

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

**Ysgol Twm o'r Nant  
Rhyl Road  
Denbigh  
LL16 3DP**

**School Number: 663/2134**

**Date of Inspection: 7 – 9 February 2005**

**by**

**Phillip Edwards  
W227/15669**

**Date: March 2005**

**Under Estyn contract number: T/114/04P**

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Ysgol Twm o'r Nant Primary was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Ysgol Twm o'r Nant Primary took place between 7 – 9 February 2005. An independent team of inspectors, led by Mr Phillip Edwards undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

<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

### Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The national curriculum covers four key stages as follows:

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

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## Context

### The nature of the provider

1. Ysgol Twm o'r Nant with 267 pupils aged three to 11 years of age is a Welsh-medium primary school situated in the county of Denbighshire. Pupils attend school from the town of Denbigh and the surrounding area. Around 41% of them are from homes where Welsh is the main spoken language with 87% of them who speak Welsh as a first language or to an equivalent standard. According to the school, the majority of pupils are drawn from relatively advantaged areas; around two per cent of them are entitled to free meals, which is well below the all-Wales average of 19%. Around 11% of pupils have special educational needs (SEN) including five pupils with statements of educational need who attend the school's SEN unit. The school has achieved Investors in People status.

### The school's priorities and targets

2. The school's aims include:
  - develop the skills of living together within a class and school society and also society in general and emphasising the co-acceptance between individuals, groups and nations;
  - develop the children in both languages, namely Welsh and English, in order that they can enjoy and respect both and use them effectively and imaginatively;
  - give all children an opportunity, whatever their ability, to play a full part in the life of the school and to try to encourage and nurture the development of those children who suffer social or academic disadvantage;
  - ensure that all children have opportunities to extend themselves in their especial skills, whether they be academic, physical or social.
3. The school targets the following priorities for improvement in its school development plan (SDP) for 2004-2005:
  - improve the quality of teaching and learning in the school generally;
  - raise standards in ICT in key stages 1 and 2;
  - ensure the continuance of a high attendance percentage;
  - develop staff professionally;
  - improve the standard of planning in the school;
  - develop parental awareness of the school's work;
  - develop the school's policies;
  - develop home-school links;
  - undertake an audit of children's safety;
  - revise lunchtime/playtime arrangements;
  - make more use of data that is collected;

- raise standards in ICT;
- ensure that the SDP is a live document.

## Summary

4. Ysgol Twm o'r Nant is a happy, friendly Welsh-medium community school where pupils are taught well and make good progress.
5. The inspection team agreed with most of the judgements made by the school in the self-evaluation report.

### Table of grades awarded

6. 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?	3
7. How well do leaders and managers evaluate and improve quality and standards?	2
8. How efficient are leaders and managers in using resources?	2

7. During the inspection, the pupils' standards of achievement in the subjects are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
14%	79%	7%	0%	0%

8. The overall quality of the educational provision for the under fives is appropriate to their needs and children make good progress towards the desirable outcomes for their learning. Through their active involvement in relevant first-hand experiences, children under five are learning to explore, experiment and solve problems confidently; they are enthusiastic about their new learning opportunities.

9. Standards in the six areas of learning are as follows:

<b>Areas of learning</b>	<b>Nursery</b>	<b>Reception</b>
Language, literacy and communication	Grade 2	Grade 2
Personal and social development	Grade 2	Grade 1
Mathematical development	Grade 2	Grade 2
Knowledge and understanding of the World	Grade 2	Grade 1
Creative development	Grade 2	Grade 1
Physical development	Grade 2	Grade 2

10. In KS1 and KS2, in the subjects inspected, the standards of achievement are as follows:

<b>Subjects</b>	<b>Key stage 1</b>	<b>Key stage 2</b>
Welsh	Grade 2	Grade 2
Science	Grade 2	Grade 2
Information technology	Grade 2	Grade 3
Music	Grade 2	Grade 1
Religious education	Grade 2	Grade 2

11. Pupils with SEN, including those in the SEN unit make good progress and achieve the targets set for them.
12. Children under five make Grade 2 progress in the key skills of speaking, listening, reading, writing, numeracy and information and communications technology. Those who enter school with little or no Welsh quickly gain confidence in using the language.
13. In both key stages pupils' key skills in speaking, reading, writing and numeracy are Grade 2; in KS1, key skills in information and communications technology are Grade 2 and in KS2, where pupils do not use ICT in a wide enough range of applications across the curriculum, they are Grade 3. In both key stages, the key skill of listening is Grade 1 and is an outstanding feature.
14. Pupils make good progress throughout the school in their bilingual competence.
15. According to the school, pupils' achieved the targets set for them in the previous three years with little difference between the performance of girls and boys.
16. Teacher assessment for 2004, show that pupils in KS1 achieved above the expected national and local standards for 2003 in the core subjects of

Welsh and mathematics with science significantly above. When compared with similar schools, standards are between the middle and upper quartile.

17. Test and task results in KS2 for 2004 compared with local and national averages for 2003 show pupils' attainment to be significantly above in English, Welsh and mathematics and well above in science. When the core subject indicator is compared with similar schools across Wales, it is in the upper quartile.
18. Pupils acquire good study skills. The children under five make very good progress in independent learning, decision making and organising their own activities. As they move from year to year, pupils steadily acquire appropriate knowledge, skills and understanding of the curriculum, and make sound progress in learning. This is less evident by the time pupils reach KS2, where pupils are not always given sufficient opportunity for independent learning or for adopting a problem solving approach to their work.
19. Pupils show a mature awareness of the concept of equal opportunities. They are making sound progress in learning to respect diversity of faiths and cultures within society and their understanding of their community is richly enhanced by visitors to the school and by excursions into the community.
20. Pupils display good application and attitudes towards their education. They are very ready to contribute to the high expectations of teachers and respond in a confident, mature and responsible manner.
21. Pupils' general behaviour is good. However, at times the limitations of the playground lead to instances of minor arguments, but this is given appropriate attention. On the whole, the thoughtful and caring atmosphere permeates through all the life of the school, and all individuals are courteous, kind and respectful of one another. Diversity and social inclusion are promoted appropriately and this provides firm foundations for the pupils to develop into mature and responsible citizens; this is one of the school's outstanding features. Pupils from the SEN unit are included in appropriate lessons and activities with their mainstream peers which is beneficial to all.
22. Pupils' perception and awareness of the world of work and the workplace are very good. The range and the value of the links with the world of business and industry are quite extensive and they enrich their educational experiences. In addition, their contribution to the life of the community, with an extensive range of activities, is very good. These community links are also one of the school's outstanding features.
23. Pupils' personal, social and moral development is nurtured well through the daily life and work of the school. Pupils show good development in their creative skills throughout the school.

24. The vast majority of pupils attend school regularly and are punctual at the start of the school day.

### The quality of education and training

Quality of teaching	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	24%	70%	6%	0%	0%

25. Good and often better teaching is a notable strength of the school. The percentage of good lessons is significantly higher than the target of the Welsh Assembly Government (WAG) of 50% of lessons good or better.
26. In all lessons, teaching is at an appropriate level with objectives identified and good planning in terms of thoroughness and detail. The outstanding features include:
- very good relationships with pupils;
  - detailed knowledge and understanding of the subjects being taught;
  - good quality short-term lesson plans;
  - a wide range of teaching strategies and resources used by teachers and support staff to secure the active engagement of pupils in their learning;
  - high expectations and challenging pace.
27. Teachers are well aware of pupils' learning needs. They make appropriate provision for pupils to make effective progress during lessons, although on occasions introductions to lessons are too long.
28. Overall, the quality of assessment is Grade 3 overall. At the end of KS1, teachers' assessments of pupils' progress in the core subjects are moderated externally to secure their accuracy. Teachers are beginning to set individual learning targets with pupils in KS2, but the older pupils' understanding of the purpose of assessment and involvement in planning their own learning is at an early stage of development. Marking of pupils' work is regular, but does not include enough constructive comment to inform pupils how to continue to improving their work.
29. The school responds very well to pupils' learning needs and provides them with rich and varying experiences. Provision reflects social inclusion in all aspects of access and equal opportunities. The curriculum is broad, balanced and meets statutory requirements. It is well structured in accordance with the main aims of the school. The quality of the cwricwlwm Cymreig is very good. Very good provision is made for pupils with SEN who attend the SEN units each morning.
30. The range of extra-curricular, cultural and sporting experiences offered by the school is an outstanding feature. Pupils' learning is enhanced by the many visits they make to places relevant to their work and by interesting people who come to the school.

