality of provision for equality of opportunity is good and the school ensures that each pupil is encouraged to participate fully in all school activities.
- 102 Through the well established School Council, pupils receive good opportunities to develop an awareness of citizenship, the importance of democracy as well as the right to express opinions about a number of aspects of the life and work of the school.
- 104 Arrangements for child protection are securely in place and staff members have all been trained. An outstanding feature is the commitment towards further training that is deemed to be a requirement by the school when staff are offered posts. The headteacher and deputy head are the

designated persons responsible for child protection and members of staff are very aware of procedures and policies. The good links with all agencies involved ensure that any concerns are dealt with immediately. This is a strength within the school's provision.

- 105 There are very effective arrangements for monitoring pupils' behaviour, progress, attendance and punctuality. The use of praise permeates through all areas of school life and pupils' achievements are regularly celebrated during 'Award' assemblies and 'Golden time' sessions. Anti-bullying procedures are communicated to very good effect, and pupils in their discussions with inspectors reported that bullying is not tolerated. The monitoring of attendance and punctuality is particularly robust and handled personally by the headteacher.
- 106 The school is involved in initiatives to develop healthy life styles such as the fruit tuck shop and the availability of 'fruit bowls' at lunchtime.
- 107 Pupils with additional learning needs are identified and assessed at an early age and there are effective systems to support their education, fully meeting the requirements of the Code of Practice for Wales. Individual education plans are of good quality and contain concise, clear and relevant targets that are reviewed on a termly basis. The additional learning needs co-ordinator administers the programme efficiently and effectively.
- 108 The school's policies and practices nurture positive attitudes amongst pupils on issues such as acknowledging diversity and promoting equality on the grounds of race, background and gender. However, there are no measures currently in place to monitor on an annual basis the effectiveness of these policies.
- 109 The school is particularly sensitive of the statutory requirements regarding provision for pupils and adults with physical disabilities. It has produced an accessibility plan based on the requirements of the 2001 Disability and Special Educational Needs Act.

## **Leadership and management**

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

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

- 110 The findings of the inspection team differ from the school's self-evaluation. Whilst there are particularly good overall features to the school's leadership and strategic management, the inspection team are of the view that these do not reflect a Grade 1 judgement.

- 111 The positive and enthusiastic leadership of the headteacher co-ordinates the efforts of staff, governors and parents to particularly good effect, and provides a clear sense of direction to the work of the school. Teamwork is an evident feature. Continuous improvements are ensured; expectations are high and values and agreed ideas relating to learning, behaviour and inter-relationships are shared.
- 112 Equal opportunities for all are promoted and careful consideration is given to the views of all involved with the school when making decisions.
- 113 Good consideration is given to national and county priorities. The school has gained the Basic Skills Agency Quality Mark for the third time and also, 'Investors in People' status. There is a good awareness of developments in relation to the requirements of the Foundation Phase.
- 114 The school sets targets for its pupils according to the Welsh Assembly Government's requirements. These are often challenging but achievable.
- 115 Appropriate performance management arrangements have been established and the objectives set promote the continuous professional development of staff whilst also addressing the priorities set for the school as a whole.
- 116 There are good arrangements in place to support and provide training for the newly qualified member of the teaching staff.
- 117 The governors fulfil their duties conscientiously and they work well with the headteacher to help set the strategic direction of the school. They know the school well, and some, including the Chaiman, are in regular contact. However, recent changes to the composition of the governing body, has resulted in the need to further strengthen governors' roles in relation to the monitoring and overseeing of some curricular areas. This has already been recognised and there are plans in place to address this matter.
- 118 The school fulfils the requirements in relation to teaching time, but there are minor shortcomings in the annual report of the governing body to parents.

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

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

- 119 The findings of the inspection team match the judgement made by the school in the self-evaluation report.
- 120 The school operates in a self-critical environment. Curriculum coordinators shoulder a good measure of responsibility and are well-informed

about performance in their respective areas. Monitoring procedures include giving appropriate attention to a good range of direct evidence such as lesson observation and scrutinising pupils' work. Information is used effectively to inform planning and make improvements.

- 121 Effective use is made of local and national benchmarking information in order to compare the school's performance.
- 122 Consideration is given to the pupils' voice in the development of the school through the School Council. The school works in a completely open manner; parents are asked to comment formally and are also encouraged to call in to discuss face to face any concerns about procedures or provision.
- 123 The self-evaluation report presented to the inspectors is of good quality. It is very comprehensive and provides a useful overview of the school's position. It identifies areas and aspects that are strengths together with those that require further attention. It refers to a good range of evidence to support the judgements made.
- 124 The School Development Plan is a working document that helps set the school's strategic direction. It is formulated through the combined efforts of the headteacher, staff and governors. Developments are carefully planned; expected outcomes are identified, together with the responsibilities allocated to individuals. It also contains details of the resources required to support the developments. The implementation of the Plan is regularly discussed at staff and governing body meetings. There is room to strengthen the document by outlining priorities for action over a longer term than is currently the case.
- 125 The findings of the inspection team match the judgements made by the school in four of the seven Key Questions. The team awarded lower grades for Key Questions 1, 4 and 5.
- 126 The school has made good progress in acting upon the Key Issues identified in the 2001 report.

