

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

A Report on the Quality of Education in

**Ysgol Dewi Sant
Ffordd Rhuddlan
Rhyl
Denbighshire
LL18 2RE**

School Number: 6632066

Date of Inspection: 28 September 2009

by

**Merfyn Lloyd Jones
78218**

Date of Publication: 30 November 2009

Under Estyn contract number: 1100609

© Queens Printer and Controller of HMSO 2009: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The copyright in the material must be acknowledged as aforementioned and the title of the report specified.

Copies of this report are available from the school. Under the Education Act 2005, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

Introduction

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

The inspection of Ysgol Dewi Sant took place between 28/09/09 and 01/10/09. An independent team of inspectors, led by Merfyn Lloyd Jones undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

Estyn's reports follow its guidance for the writing and editing of reports, which is available on the Estyn website (www.estyn.gov.uk). The table below shows the terms that Estyn uses and a broad idea of their meaning. The table is for guidance only.

| | |
|-------------------------|--------------------------|
| Nearly all | with very few exceptions |
| Most | 90% or more |
| Many | 70% or more |
| A majority | over 60% |
| Half/around half | close to 50% |
| A minority | below 40% |
| Few | below 20% |
| Very few | less than 10% |

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

| Contents | Page |
|--|-------------|
| Context | 1 |
| Summary | 2 |
| Recommendations | 6 |
| Standards | 7 |
| Key Question 1: How well do learners achieve? | 7 |
| The quality of education and training | 9 |
| Key Question 2: How effective are teaching, training and assessment? | 9 |
| Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community? | 10 |
| Key Question 4: How well are learners cared for, guided and supported? | 11 |
| Leadership and management | 12 |
| Key Question 5: How effective are leadership and strategic management? | 12 |
| Key Question 6: How well do leaders and managers evaluate and improve quality and standards? | 14 |
| Key Question 7: How efficient are leaders and managers in using resources? | 14 |
| Standards achieved in subjects and areas of learning | 16 |
| Mathematics | 16 |
| Science | 17 |
| Information and communications technology | 17 |
| Art and design | 18 |
| Physical education | 19 |
| Religious education | 20 |
| School's response to the inspection | 21 |
| Appendices | 22 |
| 1 Basic information about the school | 22 |
| 2 School data and indicators | 22 |
| 3 National Curriculum assessments results | 23 |
| 4 Evidence base of the inspection | 24 |
| 5 Composition and responsibilities of the inspection team | 25 |

Context

The nature of the provider

- 1 Ysgol Dewi Sant community Welsh school is situated on the outskirts of the seaside town of Rhyl. The school is celebrating 60 years since its establishment in a building in the centre of the town. The school moved to its current location in 1969 when Ysgol Glan Clwyd moved to a new building in St Asaph.
- 2 The school accepts pupils between three and 11 years of age, with the full range of ability. Pupils are distributed into 20 single age classes. At the time of the inspection, there were 425 full time pupils on the register with 81 children who attend the nursery class on a part-time basis. Most pupils come from non Welsh speaking homes. The school describes the area from where a quarter of its pupils come as one that is residentially deprived and the remainder come from areas that are neither prosperous nor economically disadvantaged.
- 3 There are 13% of pupils registered on the school's roll as being entitled to receive free school meals.
- 4 Three pupils hold statements of special educational need (SEN) and the 87 pupils on school action and school action plus receive additional support.
- 5 The headteacher has been in his post since September 1995. The school was last inspected in 2003.

The school's priorities and targets

- 6 The school lists the following, from three separate areas, as some of its main aims for 2009-2010:
 - Finance/Staffing
 - i) confirm and finance the assistants' role;
 - ii) prepare staff in year (Y) 1 for the Foundation Phase, and
 - iii) ensure assistants for Y1.
 - Buildings
 - i) develop the building in line with the requirements of the Foundation Phase in Y1;
 - ii) develop the Integrated Centre, and
 - iii) develop risk assessments.
 - Curriculum
 - i) map the Foundation Phase curriculum in Y1;
 - ii) develop and raise standards in language through creating more of a Welsh atmosphere outside the classroom;
 - iii) raise standards in science in both key stages, and
 - iv) refine the levelling and moderating procedures at the end of key stage 1.

Summary

- 7 Ysgol Dewi Sant is a good school that provides education of a good quality in a lively learning environment where enjoyment is evident. Pupils make good progress and achieve good standards. There is close collaboration between the headteacher, members of staff, governors and parents. There is a caring, warm and homely atmosphere in each classroom and pupils feel that they are appreciated and supported well. The school has made good progress since the last inspection.

Table of grades awarded

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

- 8 In 2009, key stage 1 teachers' statutory assessments show that pupils' achievements at seven years of age in Welsh, mathematics and science are slightly lower in comparison to county and national averages. When comparing results with those in similar schools over a period of three years, they are also slightly lower. In 2007 and 2008, girls performed much better in Welsh and science but there was no significant difference in mathematics and science in 2009. Girls continue to perform better than boys in Welsh.
- 9 Teachers' statutory assessments in key stage 2 in 2009 show that pupils' achievements at 11 years of age in Welsh, English, mathematics and science are slightly higher in comparison with county and national averages. In comparing results with similar schools over a period of three years, they are also slightly higher. Apart from in Welsh, over the past three years boys have performed slightly better than girls in English, mathematics and science. This is in contrast to the pattern nationally.
- 10 Standards of achievement in the lessons inspected are as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------|---------|---------|---------|---------|
| 14% | 72% | 14% | 0% | 0% |

- 11 The above percentages compare well with the average percentages for the whole of Wales, as published in Her Majesty's Chief Inspector's (HMCI) Annual Report for 2007-2008, namely that standards are good or better (Grade 1 and 2) in 84% of lessons and outstanding (Grade 1) in 12% of lessons.
- 12 Most pupils under five years of age, together with pupils in both key stages, make good progress towards attaining their potential. Each individual is successful in his/her work, whatever their ability, social or linguistic background.