31. The school makes good provision for pupils' spiritual, moral, social and cultural development.
32. The school has good links with the local community. Partnership with parents on a daily basis is effective, for example a number of them help in the classroom, on visits and other associated activities. The good links with industry, local businesses, and training agencies are developing appropriately with increasing success.
33. The school promotes equal opportunities well and succeeds in raising pupils' awareness of world-wide citizenship and their perception of sustainable development by means of appropriate educational activities and experiences.

### **Leadership and Management**

34. The headteacher leads and manages the school with an appropriate emphasis on teamwork and nurturing a caring, happy school community. He is most ably supported by the school management team and the recently appointed deputy headteacher. They are now in the process of developing important new initiatives, including the analysis of pupils' achievement data to identify areas for improvement.
35. The school has appropriate aims formulated by the staff and the governors. Recently adopted formal self-evaluation procedures are beginning to provide a sound basis for further improvement in standards, but they are presently insufficiently focused and quantified and not embedded or refined enough to identify strengths and weaknesses in order to provide a clear strategic direction.
36. Curriculum leaders continue to develop their areas of responsibility; there is now an appropriate change of emphasis from monitoring the improvement of teaching to improving the provision of the curriculum and focussing on pupils' standards of achievement at the end of the key stages. The effective use of existing arrangements to track pupils' progress is at an early stage of development.
37. The governing body (GB) meets regularly to monitor the quality of the school provision and is well informed and involved in the life of the school. It provides good support and fulfils most of its regulatory and legal requirements. However, the lack of a home-school agreement with parents fails to comply with statutory requirements.
38. The headteacher, governors and staff are committed to maintaining and improving standards and a self-evaluation culture has been established recently, but needs further development.

39. The school's newly formed formal self-evaluation procedures inform a much improved SDP, which identifies an adequate range of priorities, but not all of these are sufficiently focused to identify and prioritise clear targets and strategies for further improvement. Staff have high expectations and the school is currently in the process of analysing detailed Local Education Authority (LEA) data on the pupils' performance to provide quantifiable evidence for the next self-evaluation report.
40. The school has not taken sufficient account of the views of pupils, staff, groups outside school, including parents and representatives of the local community in its self-evaluation through for example distributing and analysing questionnaires.
41. The GB oversees, and is knowledgeable about, the work of the school through reports by the headteacher and active involvement with the school. It recognises developing its role, including training for its newer members, as important.
42. The GB and headteacher provide adequate resources to ensure objectives are met as indicated in the SDP and they have been very affective in raising considerable funds to improve the fabric of the building, such as the outside play area for the under-fives.
43. Actions taken by the school to address the key issues identified in the previous inspection have been effective in improving standards.
44. The inspection team agreed with the judgments made by the school on four out of seven of the key questions.
45. There are enough appropriately qualified and experienced teachers and support staff to meet the requirements of the curriculum and the needs of learners.
46. The nursery nurses (NNEBs) who work in the under-fives' and SEN units, and the classroom support staff, all work effectively with teachers and learners. They make a significant contribution to the progress and standards achieved by pupils in both units and support their developmental needs well. The school benefits from the services of the secretary who contributes significantly to its smooth day-to-day running.
47. The range of resources for learning is appropriate to support the curriculum for pupils of all ages and abilities. In the under-fives unit particularly, the imaginative use of resources stimulates children's interest in learning well. Pupils have ready access to a good range of books in their classrooms and an adequate number of computers in the school.
48. The staff's professional developmental needs are identified through performance management procedures and built into the SDP. The school has no clear framework for the continuing professional development of all staff.

49. The school accommodation is well maintained and kept clean with the large shared playing fields in acceptable condition. A permitted path through the grounds allows access for the general public at all times which is of safety concern to the school. Space at the school is limited and the design of the playground restricts some pupils' enjoyment of play. The size of the school hall limits the number of parents who can attend whole school functions.
50. Governors undertake their role responsibly to make sure good use is made of resources in order to achieve good value for money.

## Recommendations

51. The school needs to:
  - R1. maintain the high standards in the subject judged Grade 1 in KS2, improve standards in subjects judged Grade 2 and address the shortcomings in information technology in KS2;
  - R2. continue to develop aspects of assessment already identified in the SDP and self-evaluation report and ensure that the processes of marking pupils' work and reviewing their targets help them understand the purpose of assessment;\*
  - R3. refine its self-evaluation procedures to include the effective analysis of quantifiable data to set clear and measurable targets for improvement;\*
  - R4. meet the statutory requirement with regard to having a home-school agreement and a parent declaration;\*
  - R5. work with the LEA to address the safety concerns of the school regarding the permitted path through its grounds.

*\*The school has identified aspects of these recommendations in their SDP.*

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

## Standards

### Key question 1: How well do learners achieve?

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

53. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
54. During the inspection, the pupils' standards of achievement in the subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
14%	79%	7%	0%	0%

55. Pupils' standards of achievement in lessons are well above the WAG's all-Wales' targets for 2007 for 98% of standards to be satisfactory or better and 65% to be good.
56. The overall quality of the educational provision for the under fives is appropriate to their needs and children make good progress towards the desirable outcomes for their learning. Through their active involvement in relevant first-hand experiences, children under five are learning to explore, experiment and solve problems confidently; they are enthusiastic about their new learning opportunities.

Areas of learning	Nursery	Reception
Language, literacy and communication	Grade 2	Grade 2
Personal and social development	Grade 2	Grade 1
Mathematical development	Grade 2	Grade 2
Knowledge and understanding of the World	Grade 2	Grade 1
Creative development	Grade 2	Grade 1
Physical development	Grade 2	Grade 2

57. In KS1 and KS2, in the subjects inspected, the standards of achievement are as follows:

Subjects	Key stage 1	Key stage 2
Welsh	Grade 2	Grade 2
Science	Grade 2	Grade 2
Information Technology	Grade 2	Grade 3
Music	Grade 2	Grade 1
Religious Education	Grade 2	Grade 2

58. Pupils with SEN, including those in the SEN unit make good progress and achieve the targets set for them.
59. Children under five make Grade 2 progress in the key skills of speaking, listening, reading, writing, numeracy and information and communications technology. Those who enter school with little or no Welsh quickly gain confidence in using the language.
60. In both key stages, pupils' key skills in speaking, reading, writing and numeracy are Grade 2; in KS1, key skills in information and communications technology are Grade 2 and in KS2, they are Grade 3 where pupils do not use ICT in a wide enough range of applications across the curriculum. In both key stages, the key skill of listening is Grade 1 and is an outstanding feature.
61. Pupils make good progress throughout the school in their bilingual competence.
62. According to the school, pupils' achieved the targets set for them in the previous three years with little difference between the performance of girls and boys.
63. Teacher assessment for 2004, show that pupils in KS1 achieved above the expected national and local standards for 2003 in the core subjects of Welsh and mathematics with science significantly above. When compared with similar schools standards are between the middle and upper quartile.
64. Test and task results in KS2 for 2004 compared with national and local averages for 2003 show pupils' attainment to be significantly above in English, Welsh and mathematics and well above in science. When the core subject indicator is compared with similar schools across Wales, it is in the upper quartile.
65. Pupils acquire good study skills. The children under five make very good progress in independent learning, decision making and organising their own activities. As they move from year to year, pupils steadily acquire appropriate knowledge, skills and understanding of the curriculum, and make sound progress in learning. This is less evident by the time pupils reach KS2 where pupils are not always given sufficient opportunity for independent learning or for adopting a problem solving approach to their work.
66. Pupils work well in pairs and small groups. They collaborate and consult maturely with each other. They demonstrate sincere care and concern for others and understand that they are responsible for their own actions. Pupils make very good progress in their personal and social development. They converse easily with adults and are motivated and confident learners.

