

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

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

**Borthyn VC Primary School  
Denbigh Road  
Ruthin  
LL15 1NT**

**School Number: 6633050**

**Date of Inspection: 19 February 2008**

**by**

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**Date of Publication: 24 April 2008**

**Under Estyn contract number: 1110507**

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

The inspection of Borthyn VC Primary School took place between 19/02/08 and 21/02/08. An independent team of inspectors, led by Stephen Dennett undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **full** inspection.

## Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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## Context

### The nature of the provider

1. Borthyn V C Primary School is located in the town of Ruthin, Denbighshire. Most pupils come from the local area which is relatively prosperous. Twelve per cent of pupils are eligible for free school meals, which is below the national average. Children's attainment on entry to the school is broadly average, but covers the whole range of ability. There has been a recent increase in the number of pupils from ethnic minorities who do not speak English when they come to the school.
2. The school provides education for pupils aged three to eleven. Twenty-nine per cent of the pupils have been identified as having additional learning needs (ALN) and one pupil has statements of special educational needs. Nearly eight 8% of pupils speak English as an additional language (EAL) and 22% are from ethnic minorities. No pupils speak Welsh as a first language. No pupils are 'looked after' by the local education authority (LEA). At the time of the inspection, there were 109 pupils on the school's roll including eight children who attend the nursery for mornings only. The number on roll has fallen significantly since the school was last inspected in June 2002.
3. The school has achieved the Basic Skills Quality Mark three times.

### The school's priorities and targets

4. The school's mission statement says that it '*...aims to provide a Christian learning environment that strives to realise the full intellectual, aesthetic, physical, spiritual and social potential of all its pupils through quality and excellence...*' It also seeks to '*... further support the partnership of parents, governors and staff as educators.*'
5. The main aim of the school is '*... within a caring and disciplined framework ... to provide a broad, balanced education in the fullest sense and to encourage pupils to develop their individual personalities, interests and potential to the full.*'
6. The school has set a number of targets for the current school year, which include: '*to review and develop a whole school approach to homework; to continue to develop key skills across the curriculum; to develop the Foundation Phase curriculum; review provision for bilingualism in whole school planning; to improve standards against benchmark data; improve more focussed feedback to pupils to raise standards; and further develop the monitoring of all subjects*'.

## Summary

7. Borthyn V C Primary School has a number of good features which outweigh its shortcomings. The school provides a caring Christian environment, which enables pupils to achieve good standards in their personal development. Pupils' spiritual, moral and social development is strong. However, the school does need to improve aspects of pupils' academic achievement, teaching, and the leadership and management. Provision for children under five is a strength of the school.

### Table of grades awarded

Key Question	Inspection grade
1 How well do learners achieve?	3
2 How effective are teaching, training and assessment?	3
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?	3
7 How efficient are leaders and managers in using resources?	3

### Subjects and areas of learning for under-fives

8. The overall quality of the educational provision for the under-fives is appropriate to their needs and children are making good progress towards the desirable learning outcomes for children's learning.

Language, literacy and communication	2
Personal and social development	1
Mathematical development	2
Knowledge and understanding of the world	2
Creative development	2
Physical development	2

### Grades for standards in subjects inspected

Subject	Key Stage 1	Key Stage 2
English	3	3
Welsh second language	2	2
Mathematics	3	2
Science	3	2
Information technology	2	2
Design technology	2	2
History	4	3
Geography	Insufficient evidence	Insufficient evidence
Art	2	2
Music	3	3
Physical education	2	2
Religious education	2	2

9. During the time of the inspection, standards of achievement in the 26 lessons observed were as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
0%	77%	15%	8%	0%