- 13 The overall quality of the educational provision for children under five years of age is appropriate for their needs and children make good progress towards the outcomes of the Foundation Phase.
- 14 Pupils with SEN make very good progress, in accordance with their ability.
- 15 In key stages 1 and 2, in the subjects inspected, standards of achievement are as follows:

| Subjects | Key Stage 1 | Key Stage 2 |
|---|--------------------|--------------------|
| Mathematics | Grade 2 | Grade 2 |
| Science | Grade 2 | Grade 2 |
| Information and Communications Technology | Grade 2 | Grade 2 |
| Art and design | Grade 2 | Grade 2 |
| Physical education | Grade 2 | Grade 1 |
| Religious education | Grade 2 | Grade 2 |

- 16 Almost without exception, all pupils in the Foundation phase make good progress in their early literacy, numeracy and information and communications technology (ICT) skills.
- 17 In key stages 1 and 2, all pupils make good progress in the key skills of language and communication and ICT but examples of skills in using and applying mathematics across the curriculum are very rare.
- 18 Throughout the school pupils' bilingual skills are developing outstandingly. By the end of key stage 2, almost without exception, pupils make effective use of English and Welsh as a medium of learning and move easily from one language to the other when gathering information and undertaking investigations.
- 19 The ability of the majority of pupils to work independently under the direction of a teacher is good, but there are few opportunities available for pupils to take responsibility for their own work. As a result, their skills in problem solving and making decisions independently are insufficiently developed. The practice of pupils themselves identifying how to improve their work is not a consistent enough practice. The school acknowledges this.
- 20 Many pupils throughout the school display good personal and social development. They display very good attitudes towards their work and all pupils show a clear interest in the lessons with enthusiastic commitment. Their behaviour is very good; they are considerate, courteous and work well with each other. Their understanding of equal opportunities issues and of fair play is good.
- 21 The level of attendance at the school across the last three full terms prior to the inspection is 94.4%, which is higher than the averages for Wales and the local education authority (LEA).
- 22 Pupils have a number of opportunities to extend their knowledge of their community and this enables them to develop a very good understanding of the world around them and gives them a sound foundation of the importance of the world of work and citizenship.

The quality of education and training

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

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------|---------|---------|---------|---------|
| 22% | 56% | 22% | 0% | 0% |

24 The above percentages compare well with the average percentages for the whole of Wales, as published in HMCI's Annual Report for 2007-2008, namely that the quality of teaching is good or better (Grade 1 or 2) in 83% of lessons and outstanding (Grade 1) in 16% of lessons.

25 Teachers have good subject knowledge and are familiar with recent developments in the Foundation Phase, the 2000 Curriculum and the 2008 Curriculum. They have established a very good relationship with the pupils based on respect and the constant and purposeful use of encouragement and praise. This creates a climate that is conducive to effective learning.

26 Teachers very successfully meet the linguistic needs of pupils in both languages and ensure equal opportunities for all.

27 Where good and outstanding features were seen:

- work was thoroughly planned and prepared;
- success criteria were successfully shared;
- tasks were appropriately differentiated;
- presentations were energetic and lively;
- objectives were shared well;
- there were good questioning techniques and high expectations that challenged and stimulated the pupils;
- pupils were supported very skilfully;
- very good use was made of assistants to support and improve the work, and
- there was effective use of resources.

28 The shortcomings in lessons included:

- over-direction by teachers, which does not encourage pupils to improve their skills in taking responsibility for their own learning;
- lack of opportunities to extend pupils' key skills;
- work that is insufficiently differentiated for the range of ability, and
- no elements of assessment for learning.

29 Good features outweigh shortcomings in the assessment procedures. The recording and reporting are good and fully meet with statutory requirements. Detailed and regular records are kept of each pupil's achievement and progress, including those for pupils with SEN. The practice of pupils' self assessment or assessing together is inconsistent. The practice is developing in a few classes.

30 The school responds well to pupils learning needs and interests, and they receive equal opportunities to benefit from a broad and balanced curriculum.

The provision conforms to the requirements of the national curriculum (NC) and religious education. The school develops pupils' bilingual proficiency successfully and this is an obvious strength.

- 31 Regular educational visits are arranged that correspond to work in the classroom and enrich the curriculum. They contribute substantially to pupils' experiences and development.
- 32 The partnership between the school and Ysgol Glan Clwyd and the purposeful collaboration between primary schools in the catchment is outstanding.
- 33 The school is aware of the importance of sustainability and there are plans to develop this aspect. This aspect is strong in some classes.
- 34 The provision, personal support and guidance are outstanding. During discussions, pupils praised the quality of the relationships between them and adults at the school. They are confident in asking for the help and support of members of staff and are ready to turn to any adult to ask for help. A member of staff has been trained to care for pupils' emotional well-being, this is outstanding.
- 35 The school displays commitment in encouraging pupils to recognise the benefits of eating and living healthily, and makes good efforts to implement the healthy eating programme.
- 36 The provision for pupils with SEN is good with outstanding features and meets the requirements of the Code of Practice. They have full access to the curriculum. Their academic progress is monitored very carefully and very effective use is made when analysing data to arrange support. The SEN co-ordinator (SENCO) has thorough knowledge of pupils' needs and the designated governor is also aware of his responsibilities.

Leadership and management

- 37 There are very good aspects to the leadership of the school on several different levels. The positive leadership of the headteacher, deputy and management team is good, purposeful and intelligent. It has a positive effect on the work of the school and the school's relationship with the community.
- 38 The school has a management policy that is implemented effectively by all members of the staff and governors. The subject co-ordinators fulfil their leadership and management roles conscientiously and enthusiastically.
- 39 The school has clear aims and values. An outstanding feature is the way in which the school succeeds in actively promoting its aims.
- 40 There are good features to the governors' roles in the strategic development of the school. They are extremely supportive of the headteacher and know the school well. The way that they take an active and prominent role in the process of drawing up and adopting policies is outstanding.
- 41 The quality of self-evaluation and the planning for improvement are developing well.
- 42 The report prepared by the school before the inspection is balanced and honest. Even so, at times, there is a tendency to describe the provision rather than evaluate its effect and there is a lack of judgement in several aspects relating to pupils' achievement.