67. The recent introduction of individual targets for improvement in KS2 means that pupils now have a clearer understanding of particular strengths and weaknesses in their work. They are less aware that the standard of their work in different subjects is measured against the National Curriculum (NC) levels of achievement. Taken overall, pupils are suitably challenged to fulfil their potential and they are well-prepared academically for work at KS3.
68. Pupils show a mature awareness of the concept of equal opportunities. They are making sound progress in learning to respect diversity of faiths and cultures within society and their understanding of their community is richly enhanced by visitors to the school and by excursions into the community.
69. Pupils display good application and attitudes towards their education. They are very ready to contribute to the high expectations of teachers and respond in a confident, mature and responsible manner.
70. The behaviour of pupils is good. However, at times the limitations of the playground lead to instances of minor arguments, but this is given appropriate attention. On the whole, the thoughtful and caring atmosphere permeates through all the life of the school, and all individuals are courteous, kind and respectful of one another. Diversity and social inclusion is promoted appropriately and this provides firm foundations for the pupils to develop into mature and responsible citizens; this is one of the school's outstanding features. Pupils from the SEN unit are included in appropriate lessons and activities with their mainstream peers which is beneficial to all.
71. Pupils' perception and awareness of the world of work and the workplace are very good. The range and the value of the links with the world of business and industry are quite extensive and they enrich their educational experiences. In addition, their contribution to the life of the community, with an extensive range of activities, is very good. These community links are also one of the school's outstanding features.
72. Pupils' personal, social and moral development is nurtured well through the daily life and work of the school. Pupils show good development in their creative skills throughout the school
73. Attendance levels over the last three full terms were slightly over 96%. The vast majority of pupils attend school regularly and are punctual at the start of the school day.

## The quality of education and training

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

#### Grade 2: good features and no important shortcomings

74. Overall the findings of the inspection team match the judgement made by the school in the self-evaluation report.

Quality of teaching	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	24%	70%	6%	0%	0%

75. Good and often better teaching is a notable strength of the school. The percentage of good lessons is significantly higher than the target of WAG, of 50% of lessons, good or better.

76. In all lessons, teaching is at an appropriate level with clearly focused learning objectives and good planning in terms of thoroughness and detail. Lessons are well resourced and teachers all promote and plan well for equal opportunities in their teaching techniques and are mindful of issues of gender, race and disability; pupils from the SEN unit are included in appropriate lessons and activities with their mainstream peers. The outstanding features include:

- very good relationships with pupils;
- detailed knowledge and understanding of the subjects being taught;
- good quality short-term lesson plans;
- a good range of teaching strategies and resources used by teachers and support staff to secure the active engagement of pupils in their learning;
- high expectations and challenging pace.

77. Teachers are well aware of pupils' learning needs. They make appropriate provision for pupils to make effective progress during lessons, although on occasions introductions to lessons are too long.

78. Teachers of the under-fives have good knowledge and understanding of the nature of the early years' curriculum. They provide interesting, imaginative contexts for teaching and learning, and regularly assess aspects of the children's development.

79. The provision made by teachers to meet the language needs of pupils in Welsh is very good. Pupils are competently bilingual by the end of KS2.

80. The quality of assessment is grade 3 overall. There are very good arrangements for meeting the needs of pupils identified with SEN in mainstream and for monitoring and reviewing their progress.

81. The school meets statutory requirements for assessing and reporting on the NC.
82. In the under-5 unit, regular observation of the children is integrated effectively into daily routines and the resulting record provides a clear profile of children's all-round development. Appropriate baseline assessment is undertaken with the 4-year-olds.
83. At the end of KS1, teachers' assessments of pupils' progress in the core subjects are moderated externally to secure their accuracy. A range of standardised tests and teacher assessments are used effectively in KS2 to monitor pupils' progress in aspects of language and mathematics, and to plan for the needs of individual pupils. Teachers judge progress in other subjects of the curriculum by referring to the relevant level descriptors.
84. Teachers are beginning to set individual learning targets with pupils in KS2, but the older pupils' understanding of the purpose of assessment and their involvement in planning their own learning is at an early stage of development. Marking of pupils' work is regular, but does not include enough constructive comment to inform pupils how to continue improving their work.
85. There are effective arrangements for keeping parents and carers informed about their children's progress during the school year. Written reports are detailed in relation to progress in the core subjects, but their quality is variable in helping parents and carers understand their children's progress in other subjects. Pupils' targets or recommendations for next steps in learning are not shared with parents and carers in the written reports.
86. The school has recently reviewed its procedures for recording progress in order to develop a consistent approach to the continuum from early years through both key stages.
87. In its current school SDP, the school notes its intention to improve aspects of its assessment procedures.

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

<b>Grade 2: Good features and no important shortcomings</b>
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88. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
89. The school responds very well to pupils' learning needs and provides them with rich and varying experiences. Provision reflects social inclusion in all aspects of access and equal opportunities. The curriculum is broad, balanced and meets statutory requirements with the quality of the

cwricwlwm Cymreig very good. It is well structured in accordance with the main aims of the school.

90. The under-fives experience their curriculum in a stimulating environment both indoors and outside. The purposeful play activities promote their all-round development and help them to learn effectively.
91. The staff prepares planned programmes of study which are accessed equally by all pupils, whatever their ability, gender or ethnicity. Very good provision is made for pupils with SEN who attend the SEN unit each morning.
92. Policies have been adopted for every subject in the NC and religious education. These show continuity and progression of learning. Work in each subject is modified to meet the needs of pupils with SEN and extended to challenge the more-able pupils.
93. Teachers plan well for the development of the key skills of literacy, numeracy and ICT. Problem solving, independent learning and creative skills have not, as yet, been fully integrated into subject planning.
94. The range of extra-curricular, cultural and sporting experiences offered by the school is an outstanding feature. These include sport, information technology, choir, art, and homework, cerdd dant, Welsh folk dancing and recitation clubs, the Urdd, charities, eisteddfodau, competitions, and extended visits throughout the whole of Wales and beyond. These valuable links enrich their educational experiences and also their personal development. Their knowledge of the town of Denbigh, their neighbourhood, and their area is very good. Deserving attention is also given to the environment.
95. Pupils' learning is enhanced by the many visits they make to places relevant to their work and by interesting people who come to the school.
96. The school makes good provision for pupils' spiritual, moral, social and cultural development. A high sense of what is right and wrong permeates the whole of school life in addition to the topics studied in personal and social education (PSE) lessons and pupils have a firm grasp of both social and moral issues encountered in their studies, for example in the religious education lessons observed during the inspection.
97. Although, during discussions and in their stories and poetry, pupils show a sensitivity to the world around them, at times, acts of collective worship lack a spiritual element; pupils are not always given time to reflect on the messages they hear.
98. Pupils' appreciation and familiarity with the past and present culture of Wales is strong. Their understanding of other cultures is fostered across the curriculum, but particularly in geography and religious education. Appropriate experiences of other western cultures are made in art and

- music. The good practice of inviting to school members of different cultures to talk about their lives is not always developed fully.
99. The school has good links with the local community, for example with the local police officer. There is positive liaison with other similar schools and a sound transference policy and practice with the high school.
100. Partnership with parents is good and a number of them help in the classroom, on visits and other associated activities. The information shared with parents of the under-fives is most helpful in establishing and maintaining a purposeful partnership to benefit the children.
101. The Parent Teacher Association (PTA) is very active. On the whole, the quality of communication with parents is good. The Parents' Handbook is comprehensive and conforms to appropriate guidelines. The school has an official partnership agreement with local teacher training institutions and students undertake teaching practice in the school as well as useful links with the local further education college.
102. The good links with industry, local businesses, and training agencies are developing appropriately with increasing success.
103. The school has relevant policies for equal opportunities, anti-racism, social inclusion, and diversity. The school succeeds in raising pupils' awareness of world-wide citizenship in the educational programme. In addition, their perception of sustainable development is promoted well by means of educational activities and appropriate experiences.