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

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

- 127 The findings of the inspection team match the judgement made by the school in the self-evaluation report.
- 128 The school's teachers have the required knowledge and expertise to teach all aspects of the curriculum together with classroom support staff and some parent volunteers who work very effectively with them.
- 129 Appropriate job descriptions are in place for all members of staff. There are good arrangements in place to promote professional development and

teachers are well used to rotating their class and curricular responsibilities. This impacts positively on the ability of staff to work together cohesively as a team.

- 130 There are effective arrangements for reducing the teachers' workload and for providing them with non-contact time for planning, preparation and assessment. These include the headteacher shouldering some of the teaching responsibility.
- 131 The school is well resourced for the whole of the age range, including the under-fives. There are interactive whiteboards in each classroom; the library is well stocked with a range of books that are arranged and displayed in such a way that the pupils are able to access material of their choice with relative ease.
- 132 The buildings are well maintained, but a good number of classrooms are particularly small for the number of pupils using them. It is only the teachers' flexibility and organisational skills that ensure this does not have an adverse effect on standards.
- 133 Standards of cleanliness and tidiness are particularly good.
- 134 The building provides suitable access for those with physical disabilities.
- 135 The school makes effective use of resources, within the community and beyond, to promote the learning experiences of the pupils.
- 136 The school environment is an outstanding feature. Internally, great care has been taken to celebrate pupils' work through tasteful, stimulating and interesting displays in all areas, including cloakrooms. External play areas have been set out very thoughtfully. During their breaktimes, pupils have a wide range of options in order to engage and encourage them to learn, and to develop their personal and social skills.
- 137 Expenditure decisions are well reconciled with the school's priorities. The head-teacher and governing body manage the budget carefully and the school provides particularly good value for money.

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

We would like to thank the team for the professional manner in which they conducted the Inspection. We are delighted that they recognised the many strengths and outstanding features in our school.

## Appendix 1

### Basic information about the school

Name of school	Rhostyllen County Primary
School type	Community
Age-range of pupils	3 – 11 years
Address of school	School Street Rhostyllen Wrexham
Post-code	LL14 4AN
Telephone number	(01987) 352357
Headteacher	Mr W Jones
Date of appointment	September 1992
Chair of governors/ Appropriate authority	Mr S Davies
Reporting inspector	Mr D M Cray
Dates of inspection	1 – 3 May 2007

## Appendix 2

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	13	18	24	25	25	21	14	30	170

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	7	2	7.9

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	21.2:1
Pupil: adult (fte) ratio in nursery classes	13:1
Pupil: adult (fte) ratio in special classes	--
Average class size, excluding nursery and special classes	26.1
Teacher (fte): class ratio	1.2:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2006	91.7%	92.3%	95.5%
Autumn 2006	88.4%	86.6%	94%
Spring 2007	94.5%	90.7%	94%

Percentage of pupils entitled to free school meals	13%
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						25
Percentage of pupils at each level									
			D	W	1	2	3	2+	
English:	Teacher Assessment	School		4	27	54	15	69	
		National		4	12	64	20	84	
English: Oracy	Teacher Assessment	School		4	27	50	19	69	
		National		2	11	64	23	87	
English: Reading	Teacher Assessment	School		4	19	54	23	77	
		National		4	14	56	26	82	
English: Writing	Teacher Assessment	School		4	31	58	8	65	
		National		5	14	69	12	81	
Mathematics	Teacher Assessment	School		4		69	27	96	
		National		2	10	63	24	87	
Science	Teacher Assessment	School		4	19	46	31	77	
		National		2	9	65	24	89	

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

In the school	69.2%	In Wales	80.9%
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### National Curriculum Assessment Results: End of Key Stage 2

National Curriculum Assessment KS2 Results 2006			Number of pupils in Y6						19			
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	4+
English	Teacher assessment	School							21	53	26	79
		National			1		1	4	15	47	32	79
Mathematics	Teacher assessment	School							21	47	32	79
		National			1		1	3	15	47	32	79
Science	Teacher assessment	School							5	47	47	95
		National			1			2	11	51	35	86

Percentage of pupils attaining at least level 4 in mathematics, science and either English or Welsh (first language) according to teacher assessment

In the school	78.9%	In Wales	74.3%
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- D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum
- A Pupils who have failed to register a level because of absence
- F Pupils who have failed to register a level for reasons other than absence
- W Pupils who are working towards level 1

## Appendix 4

### Evidence base of the inspection

Three inspectors spent a total of six inspector days in the school and met as a team before the inspection.

These inspectors visited:

- twenty five lessons or part lessons;
- all classes;
- acts of collective worship; and
- a range of 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;
- forty-two responses to a parents' questionnaire;
- comprehensive documentation provided by the school before and during the inspection; and
- a wide range of pupils' past and current work.

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

## Appendix 5

### Composition and responsibilities of the inspection team

Inspector	Type	Aspects
Mr D M Cray	Rgl	Context; Summary; Recommendations; Annexes; Key questions 1; 5; 6 and 7.
Mr O Phillips	Team	Key questions 2; 3; 4.
Mr W Owen	Lay	Contributions to key questions 1; 3; 4 and 7

**School's Nominee:** Mr W Jones

**Contractor:** Arolygiadau Deheubarth Inspections; Afallon; Heol Llandeilo; Gorslas; Llanelli; SA14 7LU.

### 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.