- 43 The arrangements for planning for improvement are detailed. The school development plan (SDP) is a useful document that gives clear strategic direction to the work of the school. The implementation of the programme is consistently monitored and carefully evaluated against the targets and success criteria.
- 44 The teacher to pupil ratio is good throughout the school and they are qualified to teach all aspects of the curriculum.
- 45 The amount of teaching and learning resources for each age group is very good. They are of good quality, easily accessible to pupils and teachers and meet the needs and requirements of the curriculum.
- 46 Despite its age, the space within the building is sufficient for the number of pupils and it is used very effectively and creatively for learning. Substantial investment has been made recently to adapt the building in order to improve the teaching facilities.
- 47 Displays within the classrooms and corridors are attractive and stimulating and create an exciting atmosphere that promotes the teaching and learning. They are of a good quality and show that the school appreciates the pupils' achievements. The school is well maintained, with a high standard of hygiene.
- 48 The headteacher and governors have good knowledge of the school's budget and use it extremely effectively. Financial management is very good and expenditure is reviewed regularly in order to ensure value for money.

Recommendations

In order to improve, the school needs to:

- R1 build on the good standards and aim for excellence;
- R2 use assessment more effectively in order to promote pupils' development to become increasingly responsible for their own learning;
- R3 strengthen the monitoring system and give a more definite judgement on different aspects of the school's work, and
- R4 develop opportunities for teachers to share good practice through lesson observations.

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

- 49 The findings of the inspection team agree with the findings of the school in its self-evaluation report.
- 50 In 2009, key stage 1 teachers' statutory assessments show that pupils' achievements at seven years of age in Welsh, mathematics and science are slightly lower in comparison to county and national averages. When comparing results with those in similar schools over a period of three years, they are also slightly lower. In 2007 and 2008, girls performed much better in Welsh and science but there was no significant difference in mathematics and science in 2009. Girls continue to perform better than boys in Welsh.
- 51 Teachers' statutory assessments in key stage 2 in 2009 show that pupils' achievements at 11 years of age in Welsh, English, mathematics and science are slightly higher in comparison with county and national averages. In comparing results with similar schools over a period of three years, they are also slightly higher. Apart from in Welsh, over the past three years boys have performed slightly better than girls in English, mathematics and science. This is in contrast to the pattern nationally.

- 52 Standards of achievement in the lessons inspected are as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------|---------|---------|---------|---------|
| 14% | 72% | 14% | 0% | 0% |

- 53 The above percentages compare well with the average percentages for the whole of Wales, as published in HMCI's Annual Report for 2007-2008, namely that standards are good or better (Grade 1 and 2) in 84% of lessons and outstanding (Grade 1) in 12% of lessons.
- 54 Most pupils under five years of age, together with pupils in both key stages, make good progress towards attaining their potential. Each individual is successful in his/her work, whatever their ability, social or linguistic background.
- 55 The overall quality of the educational provision for children under five years of age is appropriate for their needs and children make good progress towards the outcomes of the Foundation Phase. They display positive attitudes towards learning, work well together and enthusiastically undertake challenging activities that strengthen and develop their learning.
- 56 Pupils with SEN make very good progress, in accordance with their ability.
- 57 In key stages 1 and 2, in the subjects inspected, standards of achievement are as follows:

| Subjects | Key Stage 1 | Key Stage 2 |
|---|-------------|-------------|
| Mathematics | Grade 2 | Grade 2 |
| Science | Grade 2 | Grade 2 |
| Information and communications technology | Grade 2 | Grade 2 |
| Art and design | Grade 2 | Grade 2 |
| Physical education | Grade 2 | Grade 1 |
| Religious education | Grade 2 | Grade 2 |

- 58 Almost without exception, pupils of all ages make good progress in their language literacy and communication skills. In the Foundation Phase, they make good progress in their early literacy, numeracy and ICT skills. They speak confidently and listen intently for short periods during group sessions.
- 59 In key stages 1 and 2, all pupils make good progress in the key skills of language and communication and ICT but examples of skills in using and applying mathematics across the curriculum are very rare.
- 60 Most pupils' bilingual skills are developing outstandingly throughout the school. Considering the social and linguistic background of a good number of them, they make good progress in Welsh. As they mature, they show confidence in using the language. This is very evident in key stage 1. Almost without exception, by the end of key stage 2, pupils make effective use of English and Welsh as a medium of learning and move easily from one language to the other when gathering information and undertaking investigations.
- 61 The ability of the majority of pupils to work independently under the direction of a teacher is good, but there are few opportunities available for pupils to take responsibility for their own work. As a result, their skills in problem solving and making decisions independently are insufficiently developed. The practice of pupils themselves identifying how to improve their work is not a consistent enough practice. The school acknowledges this.
- 62 Many pupils throughout the school display good personal and social development. They interact well with each other when they work together on tasks during lessons, whether in the classroom or outside in the open air. By the end of key stage 2, examples are seen of pupils supporting each other when working together. They develop a good awareness of moral values through various fund raising activities for charities and in discussing moral issues within personal and social education (PSE) lessons and in carrying out school council activities.
- 63 The majority of pupils display very good attitudes towards their work and all pupils show an obvious interest in the lessons with enthusiastic commitment. Their behaviour is very good; they are considerate and courteous with each other. They use their time effectively and take obvious pleasure in their experiences. They socialise and play happily with each other and show a very high level of self discipline and respect.
- 64 The majority of pupils understand the importance of nurturing healthy eating habits and keeping fit and how these can affect the quality of their life as they grow up.
- 65 The level of attendance at the school across the last three full terms prior to the inspection is 94.4%, which is higher than the averages for Wales and the LEA. The school is very close to achieving its target of 95%. Punctuality at the beginning of the school day is very good.
- 66 Their understanding of what it means to be good citizens is clear and they show sympathy for those who are less fortunate than themselves. Throughout the school, pupils respect the diversity of faiths, attitudes and other social and cultural traditions. Their understanding of equal opportunities and of fair play is good.

- 67 Pupils have a number of opportunities to extend their knowledge of their community and this enables them to develop a very good understanding of the world around them and gives them a sound foundation of the importance of the world of work and citizenship.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

- 68 The findings of the inspection team agree with the judgement of the school in its self-evaluation report.