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

<b>Grade 2: Good features and no important shortcomings</b>
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104. The findings of the inspection team differ from the schools' self-evaluation in that the school judged this key question as Grade 1.
105. The school ensures that all pupils, including all those with SEN, have equal access and opportunity to participate in school life. A range of suitable policies are in place to support the schools' practices.
106. The school is a happy and caring community, and good attention is paid to tolerance, friendship and kindness. There is a sound ethos, with pupils appreciated as individuals and who feel comfortable with their ability to turn to any member of staff, for guidance or assistance.
107. adminlydney@bpec.net On the whole, the relationship with parents is good. However, a small, but significant minority, including observations received by letter, express concern about the quality of information the school provides.

108. The required policies and procedures are in place for attendance. Registration and the associated administration conform to WAG guidelines. The consistently high levels attained are evidence of the effectiveness of attendance policies. Procedures with regard to behaviour and discipline are also good, and this is supported through the work of the School Council. Instances of bullying are very rare, and those exceptions are recorded in the designated book; the school's response is also recorded in detail. Pupils report that any examples of bullying are dealt with efficiently and appropriately. The school has very effective systems in place to ensure that pupils with behavioural difficulties do not impede the learning of others. There is an effective 'School Mêts (Mates)' system where older pupils support younger pupils during play.
109. There are policies and procedures to ensure pupils' welfare, health and safety, and some risk assessments have been acceptably completed. There is concern about traffic in the car park and there is full evidence of correspondence with the neighbouring school and the LEA, however, no risk assessment has been completed.
110. There are appropriate child protection policies. These include first aid and fire prevention and all the other requirements.
111. Procedures for identifying pupils' individual learning needs are effective and carried out conscientiously by all staff in accordance with the Code of Practice (CoP).
112. Very good provision is made for the pupils who attend the SEN unit each morning. Pupils receive close, individual attention and the ample resources are very well used to enhance the pupils' rate of learning and physical and social welfare.
113. Pupils with SEN, who are withdrawn at regular intervals for small group support, make good and often very good progress. Those who are supported by individual work in the mainstream class make steady progress. In the majority of cases, the individual educational plans (IEPs) targets drawn up by the class teacher and the support teacher are precise and relevant leading to efficient monitoring of progress.
114. The equal treatment of disabled learners is evident and the school is appropriately modified for their use. Approaches to race relations and gender equality are positive and pupils respond well to them.
115. Pupils are given caring support in their learning in the context of their personal and individual needs regardless of gender, ability, ethnicity or preferred language. Effective use is made of outside agencies to promote the professional support some pupils require.
116. The school does not have a policy to recognise and respect diversity and is aware that, currently, more could be done to raise the pupils' awareness of the multi-cultural nature of life in contemporary Britain. There are

however, appropriate opportunities for pupils to engage in issues of citizenship, including diversity, through the curriculum, assemblies and in the wider spiritual, social, moral and cultural aspects of the school. Pupils learn the importance of tolerance and the majority understand the need for respect for others.

## **Leadership and Management**

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

#### **Grade 3: Good features outweigh shortcomings**

117. The findings of the inspection team differ from the schools' self-evaluation in that the school judged this key question as Grade 2.
118. The headteacher leads and manages the school with an appropriate emphasis on teamwork and nurturing a caring, happy school community. He is most ably supported by the school management team and the recently appointed deputy headteacher. They are now in the process of developing important new initiatives, including the analysis of pupils' achievement data to identify areas for improvement.
119. The school has appropriate aims formulated by staff and governors. Recently adopted formal self-evaluation procedures are beginning to provide a sound basis for further improvement in standards, but they are presently insufficiently focused and quantified and not embedded or refined enough to identify strengths and weaknesses in order to provide a clear strategic direction.
120. Curriculum leaders continue to develop their areas of responsibility; there is now an appropriate change of emphasis from monitoring the improvement of teaching to improving the provision of the curriculum and focussing on pupils' standards of achievement at the end of the key stages. The effective use of existing arrangements to track pupils' progress is at an early stage of development.
121. The GB meets regularly to monitor the quality of the school provision and is well informed and involved in the life of the school. It provides good support and fulfils most of its regulatory and legal requirements. However, the lack of a home-school agreement with parents fails to comply with statutory requirements.
122. The good relationships based on equality of opportunity among the governors, staff, pupils and the community enable the school to take account of their views. For example, the recently formed school council begins to provide a useful forum for pupils' ideas, but their views and those of parents, teachers and the community are not sought in a formal way such through analysing questionnaires. A supply teacher is well supported and this enables her to act effectively.

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

<b>Grade 3: Good features outweigh shortcomings</b>
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123. The findings of the inspection team differ from the schools' self-evaluation in that the school judged this key question as Grade 2.
124. The headteacher, governors and staff are committed to maintaining and improving standards and a self-evaluation culture recently been established, but needs further development. The school self-evaluation process introduced this academic year begins to draw on available evidence to evaluate the school's strengths and weaknesses and the areas which need improving.
125. The school's newly formed formal self-evaluation procedures inform a much improved SDP, which identifies an adequate range of priorities, but not all of these are sufficiently focused to identify and prioritise clear targets and strategies for further improvement.
126. Staff have high expectations and the school is currently in the process of analysing detailed LEA data on the pupils' performance to provide quantifiable evidence for the next self-evaluation report. The school appreciates that insufficient use has been made of available data to evaluate trends in performance in order to identify ways of improving teaching and learning.
127. The school has not taken sufficient account of the views of pupils, staff, groups outside school, including parents and representatives of the local community in its self-evaluation through for example distributing and analysing questionnaires.
128. The GB oversees, and is knowledgeable about, the work of the school through reports by the headteacher and active involvement with the school. It recognises developing its role, including training for its newer members, as important.
129. The GB and headteacher provide adequate resources to ensure objectives are met as indicated in the SDP and they have been very affective in raising considerable funds to improve the fabric of the building, such as the outside play area for the under-fives.
130. Actions taken by the school to address the key issues identified in the previous inspection have been effective in improving standards.
131. The inspection team agreed with the judgments made by the school on four out of seven of the key questions.

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

<b>Grade 2: Good features and no important shortcomings</b>
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132. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
133. There are enough appropriately qualified and experienced teachers and support staff to meet the requirements of the curriculum and the needs of learners.
134. The NNEBs who work in the under-fives' and SEN units, and the classroom support staff, all work effectively with teachers and learners. They make a significant contribution to the progress and standards achieved by pupils in both units and support their developmental needs well. The school benefits from the services of the secretary who contributes significantly to its smooth day-to-day running.
135. The range of resources for learning is appropriate to support the curriculum for pupils of all ages and abilities. In the under-fives' unit particularly, the imaginative use of resources stimulates children's interest in learning well.
136. Pupils have ready access to a good range of books in their classrooms. There are an adequate number of computers in classes and in the music and technology room and the school recognises the need to improve software resources to support ICT in cross-curricular work. Purposeful use is made of other resources, such as out-of-school visits, visitors to the school and sessions at a local information technology suite; these both extend and enhance the pupils' learning experiences.
137. Colourful classroom and corridor displays throughout the school celebrate pupils' achievement and they increase and enhance the pupils' learning environment.
138. The deployment of staff is well-considered, for example teaching time allocated to small groups of pupils is managed effectively and the arrangements for the two part-time teachers in Y1 work smoothly. Where specific teacher expertise is shared with more than one class, pupils benefit and standards reflect this, as, for example, in music. The staff's professional developmental needs are identified through performance management procedures and built into the SDP. The school has no clear framework for the continuing professional development of all staff.
139. The school accommodation is well maintained and kept clean with the large shared playing fields in acceptable condition. A permitted path through the grounds allows access for the general public at all times which is of safety concern to the school.

140. Space at the school is limited, for example, corridors can become congested during end of lessons and at the end of the school day, but the school has put processes in place that reduce this. The design of the playground restricts some pupils' enjoyment of play and the size of the school hall limits the number of parents who can attend whole school functions. Access is generally good for people with disabilities apart from two demountables where there is no ramp access for pupils or adults with physical disabilities.
141. Governors undertake their role responsibly to make sure good use is made of resources in order to achieve good value for money.

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

### **Under-Fives**

142. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.

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

## **Standards are Grade 2 in both Nursery and Reception**

### **Good and outstanding features**

143. The under-fives listen well in group sessions and quickly carry out instructions given by the adults who lead them. Children of nursery age know that words and pictures carry meaning; they follow stories with interest and often offer their own comments about characters and events. They recall rhymes and jingles, and acquire new vocabulary in the context of their activities. Those who are learning Welsh respond positively to this new experience.
144. Children of reception age show they clearly understand some of the functions of writing. Their emergent writing skills develop well as they enjoy mark-making to send letters, postcards and notes, caption their drawings, and write lists and recipes. They begin to link sounds to initial letters, recognise familiar words and practise correct letter formation. They browse through story books independently.

### **Personal and social development**

## **Standards in the Nursery are Grade 2 and in Reception, Grade 1**

### **Good and outstanding features**

145. Nursery children are comfortable and secure with the known routines and they relate positively to the adults around them. They play alongside each other harmoniously, experiment confidently with their new learning experiences and the majority of them concentrate well on their activities. They take responsibility for their personal hygiene with growing independence and those who stay for lunch demonstrate good social skills.
146. Reception children know that on occasions they must share, take turns and compromise. They are developing very good attitudes towards their learning as they make their own choices about activities and at other times accept guidance from adults; this is an outstanding feature. These children are eager to explore and talk about their discoveries; they play

purposefully together. As they respond to a story, they show a very good understanding of the qualities which underpin friendships. The children make good efforts to change into Wellingtons and waterproofs by themselves and help to tidy things away responsibly.

### **Mathematical development**

<b>Standards are Grade 2 in both Nursery and Reception</b>
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#### **Good and outstanding features**

147. Nursery children develop early mathematical concepts by, for example, singing number rhymes and songs, counting and matching objects, and sorting them into sets. In the context of thematic play activities, they learn the language to describe size and position.
148. In reception, children match numbers to sign and sound, and form numerals with a range of materials. They sequence numbers, correctly identify missing ones and name those before or after one given, up to ten, and beyond. They create and seek patterns using blocks, for example, and confidently name a range of simple two-dimensional shapes. Children learn the appropriate language to compare size and length.

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

<b>Standards in the Nursery are Grade 2 and in Reception, Grade 1</b>
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#### **Good and outstanding features**

149. Nursery children have a basic understanding of some of the features of wintertime and they know that in faraway places, such as the Arctic, conditions are much colder. They learn to recognise and name seasonal flowers, and know that their bulbs grow into plants. They know about some of the work done by farmers, builders and the police, for instance. The children participate in making pancakes or melting ice cubes, and notice the changes that occur. Some know that a toy needs batteries for it to move.
150. Reception children make very good progress in attempting to solve problems together, for example when building with blocks or cardboard, or when tackling a plumbing problem in their play. They discover that only some of the hidden treasure can be recovered when using a metal detector, and after digging successfully for worms, they observe intently to understand how they move. Children name historic buildings in their town and they gain a sense of the past by handling old toys, artefacts and photographs.
151. In both nursery and reception, children are encouraged to investigate, for example with a simple electrical circuit, torches, magnifiers and an overhead projector. They are becoming confident in using the computers

independently and older children move objects on the screen with good control of the mouse.

### **Creative development**

<b>Standards are Grade 2 in the Nursery and in the Reception, Grade 1</b>
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#### **Good and outstanding features**

152. The under-fives enjoy their music-making. They recall songs and rhymes and listen attentively to the sounds made by hidden percussion instruments; they identify them accurately and describe how the sounds are produced. Reception children can clap a steady beat as they sing a traditional rhyme. They respond to music played to them with appropriate, imaginative movements.
153. The children seize the opportunities for role play both indoors and outside. They interact imaginatively, for example, in the bears' cave, and when children in reception follow sensitive guidance to produce a lively shadow-puppet play.
154. They explore and choose from a range of materials to create paintings, prints and collages, and design pictures using the computer. As they play with different kinds of dough, the children develop their sensory awareness well.

### **Physical development**

<b>Standards are Grade 2 in both Nursery and Reception</b>
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#### **Good and outstanding features**

155. Children in both nursery and reception have many opportunities to handle a good range of small-scale toys, mark-making equipment, tools and malleable materials. As a result, they gain mastery of fine manipulative actions and develop hand-eye co-ordination very well. Children in reception develop more precise control, for instance, as they practise letter formation, use needles and thread, and handle scissors with increasing dexterity.
156. The children spend a good amount of time outdoors in a stimulating environment. They control bikes and balls in a fairly confined area, manipulate laden wheelbarrows confidently, and engage in energetic play which helps to develop their awareness of space. In addition, regular sessions in the hall help to promote aspects of their physical development. The children know that fruit and milk are good for them.

## Shortcomings

157. There are no shortcomings in the progress made by the under-fives in the areas of learning and experience. However, space in both the indoor and outdoor environments is somewhat restricted and at lunch break, children of reception age share an already crowded play area with older pupils.

<b>Welsh</b>
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<b>KS1 - Grade 2: Good features and no important shortcomings</b>
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<b>KS2 - Grade 2: Good features and no important shortcomings</b>
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## Good features and outstanding features

158. Younger pupils in KS1 begin to write in well constructed sentences and older ones write at length using punctuation appropriately.
159. KS1, pupils speak well and describe what happens in their lessons in an orderly manner. They relate a story in order of events, express a simple opinion, and predict events and feelings well. They listen intently and with interest. They display increasing confidence orally and when responding to different experiences and situations.
160. The majority in KS1 read an acceptable range of books fluently and confidently. They are aware of word-building strategies and pay appropriate attention to the importance of expression. They are aware of the importance of a book's cover, recognise the author's name and the significance of reviews. They transfer their reading skills to writing well through for example identifying key words from the story of the Bath Mawr Coch (Big Red Bath) and empathise well with characters in a fictional story by the author Jill Murphy.
161. KS1 pupils' writing skills develop well. Younger pupils shape their letters well and the majority display an ability to write correctly within the parameters of what is asked of them. Some write pieces of work which display the ability to express themselves and to vary sentence structures and tenses, such as in postcard writing and e-mails. They are developing good punctuation techniques and grammatical elements while writing, for example, to an audience or writing instructions on how to make a pancake.
162. KS2 pupils listen and respond well to open and closed questions. Oral presentations in class show clear progress through the Key stage. They discuss the content of books confidently.
163. The majority of KS2 pupils read accurately and with good expression. They read factual books and poetry as well as fiction. Pupils have a sound

knowledge of a book's characteristics and they use technical terms relating to books well.

164. KS2 pupils achieve good work in writing. Early in KS2, they write interesting dialogue scripts and poems. They produce varied work in different registers. For example, they use persuasive writing well to express their views about recycling materials to avoid waste. They write formal and informal letters realising that language form depends upon its purpose. They convey narrative and dialogue by using a wide range of punctuation.
165. The oldest pupils in KS2 use effective and imaginative language in writing prose and poetry, some of which are outstanding; they read these very well to their peers in class.
166. Handwriting skills are good throughout the school with a significant number of pupils writing with a flowing cursive hand.