- 69 In the lessons observed, the quality of teaching was judged as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------|---------|---------|---------|---------|
| 22% | 56% | 22% | 0% | 0% |

- 70 The above percentages compare well with the average percentages for the whole of Wales, as published in HMCI's Annual Report for 2007-2008, namely that the quality of teaching is good or better (Grade 1 or 2) in 83% of lessons and outstanding (Grade 1) in 16% of lessons.

- 71 Teachers have good subject knowledge and are familiar with recent developments in the Foundation Phase, the 2000 Curriculum and the 2008 Curriculum. They have established a very good relationship with the pupils based on respect and the constant and purposeful use of encouragement and praise. This creates a climate that is conducive to effective learning.

- 72 Teachers very successfully meet the linguistic needs of pupils in both languages and ensure equal opportunities for all.

- 73 Where good and outstanding features were seen:

- work was thoroughly planned and prepared;
- success criteria were successfully shared;
- tasks were appropriately differentiated;
- presentations were energetic and lively;
- objectives were shared well;
- there were good questioning techniques and high expectations that challenged and stimulated the pupils;
- pupils were supported very skilfully;
- very good use was made of assistants to support and improve the work, and
- there was effective use of resources.

- 74 The shortcomings in lessons included:

- over-direction by teachers which does not encourage pupils to improve their skills in taking responsibility for their own learning;
- lack of opportunities to extend pupils' key skills;
- work that is insufficiently differentiated for the range of ability, and
- no elements of assessment for learning.

- 75 Good features outweigh shortcomings in the assessment procedures. The recording and reporting are good and fully meet with statutory requirements. Detailed and regular records are kept of each pupil's achievement and progress, including those for pupils with SEN.
- 76 Baseline assessment with the under-fives is undertaken appropriately in the seven areas of learning.
- 77 In key stages 1 and 2, there are appropriate systems in place to ensure that pupils' achievement is recorded methodically. Effective use is made of standardised tests and results are carefully analysed in order to discover gaps in the provision or in the teaching and learning. They act according to need.
- 78 The practice of pupils' self assessment or assessing together is inconsistent. The practice is developing in a few classes.
- 79 Pupils' work is marked regularly but is rather superficial. Comments to show pupils clearly what they need to do in order to improve are rare.
- 80 The annual reports to parents conform to the statutory requirements, are of good quality and offer a detailed picture of pupils' progress. Parents are happy with the information presented in the reports and with the opportunities they receive to discuss their children's work with the teachers.

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

Grade 2: Good features and no important shortcomings

- 81 The findings of the inspection team do not agree with the Grade 1 given by the school in its self-evaluation report. There are not enough examples of outstanding practices to award a higher grade.
- 82 The school responds well to pupils' learning needs and interests, and they receive equal opportunities to benefit from a broad and balanced curriculum. The provision conforms to the requirements of the NC and religious education.
- 83 The whole-school schemes of work are comprehensive and offer clear guidelines to ensure continuity and progression in pupils' learning. Short-term planning is effective throughout the school and ensures appropriate activities for pupils' needs.
- 84 Teachers are aware of the need to ensure that each pupil gains confidence in the basic and key skills. Even so, ICT and numeracy skills are not developed and extended sufficiently across the curriculum.
- 85 Regular educational visits are arranged that correspond to work in the classroom and enrich the curriculum. They contribute substantially to pupils' experiences and development.
- 86 There is an effective action plan for the development of PSE. It is successfully integrated into class themes and is carefully timetabled. The arrangements for collective worship meet statutory requirements. Even so, the spiritual aspect is insufficiently developed. Effective use is made of visitors to promote values. Circle times at the school are effective and through the school council, the

school provides good opportunities for the pupils to influence matters that affect their everyday lives.

- 87 The partnership between the school and Ysgol Glan Clwyd and the appropriate collaboration between primary schools in the catchment is outstanding. The three year plan is very comprehensive. A number of strategies beneficial to the pupils are identified and also in order to raise standards.
- 88 The school develops pupils' bilingual proficiency successfully and this is an obvious strength. Good emphasis is placed on the Welsh dimension within the curriculum. The awareness of global citizenship is promoted very effectively.
- 89 The school is aware of the importance of sustainability and there are plans to develop this aspect. This aspect is strong in some classes.
- 90 Gaining the second accreditation of the Basic Skills Agency's Quality Mark, gaining accreditation at Step 2 of the Healthy Schools and working towards the Eco-Schools bronze award is testimony of the school's commitment to national priorities.
- 91 As yet, links with the world of work and entrepreneurial skills are not sufficiently developed.

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

Grade 1: Good with outstanding features

- 92 The findings of the inspection team agree with the judgements of the school in its self-evaluation report.
- 93 The school is a happy, caring and inclusive community where pupils feel they are appreciated and supported very well. The school council represents the pupils very effectively, ensuring that serious consideration is given to pupils' opinions. They meet regularly and discuss the matters raised maturely and responsibly.
- 94 There is an outstanding relationship between the pupils themselves and between them and their teachers and other adults.
- 95 The school works in a full and very productive partnership with a range of support agencies and services in order to ensure careful assessment of needs and provision of a high quality for the pupils.
- 96 Induction programmes for pupils who start at the school, move from class to class and transfer to the secondary school are extremely effective and ensure that they settle in quickly to their new environment. Younger children in the reception class settle in very quickly and are happy and confident in their work and play. The induction programmes for pupils who start during their school career and especially for those of different linguistic backgrounds are excellent.
- 97 The provision, personal support and guidance are outstanding. During discussions, pupils praised the quality of the relationships between them and adults at the school. They are confident in asking for the help and support of members of staff and are ready to turn to any adult to ask for help. A member of staff has been trained to care for pupils' emotional well-being, this is outstanding.