### **Shortcomings**

167. There are no major shortcomings

<b>Science</b>
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<b>KS1 - Grade 2: Good features and no important shortcomings</b>
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<b>KS2 - Grade 2: Good features and no important shortcomings</b>
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### **Good and outstanding features**

168. Pupils in KS1 know there are many ways of making sound and realise it travels away from its source to be heard on entering the ear. They know and compare the external parts of human bodies with those of other animals, such as a bear, and recognise the importance of taking exercise and eating healthily.
169. KS1 pupils recognise and name most common types of material, sort them into groups and according to their suitability for different purposes such as glass for windows and plastic for toys. They realise clearly the inappropriate use of materials such making a chair out of chocolate.
170. Pupils in KS1 construct and explore simple circuits involving batteries, wires and bulbs and know that an electric device will stop working if there is a break in the circuit.
171. Younger pupils in KS1 have a secure understanding of physical forces such as push and pull and how they apply to every day appliances such as swings, slides and see-saws. They realise that a force can change the

shape of a malleable object such as dough, which can be squashed, stretched and twisted. Their ability to use correct scientific terms to describe what they observe is good.

172. Older pupils in KS1 apply their knowledge of forces well to investigate how a force such as gravity can pull toy cars down an inclined plane. They test and observe that different types of toy cars travel at faster speeds than others and measure the distance they travel. They make valid predictions and become more secure in the importance of making the test fair. Their results are recorded appropriately in a variety of structured ways such as on a work sheet as well as on computer to produce clear graphical representations of their findings.
173. Younger pupils in KS2 know well the parts and functions of plants and recognise the importance of preserving trees to sustain oxygen supplies. They consider carefully the creation of the solar system in terms of the big bang and religion and know the sun is at its centre with the planets orbiting around it.
174. Later in KS2, pupils recognise clearly that life processes, including movement, growth nutrition and reproduction are common to all living things. They begin to understand the need to categorise different plants and animals using keys or classifications.
175. Older pupils in KS2 further their knowledge of electrical circuits and investigate which materials make effective conductors and insulators. They begin to understand that the power of electrical appliances is measured in watts with some using more power than others.
176. Carefully structured investigations by older pupils in KS2 help them to compare the strengths of various plastic bags from local supermarkets. Good features they recognise are the importance of making the test fair and varying only the weights to test the bags.
177. Pupils have a good knowledge of materials, such as wax, which change their state from solid to liquid then gas when heated. They recognise very well that some changes of state are irreversible such as a burning match.

### **Shortcomings**

178. There are no major shortcomings

<b>Information Technology</b>
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<b>KS1 Grade 2: Good features and no important shortcomings</b>
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<b>KS2 Grade 3: good features outweigh shortcomings</b>
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179. During the inspection no direct teaching of information technology was observed. Evidence is based on discussions with teachers and pupils and a review of teachers' planning.

### **Good and outstanding features**

180. Pupils in both key stages are confident and competent in their use of information technology to broaden their knowledge, skills and communication.

181. Pupils in KS1 control the mouse well, follow instructions and many work through programs independently.

182. KS1 pupils match text to pictures accurately and produce colourful pictures using graphics programs.

183. The majority of pupils in both key stages use the menu and tools well independently.

184. Pupils in both key stages use ICT to research, sort and classify information and most take pride in presenting their work well.

185. Pupils in KS2 are adept at using ICT for modelling real life and imaginary situations.

186. Pupils develop their word processing skills satisfactorily according to their age, ability and ease of access to computers and use them well when e-mailing.

187. Pupils enter data into a database and produce appropriate graphs.

188. Older KS2 pupils are making satisfactory progress in working with spread sheets and *Logo*.

189. KS2 pupils understand the importance of accuracy and quality of in-put in their information technology work.

### **Shortcomings**

190. Not all pupils are fully confident in retrieving, editing and printing their work independently.

191. KS2 pupils are not sufficiently practised in a broad programme of ICT work in information technology and therefore cannot make informed judgements on the contribution ICT makes to their learning.
192. Pupils in KS2 do not use their information technology skills enough to improve the quality or presentation of their work, for example in drafting.

<b>Music</b>
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<b>KS1 Grade 2: Good features and no important shortcomings</b>
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<b>KS2 Grade 1: Good with outstanding features</b>
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### **Good and outstanding features**

193. In both key stages, pupils make clear progress acquiring appropriate knowledge, skills and understanding, which enable them to perform, compose and appraise music with interest and pleasure.
194. Through the good range of musical experiences, pupils develop the ability to focus their listening on the musical elements. They become increasingly confident at using terminology effectively to talk about their own performances and to describe the characteristics of music they hear played to them.
195. In KS1, pupils control particular elements well as they sing, clap, move, and play non-pitched percussion instruments. They create imaginative sound pictures and respond to listening to pieces of music by making lively drawings.
196. Pupils in KS2 develop competence in applying their understanding of the different elements to aspects of their work. They use a wide range of musical instruments and maintain their parts confidently during group performances. When composing or arranging pieces, the addition of vocal parts, a drone, an ostinato, or use of the pentatonic scale often produce interesting outcomes.
197. The quality of pupils' singing is very good, particularly in KS2 where it is often outstanding. Pupils develop the skills learned in KS1 further so that they perform an extensive repertoire of songs with technical competence, assurance and a sense of occasion.
198. A number of pupils benefit from receiving individual instrumental tuition and they make a good contribution to class work in KS2.

### **Shortcomings**

199. There are no major shortcomings.

<b>Religious Education</b>
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<b>KS1 Grade 2: Good features with no important shortcomings.</b>
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<b>KS2 Grade 2: Good features with no important shortcomings.</b>
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### **Good and outstanding features**

200. In both key stages, pupils develop a sound knowledge and understanding of the beliefs and practices of Christianity, particularly major celebrations and festivals.
201. Pupils have good knowledge and understanding of the work of Jesus, the stories he told and the role of parables in his teaching. They role-play and write descriptions of events in his life and illustrate their work with appropriate pictures.
202. In KS1, pupils are very familiar with various aspects of Judaism. They describe the symbolism attached to Hanukkah and place the events in a historical context.
203. Younger pupils in KS1 appreciate the importance of the translation of the Bible into Welsh and the role of William Morgan in doing so.
204. In KS2, pupils develop a good awareness of Hindu and Islamic celebrations of the rites of passage.
205. Pupils learn about various historical social reformers and contemporary movements such as the Red Cross.
206. Pupils in both key stages answer and pose some challenging questions about their own and their friends' beliefs on a number of moral issues. Many demonstrate a very good understanding of the problems faced by a number of people in our society.
207. Some more-able older pupils in KS2 are beginning to appreciate similarities and differences in beliefs and practices which influence the lives of diverse peoples in Britain.

### **Shortcomings**

208. There are no major shortcomings, but pupils in both key stages do not record their work sufficiently, consequently they seldom consolidate their thinking and reflection.

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

209. The findings in the inspection report show that the school has sustained and improved standards in every subject area since the last inspection.
210. We are very pleased to see that the inspection team acknowledges the fact that the teaching and learning is very strong in the school and that the whole staff are praised for their hard work and care of the pupils. The report recognizes that the governors and staff worked well together to formulate the self-evaluation document and as a result, the SDP is a greatly improved document.
211. It is wonderful to see that the inspection team recognizes that the out-of-school activities offered to the children greatly improve the pupils' educational experience and personal development.
212. An Action Plan will be formulated to deal with the recommendations in the inspection report; four out of the five recommendations have already been included in our SDP. A copy of our Action Plan will be sent to parents and will also be included in the governors' report to parents as our response to the inspectors report.
213. The school wishes to thank the members of the school inspection team for their co-operation and courtesy during the inspection.