- 98 Pupils have access to a successful PSE programme in line with national recommendations. Their effect is an obvious strength across the school.
- 99 The school and staff monitor pupils' attendance and punctuality well. There are clear procedures in order to encourage good attendance and punctuality and to ensure a sufficient explanation for pupils' absences. The school has a good partnership with the educational welfare officer.
- 100 The school displays commitment to encourage pupils to recognise the benefits of eating and living healthily, making good efforts to implement the healthy eating programme.
- 101 The school has very effective policies and procedures for promoting good behaviour. Teachers and staff at the school use a range of positive strategies to encourage pupils to understand, manage and develop their standards of behaviour.
- 102 Consideration is given by the school to pupils' social, educational, ethnic and linguistic background as it supports and guides them effectively.
- 103 Designated governors are knowledgeable of the school's guidelines with regard to child protection and all members of staff have been trained in the latest guidelines.
- 104 The policies and procedures for first aid, sex education, racial equality and fire safety are operational and known to all. The school has appropriate arrangements in order to deal with complaints and appeals.
- 105 The provision for pupils with SEN is outstanding and meets the requirements of the Code of Practice. They have full access to the curriculum. Their academic progress is monitored very carefully and very effective use is made when analysing data to arrange support. The SENCO has thorough knowledge of pupils' needs and the designated governor is also aware of his responsibilities.
- 106 The individual educational plans include specific learning targets that correspond to the needs of individual pupils. The plans are reviewed regularly and are discussed with all the relevant personnel. The school works very effectively with parents, the LEA's agencies and the secondary school according to need.
- 107 The school has appropriate policies and measures to ensure equal treatment with regard to race and to eliminate any form of oppressive behaviour. These are reflected very successfully in the school's ethos. The school has appropriate schemes for all types of disability.

Leadership and management

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

Grade 2: Good features and no important shortcomings

- 108 The findings of the inspection team do not agree with the school's judgement in its self-evaluation report as there is a need to improve pupils' achievement in some areas.
- 109 There are very good aspects to the leadership of the school on several different levels. The positive leadership of the headteacher, deputy and management team is good, purposeful and intelligent. It has a positive effect on the work of

the school and the school's relationship with the community. Since the previous inspection, leaders, on several levels, have succeeded in maintaining the good quality in standards and other aspects of the school's provision and in some cases have improved them.

- 110 The school has a management policy that is implemented effectively by all members of the staff and governors. They have clear guidelines to promote all aspects of school life. The subject co-ordinators fulfil their leadership and management roles conscientiously and enthusiastically. All members of staff undertake their roles very effectively in order to ensure the success and development of the school.
- 111 The school has clear aims and values. An outstanding feature is the way in which the school succeeds in actively promoting its aims. Equal opportunities for all are promoted in an environment of trust and understanding. There are effective management arrangements in place to enable the school to operate smoothly as an organised community.
- 112 Very good consideration is given to county and Welsh Assembly Government (WAG) priorities. There are arrangements in place to respond to the requirements of the Foundation Phase and the 2008 Curriculum. The school takes an active role in the WAG's 'Effectiveness Framework' through working in partnership with four other schools in North Wales to consider strategies to raise standards. The school gained the Basic Skills Agency's Quality Mark for the second time in 2007. It promotes the principles of 'Healthy Schools' and 'Green Schools' conscientiously and successfully.
- 113 Pupils' assessments in the core subjects are analysed carefully and precisely in order to identify strengths and weaknesses. The targets set are achievable and realistic and effective strategies have been established in order to attain the targets set. This is an outstanding aspect of the school's administration.
- 114 Clear and effective procedures have been established to identify the professional development needs of individual staff. Appropriate use is made of courses, and to follow, every opportunity is given for everyone to discuss in order to benefit from each other's experiences and expertise. The performance management system gives teachers good opportunities to take part in professional discussions in order to identify areas for development. There is a good link between the aims set and the priorities included in the SDP. Evidence shows that, over the years, a good number of teachers have received promotion in their career. This aspect is an obvious strength in the school.
- 115 There are good features to the governors' roles in the strategic development of the school. They are extremely supportive of the headteacher and know the school well. The way that they take an active and prominent role in the process of drawing up and adopting aims and policies is outstanding. A clear example of their success is the way they ensured substantial improvement to the quality of the building. They undertake their role of critical friend in a supportive and open way. They satisfy all the legal obligations placed upon them.

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

Grade 2: Good features and no important shortcomings

- 116 The findings of the inspection team do not agree with the Grade 1 that the school gave itself in its self-evaluation report. There are insufficient examples of outstanding practices to award the higher grade.
- 117 The quality of self-evaluation and the planning for improvement are developing well. A culture of self-evaluation is well established.
- 118 The headteacher, teachers and governors fully contribute to the process through considering direct evidence from a number of sources. Subject co-ordinators show good understanding of their areas of responsibility and their monitoring duties. They visit lessons regularly and gather, analyse and compile the monitoring evidence into useful reports but these do not always pay enough attention to the different aspects and standards of a subject.
- 119 The self-evaluation report prepared by the school before the inspection is balanced and honest. Even so, at times, there is a tendency to describe the provision rather than evaluate its effect and there is a lack of judgement in several aspects relating to pupils' achievement. The inspection team's findings do not agree with the school's judgement in four of the seven key questions. A lower grade was awarded to key questions 3, 5, 6 and 7.
- 120 As yet there are no formal systems for considering the viewpoints and opinions of parents and others with interest in the school's work. Even so, parents stated that it was easy to approach the school to voice an opinion, ask questions or share concerns. Pupils are beginning to have an opportunity to express their opinion through the school council.
- 121 The arrangements for planning for improvement are detailed. The SDP is a useful document that gives clear strategic direction to the work of the school in three different areas, namely buildings, finance/staffing and the curriculum. The priorities identified, that arise from the self-evaluation, are suitable for the development of the school, and are ones that were carefully considered with regard to their financing and achievement. The implementation of the programme is consistently monitored and carefully evaluated against the targets and success criteria.
- 122 The school has made good progress since the previous inspection. The school has taken appropriate action in response to the key issues. The action taken has had a positive effect on pupils' standards and achievement, especially in physical education.

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

Grade 2: Good features and no important shortcomings

- 123 The findings of the inspection team do not agree with the Grade 1 that the school gave itself in its self-evaluation report. There are insufficient examples of outstanding practices to award the higher grade.
- 124 The teacher to pupil ratio is good throughout the school and they are qualified to teach all aspects of the curriculum. Following the implementation of the

Foundation Phase, there is one assistant to every eight pupils and this is having a very positive effect on pupils' development. Assistants are used effectively to support specific individuals and groups, especially those with SEN. All members of staff work together well as a team.