## Appendix A

### Basic information about the school

Name of school	Ysgol Twm o'r Nant
School type	Community
Age-range of pupils	3 – 11 years
Address of school	Rhyl Road Denbigh Denbighshire
Post-code	LL16 3DP
Telephone number	01745 812261

Headteacher	Mr Elis Jones
Date of appointment	September 1983
Chair of governors	Mr Tegid Phillips
Reporting inspector	Mr Phillip Edwards
Dates of inspection	7-9 February 2005

## Appendix B

### School data and indicators

Number of pupils in each year group									
Year group	N(fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	18	33	24	35	40	24	33	42	267

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	10	4	12

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	25:1
Pupil: adult (fte) ratio in nursery classes	8:1
Pupil: adult (fte) ratio in special classes	1.6:1
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	Reception	Whole School
Spring 2004	100%	96.56%
Summer 2004	100%	95.29%
Autumn 2004	100%	96.31%

Percentage of pupils entitled to free school meals	2.1%
Number of pupils excluded during 12 months prior to inspection	0

## Appendix C

### National Curriculum Assessment Results

#### End of KS1:

National Curriculum Assessment KS1 Results 2004			Number of Pupils in Y2:			41	
Percentage of pupils at each level							
			D	W	1	2	3
Welsh	Teacher Assessment	School	0	0	4	73	23
		National	0	4	14	64	20
Welsh: speaking and listening	Teacher Assessment	School	0	0	10	76	14
		National	0	3	12	63	22
Welsh: reading	Teacher Assessment	School	0	0	2	81	17
		National	0	4	14	59	27
Welsh: writing	Teacher Assessment	School	0	0	10	83	7
		National	0	5	14	65	11
Mathematics	Teacher Assessment	School	0	0	4	60	36
		National	0	2	11	63	24
Science	Teacher Assessment	School	0	0	0	100	0
		National	0	2	10	66	22

Percentage of Pupils Attaining at least Level 2 in Mathematics, Science and English (or Welsh as a First Language) according to Teacher Assessment			
In the School:	96	In Wales:	79

- D Pupils who have been disapplied from the statutory arrangements  
A Pupils who were absent from the tests/tasks  
W Pupils who are working towards Level 1

The majority of seven-year-old pupils are expected to attain Level 2.

## End of KS2:

School National Curriculum Assessment KS2 Results 2004 compared with national averages for 2003.							Number of Pupils in Y6					21
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	15	40	45	
		National	0	0	0	0	1	6	16	45	31	
	Test/Task	School	0	0	0	0	0	0	5	53	42	
		National	0	2	1	0	0	5	12	38	40	
Welsh	Teacher assessment	School	0	0	0	0	0	0	10	50	40	
		National	1	0	0	1	1	4	18	51	25	
	Test/Task	School	0	0	0	0	0	0	10	53	37	
		National	1	1	0	0	0	3	15	50	28	
Mathematics	Teacher assessment	School	0	0	0	0	0	9	4	55	32	
		National	0	0	0	0	0	4	19	46	30	
	Test/Task	School	0	0	0	0	0	0	14	48	38	
		National	0	2	1	0	0	4	18	42	33	
Science	Teacher assessment	School	0	0	0	0	0	0	10	57	33	
		National	0	0	0	0	0	4	18	42	33	
	Test/Task	School	0	0	0	0	0	0	0	65	35	
		National	0	2	0	0	0	1	9	48	39	

Percentage of Pupils Attaining at least Level 4 in Mathematics, Science and English (or Welsh as a First Language)			
by Teacher Assessment		by Test	
In the School:	88	In the School:	93
In Wales:	70	In Wales:	73

- 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

The majority of 11-year-old pupils are expected to attain Level 4.

## Appendix D

### **Evidence base of the inspection**

A team of four inspectors, who were present at the school for 10 inspector days, carried out the inspection.

Pre-inspection meetings were held with parents and the governing body to discuss the life and work of the school.

Sixty-nine questionnaires' responses completed by parents and analysed carefully; 94% were positive.

Discussions were held with the head and staff with responsibilities, and support staff.

School documentation and samples of pupils' work were examined.

Thirty-seven lessons or sessions were observed.

A sample of pupils' work from across the ability range in each year group was examined.

Inspectors listened to a sample of pupils from each year group reading. Discussions were held with pupils about their work and with the school council about the life of the school.

Pupils' behaviour was observed during break periods, at lunch-time and at the end and beginning of the school sessions.

Inspectors attended assemblies and observed extra-curricular activities.

Post inspection meetings were held with the staff and the governing body.

## Appendix E

### Composition and responsibilities of the inspection team

Team Member	Questions	Subjects
Mr Phillip Edwards Registered School Inspector	1.1 – 1.6 2.1 – 2.8 4.16 5.1 – 5.9 6.1 – 6.7	Welsh Science
Mrs Rhiannon Steeds Team inspector	1.7 – 1.9 2.9 – 2.12 4.13 – 4.15 7.1 – 7.7	Under-fives Music
Mrs Meiriol Meredith- Jones Team inspector	1.13 – 1.15 3.1 – 3.7 4.10 – 4.14 4.17 – 4.18	Information technology Religious education
Mr William Owen Lay inspector	1.12 1.10 – 1.11 1.16 3.8 – 3.14 4.1 – 4.9	

### Name and address of Contractor

The contractor for the inspection of Ysgol Twm o'r Nant is:

Baker Phillips Educational Communications Ltd  
Oaks Lea  
Higher Knolton  
Overton  
Wrexham

### Acknowledgement

The inspection team would like to thank the governors, headteacher, nominee, staff and pupils of Ysgol Gymraeg Twm o'r Nant for their co-operation and courtesy throughout the inspection.

**Inspection under Section 10 of the Schools Inspections Act 1996  
Summary Report for Parents on The Inspection of Ysgol Twm o'r Nant,  
Rhyl Road, Denbigh.**

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Ysgol Twm o'r Nant was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school. A copy of this summary is sent to every family with a child at the school. **The full report can be obtained from the school.**

The inspection of Ysgol Twm o'r Nant took place between 7 – 9 February 2005. An independent team of inspectors, led by Mr. Phillip Edward undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection. The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

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

## Summary

1. Ysgol Twm o'r Nant is a happy, friendly Welsh-medium community school where pupils are taught well and make good progress.
2. The inspection team agreed with most of the judgements made by the school in the self-evaluation report.

### Table of grades awarded

3. 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?	3

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

1. During the inspection, the pupils' standards of achievement in the subjects are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
14%	79%	7%	0%	0%

1. The overall quality of the educational provision for the under fives is appropriate to their needs and children make good progress towards the desirable outcomes for their learning. Through their active involvement in relevant first-hand experiences, children under five are learning to explore, experiment and solve problems confidently; they are enthusiastic about their new learning opportunities.
2. Standards in the six areas of learning are as follows:

Areas of learning	Nursery	Reception
Language, literacy and communication	Grade 2	Grade 2
Personal and social development	Grade 2	Grade 1
Mathematical development	Grade 2	Grade 2
Knowledge and understanding of the World	Grade 2	Grade 1
Creative development	Grade 2	Grade 1
Physical development	Grade 2	Grade 2

1. In KS1 and KS2, in the subjects inspected, the standards of achievement are as follows:

Subjects	Key stage 1	Key stage 2
Welsh	Grade 2	Grade 2
Science	Grade 2	Grade 2
Information technology	Grade 2	Grade 3
Music	Grade 2	Grade 1
Religious education	Grade 2	Grade 2

1. Pupils with SEN, including those in the SEN unit make good progress and achieve the targets set for them.
2. Children under five make Grade 2 progress in the key skills of speaking, listening, reading, writing, numeracy and information and communications technology. Those who enter school with little or no Welsh quickly gain confidence in using the language.