- 125 All members of staff have clear job descriptions that correspond to their responsibilities. Most of the teaching and support staff have received suitable and appropriate training to update their knowledge and to effectively transfer appropriate aspects to improve the teaching and learning. The school ensures that the training corresponds well to the needs of the school and to the professional development of individual members of staff.
- 126 The school operates in line with statutory requirements to allow non-contact time for teachers. Effective use is made of the time for planning, preparation and assessment. This has led to an overall improvement in the educational provision.
- 127 The amount of teaching and learning resources for each age group is very good. They are of good quality, easily accessible to pupils and teachers and meet the needs and requirements of the curriculum. A large number of ICT resources have been received recently, but it is not possible to measure their effect on standards at the moment. Careful planning and budgeting ensures that resources are updated in line with the priorities in the SDP.
- 128 Despite its age, the space within the building is sufficient for the number of pupils and it is used very effectively and creatively for learning. Substantial investment has been made recently to adapt the building in order to improve the teaching facilities. Very good use is made of the gymnasium, the hall and the open ground surrounding the school for a number of different activities. The outdoor area for the under-fives has been developed to respond to the requirements of the Foundation Phase.
- 129 Displays within the classrooms and corridors are attractive and stimulating and create an exciting atmosphere that promotes the teaching and learning. They are of a good quality and show that the school appreciates pupils' achievements. The school is well maintained, with a high standard of hygiene.
- 130 The headteacher and governors have good knowledge of the school's budget and use it extremely effectively. Substantial investment has been allowed to maintain and employ assistants and also an ICT technician to support the teaching and learning. Budgeting to respond to the emotional and linguistic needs of pupils is an outstanding example of effective use of finance. Financial management is very good and expenditure is reviewed regularly in order to ensure value for money.

Standards achieved in subjects and areas of learning

Mathematics

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

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

Good features

- 131 In key stage 1, many pupils have a good understanding of place value and read, write and arrange numbers with increasing confidence and accuracy. They recognise whole numbers from clues given by the teacher and other pupils and set and answer mathematical questions by confidently using the counting stick.
- 132 The majority of pupils in key stage 1 recognise odd and even numbers and can use and explain a variety of strategies in order to double and halve numbers. They ask and answer a number of appropriate mathematical questions in a guessing game at the end of the lesson.
- 133 In key stage 1, the majority of the younger pupils read o'clock and half past the hour on an analogue clock. Many of the older pupils read the time to half past the hour, quarter to and quarter past the hour on analogue clocks. The majority read the hour clock and predict the time in adding single whole numbers.
- 134 Many key stage 1 pupils recognise a range of two-dimensional shapes, including triangles, squares and rectangles. The more able recognise three-dimensional shapes and name cubes, pyramids and cylinders. They have developing skills in the use of money.
- 135 By the end of key stage 2, many pupils have a sound understanding of the place value of larger numbers. They use the four procedures with increasing confidence and can work quickly and correctly when counting in writing or through using mental counting methods. They develop their skills to solve mathematical problems practically using a variety of techniques.
- 136 Many pupils in key stage 2 compare a range of equivalent fractions and name the decimal equivalent. They can recognise the long division of a whole and use fractions and decimals to describe them. Pupils make good associations between work on decimals and the use of money in real situations.
- 137 By the end of key stage 2, most pupils show confidence in describing two and three-dimensional shapes, describing their features. They can discuss the properties of different angles and calculate the perimeter and area of simple shapes well.

Shortcomings

- 138 In key stages 1 and 2, the ability of many pupils to use a range of graphs and tables and to handle data is insufficiently developed.
- 139 The knowledge of pupils of average and lower ability of their number bonds and multiplication facts are not sufficiently sound and swift.

Science

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

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

Good features

- 140 In both key stages, the ability of most pupils to undertake investigations and to solve problems is good. Their thinking skills develop as they predict and come to a conclusion.
- 141 Many pupils in key stage 1 respond well to suggestions on how to undertake an investigation. They offer their own ideas and make simple predictions as to the expected result. They have a good idea of fair testing and undertake a good variety of investigations and experiments making comments and measurements.
- 142 Through using an investigation framework, the majority of pupils in some key stage 2 classes offer ideas, plan and undertake effective investigations. They use scientific terms to discuss their work.
- 143 In their study of humans, many name and describe the purposes of different parts of the skeleton. They are aware of foods that should be eaten often and those that should only be eaten occasionally.
- 144 Many pupils in key stage 2 can work confidently with magnets understanding the principles of attracting and repelling. They describe materials according to their properties and know the effect that water has on their effectiveness well.
- 145 By Y6, they display a good understanding of the need to hold a fair test, control variables and to undertake precise measurements. They have judgemental attitudes towards the inquiry and offer reasons for any shortcomings in their observations.
- 146 In key stage 2, the understanding of the majority of pupils of the principles of energy and forces is sound and they can apply their scientific knowledge well.
- 147 Many older pupils know the processes for creating an electrical circuit well and can adapt this to their work in design and technology.

Shortcomings

- 148 Many pupils in key stage 2 are too dependent on leaflets and ready made materials when they undertake inquiries.

Information technology

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

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

Good features

- 149 In key stage 1, most pupils use information technology equipment and software effectively in a variety of suitable contexts.
- 150 At the beginning of key stage 1, the majority of pupils are fully familiar with using the commercial programs 'Paint' and 'Paint 2' on the computer to draw a variety of different shapes and then filling them confidently with different colours. They cut and paste bright and attractive cards of a good quality using a range of pictures with appropriate texts.