3. In both key stages pupils' key skills in speaking, reading, writing and numeracy are Grade 2; in KS1, key skills in information and communications technology are Grade 2 and in KS2, where pupils do not use ICT in a wide enough range of applications across the curriculum, they are Grade 3. In both key stages, the key skill of listening is Grade 1 and is an outstanding feature.
4. Pupils make good progress throughout the school in their bilingual competence.
5. According to the school, pupils' achieved the targets set for them in the previous three years with little difference between the performance of girls and boys.
6. Teacher assessment for 2004, show that pupils in KS1 achieved above the expected national and local standards for 2003 in the core subjects of Welsh and mathematics with science significantly above. When compared with similar schools, standards are between the middle and upper quartile.
7. Test and task results in KS2 for 2004 compared with local and national averages for 2003 show pupils' attainment to be significantly above in English, Welsh and mathematics and well above in science. When the core subject indicator is compared with similar schools across Wales, it is in the upper quartile.
8. Pupils acquire good study skills. The children under five make very good progress in independent learning, decision making and organising their own activities. As they move from year to year, pupils steadily acquire appropriate knowledge, skills and understanding of the curriculum, and make sound progress in learning. This is less evident by the time pupils reach KS2, where pupils are not always given sufficient opportunity for independent learning or for adopting a problem solving approach to their work.
9. Pupils show a mature awareness of the concept of equal opportunities. They are making sound progress in learning to respect diversity of faiths and cultures within society and their understanding of their community is richly enhanced by visitors to the school and by excursions into the community.
10. Pupils display good application and attitudes towards their education. They are very ready to contribute to the high expectations of teachers and respond in a confident, mature and responsible manner.
11. Pupils' general behaviour is good. However, at times the limitations of the playground lead to instances of minor arguments, but this is given appropriate attention. On the whole, the thoughtful and caring atmosphere permeates through all the life of the school, and all individuals are courteous, kind and respectful of one another. Diversity and social inclusion are promoted appropriately and this provides firm foundations for the pupils to develop into mature and responsible citizens; this is one of the school's outstanding features. Pupils from the SEN unit are included in appropriate lessons and activities with their mainstream peers which is beneficial to all.
12. Pupils' perception and awareness of the world of work and the workplace are very good. The range and the value of the links with the world of business and industry are quite extensive and they enrich their educational experiences. In addition, their contribution to the life of the community, with an extensive range of activities, is very good. These community links are also one of the school's outstanding features.

13. Pupils' personal, social and moral development is nurtured well through the daily life and work of the school. Pupils show good development in their creative skills throughout the school.
14. The vast majority of pupils attend school regularly and are punctual at the start of the school day.

### The quality of education and training

Quality of teaching	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	24%	70%	6%	0%	0%

1. Good and often better teaching is a notable strength of the school. The percentage of good lessons is significantly higher than the target of the Welsh Assembly Government (WAG) of 50% of lessons good or better.
2. In all lessons, teaching is at an appropriate level with objectives identified and good planning in terms of thoroughness and detail. The outstanding features include:
  - very good relationships with pupils;
  - detailed knowledge and understanding of the subjects being taught;
  - good quality short-term lesson plans;
  - a wide range of teaching strategies and resources used by teachers and support staff to secure the active engagement of pupils in their learning;
  - high expectations and challenging pace.
1. Teachers are well aware of pupils' learning needs. They make appropriate provision for pupils to make effective progress during lessons, although on occasions introductions to lessons are too long.
2. Overall, the quality of assessment is Grade 3 overall. At the end of KS1, teachers' assessments of pupils' progress in the core subjects are moderated externally to secure their accuracy. Teachers are beginning to set individual learning targets with pupils in KS2, but the older pupils' understanding of the purpose of assessment and involvement in planning their own learning is at an early stage of development. Marking of pupils' work is regular, but does not include enough constructive comment to inform pupils how to continue to improving their work.
3. The school responds very well to pupils' learning needs and provides them with rich and varying experiences. Provision reflects social inclusion in all aspects of access and equal opportunities. The curriculum is broad, balanced and meets statutory requirements. It is well structured in accordance with the main aims of the school. The quality of the cwricwlwm Cymreig is very good. Very good provision is made for pupils with SEN who attend the SEN units each morning.
4. The range of extra-curricular, cultural and sporting experiences offered by the school is an outstanding feature. Pupils' learning is enhanced by the many visits

- they make to places relevant to their work and by interesting people who come to the school.
5. The school makes good provision for pupils' spiritual, moral, social and cultural development.
  6. The school has good links with the local community. Partnership with parents on a daily basis is effective, for example a number of them help in the classroom, on visits and other associated activities. The good links with industry, local businesses, and training agencies are developing appropriately with increasing success.
  7. The school promotes equal opportunities well and succeeds in raising pupils' awareness of world-wide citizenship and their perception of sustainable development by means of appropriate educational activities and experiences.

### **Leadership and Management**

8. The headteacher leads and manages the school with an appropriate emphasis on teamwork and nurturing a caring, happy school community. He is most ably supported by the school management team and the recently appointed deputy headteacher. They are now in the process of developing important new initiatives, including the analysis of pupils' achievement data to identify areas for improvement.
9. The school has appropriate aims formulated by the staff and the governors. Recently adopted formal self-evaluation procedures are beginning to provide a sound basis for further improvement in standards, but they are presently insufficiently focused and quantified and not embedded or refined enough to identify strengths and weaknesses in order to provide a clear strategic direction.
10. Curriculum leaders continue to develop their areas of responsibility; there is now an appropriate change of emphasis from monitoring the improvement of teaching to improving the provision of the curriculum and focussing on pupils' standards of achievement at the end of the key stages. The effective use of existing arrangements to track pupils' progress is at an early stage of development.
11. The governing body (GB) meets regularly to monitor the quality of the school provision and is well informed and involved in the life of the school. It provides good support and fulfils most of its regulatory and legal requirements. However, the lack of a home-school agreement with parents fails to comply with statutory requirements.
12. The headteacher, governors and staff are committed to maintaining and improving standards and a self-evaluation culture has been established recently, but needs further development.
13. The school's newly formed formal self-evaluation procedures inform a much improved SDP, which identifies an adequate range of priorities, but not all of these are sufficiently focused to identify and prioritise clear targets and strategies for further improvement. Staff have high expectations and the school is currently in the process of analysing detailed Local Education Authority (LEA) data on the pupils' performance to provide quantifiable evidence for the next self-evaluation report.

14. The school has not taken sufficient account of the views of pupils, staff, groups outside school, including parents and representatives of the local community in its self-evaluation through for example distributing and analysing questionnaires.
15. The GB oversees, and is knowledgeable about, the work of the school through reports by the headteacher and active involvement with the school. It recognises developing its role, including training for its newer members, as important.
16. The GB and headteacher provide adequate resources to ensure objectives are met as indicated in the SDP and they have been very affective in raising considerable funds to improve the fabric of the building, such as the outside play area for the under-fives.
17. Actions taken by the school to address the key issues identified in the previous inspection have been effective in improving standards.
18. The inspection team agreed with the judgments made by the school on four out of seven of the key questions.
19. There are enough appropriately qualified and experienced teachers and support staff to meet the requirements of the curriculum and the needs of learners.
20. The nursery nurses (NNEBs) who work in the under-fives' and SEN units, and the classroom support staff, all work effectively with teachers and learners. They make a significant contribution to the progress and standards achieved by pupils in both units and support their developmental needs well. The school benefits from the services of the secretary who contributes significantly to its smooth day-to-day running.
21. The range of resources for learning is appropriate to support the curriculum for pupils of all ages and abilities. In the under-fives unit particularly, the imaginative use of resources stimulates children's interest in learning well. Pupils have ready access to a good range of books in their classrooms and an adequate number of computers in the school.
22. The staff's professional developmental needs are identified through performance management procedures and built into the SDP. The school has no clear framework for the continuing professional development of all staff.
23. The school accommodation is well maintained and kept clean with the large shared playing fields in acceptable condition. A permitted path through the grounds allows access for the general public at all times which is of safety concern to the school. Space at the school is limited and the design of the playground restricts some pupils' enjoyment of play. The size of the school hall limits the number of parents who can attend whole school functions.
24. Governors undertake their role responsibly to make sure good use is made of resources in order to achieve good value for money.

## Recommendations

1. The school needs to:

- R1. maintain the high standards in the subject judged Grade 1 in KS2, improve standards in subjects judged Grade 2 and address the shortcomings in information technology in KS2;
- R2. continue to develop aspects of assessment already identified in the SDP and self-evaluation report and ensure that the processes of marking pupils' work and reviewing their targets help them understand the purpose of assessment;\*
- R3. refine its self-evaluation procedures to include the effective analysis of quantifiable data to set clear and measurable targets for improvement;\*
- R4. meet the statutory requirement with regard to having a home-school agreement and a parent declaration;\*
- R5. work with the LEA to address the safety concerns of the school regarding the permitted path through its grounds.

*\*The school has identified aspects of these recommendations in their SDP.*

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.