- 151 The mouse and keyboard skills of the majority of younger pupils in key stage 1 are developing well. For example, they can choose and move items around the screen with assurance and find the appropriate vocabulary from the word bank.
- 152 Most older pupils in key stage 1 familiarise themselves with controlling the Bee-bot with increasing confidence through feeding instructions on a finger pad to move it in a series of set directions.
- 153 In key stage 1, most older pupils communicate information well using good word processing skills to create stories and keep their work in a file. They make good use of search tools to find answers to simple questions.
- 154 By the end of key stage 2, the majority of pupils search the internet confidently to access appropriate sites to enhance their work. They load computer programs independently and save their work in a personal file. They write text on the screen and change the size of the letters and the font and print their work well.
- 155 In key stage 2, most pupils communicate and handle information in different forms, including text, graphs and pictures, effectively. Their control of the word processor improves well as they learn to adapt their work in order to meet the needs of different audiences.
- 156 They also show good skills in preparing PowerPoint presentations and electronic books.
- 157 They understand and use various effects in order to improve and enrich the presentation of their work. They edit their work effectively and print it.

Shortcomings

- 158 There are no important shortcomings.

| |
|------------|
| Art |
|------------|

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

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

Good features

- 159 In key stages 1 and 2, almost without exception, pupils continuously develop a range of knowledge, understanding and skills in art. The remainder present work of a high standard throughout the year.
- 160 In key stages 1 and 2, many pupils use ICT effectively to extend their knowledge in art and to create a piece of work that emulates the styles of different artists such as Picasso and the cubist style in key stage 2.
- 161 In key stage 1, the majority of pupils undertake tasks confidently and sketch and paint with good command. They draw using pencils, crayons, chalk and charcoal. They very skilfully create several collages out of various materials.
- 162 When considering their age, most pupils display colouring, gluing, cutting and many more skills extremely effectively. They can simply and skilfully emulate the work of artists through following the teachers' instructions effectively and carefully.
- 163 Many of the pupils produce models and pieces of three-dimensional work confidently and successfully experiment with weaving.

- 164 In key stage 2, the majority of pupils have sound knowledge of how to mix the main colours effectively and know how to create a tint skilfully. There are very good examples of this in the landscapes and portraits created by the pupils in the styles of Kyffin Williams and Keith Morgan.
- 165 Most pupils are confident in studying the work of famous European artists such as Van Gough, Monet and Kandinsky to name but a few. When emulating their style and technique, they create work of a high standard.
- 166 Most pupils create good and attractive pieces of work through painting on materials, weaving and printing.
- 167 By the time pupils reach the end of key stage 2, many show very good development of aspects of tone and light, shadow and pattern, texture and shape and use space effectively.

Shortcoming

- 168 There are no important shortcomings.

Physical education

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

Key Stage 2: Grade 1: Good with outstanding features

Outstanding features

- 169 The ability of most pupils in key stage 2 to work creatively in their gymnastics lessons shows a variety of effective movements. They create sequences and creative movements displaying various shapes, body tension and respond sensitively to directions and movements.
- 170 In the swimming lesson, most pupils, whatever their ability, display very good technique in practising and developing their balancing skills, leg stretches and keeping their shoulders under the water to ensure effortless movement through the water. The upper tier show very good technique in the different swimming styles.
- 171 In the orienteering lesson, pupils, almost without exception, know and respond to map symbols successfully and follow instructions confidently when studying and following a plan of the school grounds.

Good features

- 172 In key stages 1 and 2, pupils, almost without exception, work physically hard in their lessons and understand that there is a need to warm up and down when exercising. They show a good awareness of safety requirements when moving around the gymnasium, hall or yard. They are very aware that exercise is important and the effect that it has on health and fitness.
- 173 In both key stages, all pupils' ability to make constructive comments when evaluating their own performance and that of others is good.
- 174 Many pupils in key stage 1 show good control in the basic skills of balancing, rolling and turning. They work well as individuals and in pairs, experimenting and evaluating their movements confidently.

175 In key stage 1, their ability to work creatively in their dance lessons is a very good feature of their work. They all convey ideas and emotions and display a variety of movements effectively in response to music.

176 Many key stage 2 pupils display skills such as handling a ball, finding space, and changing direction and speed very successfully. When transferring their skills to a game situation, they all work hard and energetically. They are enthusiastic players and fair competitors.

Shortcomings

177 There are no important shortcomings.

Religious education

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

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

Good features

178 In key stage 1, most pupils remember a number of stories from the Bible and some stories from other religions, intelligently and confidently.

179 They understand that there are a number of religions in this country and that people chose to celebrate their faith in a variety of ways. They are familiar with religious festivals such as Divali and understand the significance of some symbols.

180 Through holding Christian and Hindu wedding ceremonies and taking the roles of the different people attending, the majority have become aware of the significance of such religious ceremonies and understand that promises before God are part of the process.

181 They have good knowledge of different places of worship. Following the visit to Llangernyw church, they produced good quality work in art, religious education and PSE.

182 Most key stage 2 pupils show a good knowledge of Rama and Sita's story and develop their understanding of symbolism further through celebrating Divali. Through the use of good artefacts, they become more certain of the symbolic use made of them during worship and can compare their meaning and their role within the different religions. Most pupils can recall facts about faiths, traditions and symbolism within various religions.

183 All pupils are familiar with the story about William Morgan and know the importance of the Bible and other holy books.

184 Almost without exception, pupils display knowledge that all religions have a code of practice and show maturity when discussing moral issues. Most understand the importance of equality and show respect towards different viewpoints.

Shortcomings

185 Although there are no important shortcomings, there is room for pupils to show more initiative in researching the spiritual side of life and the effect it has on believers.

School's response to the inspection

The headteacher, staff, governors and pupils at Ysgol Dewi Sant wish to thank the inspectors under the leadership of Mr Merfyn Lloyd Jones for the professional and courteous way in which they undertook the inspection of the school.

The inspectors acknowledge the school's good and outstanding work in the report with comments that acknowledge the commitment of everyone to the development of the school and the recommendations give a clear and positive direction for the school to develop further.

We shall send a copy of the action plan following the inspection to the parents and the governors' annual report to parents will include comments on our progress in acting upon these recommendations.

Appendix 1

Basic information about the school

| | |
|---------------------|---|
| Name of school | Ysgol Dewi Sant |
| School type | Community Primary |
| Age-range of pupils | 3-11 |
| Address of school | Ffordd Rhuddlan Rhyl Denbighshire |
| Postcode | LL18 2RE |
| Telephone number | 01745 351355 |

| | |
|----------------------|-------------------------------|
| Headteacher | Mr Alun Coetmor Jones |
| Date of appointment | September 1995 |
| Chair of governors | Mr Ieuan Lloyd Roberts |
| Registered inspector | Merfyn Lloyd Jones |
| Dates of inspection | 28 September – 1 October 2009 |

Appendix 2

School data and indicators

| Number of pupils in each year group | | | | | | | | | |
|-------------------------------------|---------|----|----|----|----|----|----|----|-------|
| Year group | N (fte) | R | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Total |
| Number of pupils | 40.5 | 63 | 70 | 51 | 72 | 58 | 51 | 60 | 465.5 |

| Total number of teachers | | | |
|--------------------------|-----------|-----------|----------------------------|
| | Full-time | Part-time | Full-time equivalent (fte) |
| Number of teachers | 20 | 1 | 20.6 |

| Staffing information | |
|--|------|
| Pupil: teacher (fte) ratio (excluding nursery and special classes) | 23:1 |
| Pupil: adult (fte) ratio in nursery classes | 22:1 |
| Pupil: adult (fte) ratio in special classes | N/A |
| Average class size, excluding nursery and special classes | 26 |
| Teacher (fte): class ratio | 1:1 |

| Percentage attendance for three complete terms prior to inspection | | | |
|--|------|------|----------------|
| Term | N | R | Rest of school |
| Autumn 2008 | 93.3 | 92.5 | 94.4 |
| Spring 2009 | 92 | 93 | 94.1 |
| Summer 2009 | 90.5 | 92.9 | 93.97 |

| | |
|--|-----|
| Percentage of pupils entitled to free school meals | 13% |
| Number of pupils excluded during 12 months prior to inspection | 0 |

Appendix 3

National Curriculum Assessment Results End of key stage 1:

| National Curriculum Assessment KS1 Results 2008 | | | Number of pupils in Y2: | | 72 | | |
|---|--------------------|----------|-------------------------|---|------|------|------|
| Percentage of pupils at each level | | | | | | | |
| | | | D | W | 1 | 2 | 3 |
| Welsh | Teacher assessment | School | | | 11.1 | 70.8 | 18.1 |
| | | National | 1 | 2 | 10 | 63 | 26 |
| We: oracy | Teacher assessment | School | | | 11.1 | 70.8 | 18.1 |
| | | National | 1 | 2 | 10 | 62 | 25 |
| We: reading | Teacher assessment | School | | | 25 | 56.9 | 18.1 |
| | | National | 1 | 2 | 15 | 59 | 23 |
| We: writing | Teacher assessment | School | | | 23.6 | 73.6 | 2.8 |
| | | National | 0 | 3 | 19 | 66 | 12 |
| Mathematics | Teacher assessment | School | | | 13.9 | 79.2 | 6.9 |
| | | National | 0 | 2 | 11 | 65 | 22 |
| Science | Teacher assessment | School | | | 13.9 | 68.1 | 18.1 |
| | | National | 0 | 2 | 9 | 66 | 23 |

| Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment | | | |
|---|------|----------|-----|
| In the school | 79.2 | In Wales | 81% |

D Pupils who have been disapplied from the statutory arrangements
W Pupils who are working towards level 1

National Curriculum Assessment Results End of key stage 2:

| National Curriculum Assessment KS2 Results 2008 | | | Number of pupils in Y6 | | 51 | | | | | | |
|---|--------------------|----------|------------------------|---|----|-----|-----|-----|------|------|------|
| Percentage of pupils at each level | | | | | | | | | | | |
| | | | D | A | F | W | 1 | 2 | 3 | 4 | 5 |
| English | Teacher assessment | School | | | | | | 2.0 | 11.8 | 66.7 | 19.6 |
| | | National | 0.2 | 0 | 0 | 0.5 | 0.6 | 3.1 | 15.6 | 51.3 | 28.5 |
| Welsh | Teacher assessment | School | | | | | | 3.9 | 11.8 | 66.7 | 17.6 |
| | | National | 0.3 | 0 | 0 | 0.8 | 0.8 | 4.4 | 16.7 | 53.4 | 23.6 |
| Mathematics | Teacher assessment | School | | | | | | 3.9 | 7.8 | 49.0 | 39.2 |
| | | National | 0.2 | 0 | 0 | 0.5 | 0.6 | 2.7 | 14.7 | 51.4 | 29.9 |
| Science | Teacher assessment | School | | | | | | 3.9 | 7.8 | 56.9 | 31.4 |
| | | National | 0.2 | 0 | 0 | 0.5 | 0.5 | 1.8 | 11.4 | 53.9 | 31.7 |

| Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) by teacher assessment | | | |
|---|-------|----------|-----|
| In the school | 82.4% | In Wales | 77% |

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

Appendix 4

Evidence base of the inspection

Six inspectors spent 23 inspection days at the school.

Inspectors visited:

- 55 lessons or parts of lessons;
- all classes;
- collective worship, and
- a range of extra-curricular activities.

Members of the inspection team met as a team before the inspection and with:

- members of staff, governors and parents prior to the inspection, together with groups of pupils during the inspection.

The team also considered:

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

The deputy headteacher, in her role as nominee, was included in all team meetings.

After the inspection, meetings were held with the headteacher, staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

| Team member | Responsibilities |
|---|---|
| Mr Merfyn Lloyd Jones Registered Inspector | Context, Summary, Recommendations, Appendices Key Questions 1, 2, 5 and 6, physical education |
| Mr Gwynoro Jones Lay Inspector | Contributions to Key Questions 1, 3, 4, 5 and 7. |
| Mr Alun Williams Team Inspector | Key Questions 7 information and communications technology |
| Mrs Hazel Hughes Team Inspector | Key Question 3 science |
| Mrs Buddug Bates Team Inspector | Key Question 4 mathematics |
| Mrs Sylvia Clough Team Inspector | art and design, religious education |
| Mrs Anwen Griffith Nominee | Contributions to all questions through contributing information |

Acknowledgement

The inspection team would like to thank the governors, headteachers, staff pupils and parents at the school for their co-operation both before and during the inspection.

Contractor: EPPC/Severn Crossing Ltd
Suite F2A
Britannic House
Llandarcy
Neath
SA10 6JQ