10. Pupils' progress has good features that outweigh shortcomings. In the 2007 teacher assessments at key stage 2, the target for mathematics was exceeded, but pupils did not reach the targets set in English and science. Children's progress in learning in the early years is good. The education the school provides meets the needs and range of pupils appropriately.
11. Pupils' key skills have good features which outweigh shortcomings. Their listening, and reading skills are good throughout the school. Pupils' numeracy and information and communications technology (ICT) skills are also good. However, pupils' speaking and writing skills have some shortcomings. Pupils' competence in using bilingual skills is underdeveloped. Children's key skills in early years are developing well.
12. Pupils succeed regardless of their social, ethnic or linguistic backgrounds and in early years, their success in learning is good. Pupils with EAL make good progress in their acquisition of language, especially in early years.
13. In the 2007 teacher assessments at the end of year (Y) 2, the school was in the lower 50% compared with all schools and in comparison with schools with a similar number of pupils eligible for free school meals. At the end of Y6, the school was in the bottom 25% compared with all schools and similar schools.
14. The overall trend in teacher assessment results at key stage 1 is downward, although there was a slight improvement in 2007 over 2006. Standards at key stage 2 have declined sharply since 2005 and continue at a low level. However, the value added to pupils' learning as they move through the school is broadly average.
15. Pupils' understanding of what they are learning and how they are progressing has good features which outweigh shortcomings. Target setting is good in lower key stage 2, but less well developed in key stage 1. As a result, pupils are only making moderate progress towards fulfilling their potential and moving on to the next phase of their education.
16. Pupils' personal and social skills are good with no important shortcomings. Pupils have positive attitudes to their work and behaviour in lessons and around the school is good. Older pupils show a great deal of responsibility as they carry out their tasks around the school.
17. Average attendance over the three terms prior to the inspection was reception 94% and the rest of the school 94.4%. This is good and just above local and national levels. Pupils are punctual and lessons start on time. Registration is conducted efficiently and meets statutory requirements.
18. Pupils' capacity to work independently and acquire the skills necessary to maintain lifelong learning has good features which outweigh shortcomings. In early years, children have good independent learning skills, but these are not sufficiently developed in key stage 1, where much learning is passive. Pupils' development is better at key stage 2, but opportunities for pupils' to work on independent research projects are still limited.

19. Pupils make outstanding progress in their personal, social, moral and wider development. Pupils' spiritual, moral and social skills are very well developed, especially in upper key stage 2. Pupils have good awareness of British culture as well as other world cultures. Pupils leave the school with the necessary skills to maintain life-long learning in numeracy and ICT.

### The quality of education and training

20. During the time of the inspection, the quality of teaching in the 26 lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	73%	19%	8%	0%

21. The quality of teaching has good features that outweigh shortcomings. Teachers have good working relationships with pupils who say they are well supported in their learning. When teaching is good, teachers have high expectations and encourage good pace of learning in a productive environment.
22. The majority of lessons are well structured. However, planning is, at times, very brief and does not clearly identify what pupils will learn. In some lessons with important shortcomings, pupils spend too long listening passively and the pace of lessons is slow. Not all teachers are sufficiently familiar with recent developments in education and occasionally subject knowledge is weak.
23. Assessment meets statutory requirements for recording pupils' achievement. Teachers use standardised tests to assess pupils' achievements and progress in the core subjects (English, mathematics and science) fairly, accurately and regularly. Progress in the foundation subjects is less specific but most subjects are adequately assessed and recorded. Assessment information is not used sufficiently rigorously to identify strengths and weaknesses in the teaching and learning, which can be shared across the school. Annual reports to parents are good.
24. The school meets the needs and interests of pupils well. The curriculum is broad, balanced and flexible to suit the needs of all pupils, including those with ALN and EAL. However, the key skills of literacy, numeracy, ICT and bilingualism are not planned for systematically across the curriculum.
25. The school organizes many interesting activities to enhance pupils' experiences. An outstanding feature of the school is the extent to which the staff works to promote the spiritual, moral and social development of its pupils. The school promotes the *Y Cwricwlwm Cymreig* well in most subjects so that pupils have a strong sense of the country in which they live.
26. Links with parents, the local community and other organisations are good. Parents have many opportunities to learn more about the curriculum and discuss their children's progress. There are strong links with the community.
27. The school makes good provision for work-related education. This includes links with the local agricultural college, supermarket and newspaper. Pupils understand the roles in the community held by various visitors to the school.
28. Sustainable development and global citizenship are in the very early stages of development. Entrepreneurial and other skills needed to support economic development are not well established, but older pupils have some opportunities

- to develop entrepreneurial and other skills needed to support economic development.
29. The school is a happy, caring community where the quality of care, support and guidance is good with no important shortcomings. The partnerships with parents and carers are strong. Induction programmes for both pupils joining the school and transferring to high school are good.
  30. Teachers know their pupils well which enables them to effectively monitor each child's needs and progress. The monitoring of pupils' punctuality, attendance and behaviour is good.
  31. The schools provision for ensuring the healthy development and well being of all pupils is good. The headteacher is the nominated person with responsibility for child protection and together with the deputy head, he has received the appropriate level of training. There is a governor with responsibility for child protection and all staff have copies of the school's procedures.
  32. The provision for pupils with ALN has good features that outweigh shortcomings. Systems for diagnosing individual learning needs are good and ensure that pupils with ALN have appropriate support. IEPs are appropriate, but lack sufficiently detailed guidance on the kinds of tasks that will meet the need of pupils. Good support is provided for the minority of pupils whose behaviour is sometimes challenging.
  33. Provision for equal opportunities is good with no important shortcomings. Good race relations are promoted successfully and the school recognises and respects diversity. The effective measures in place to eliminate oppressive behaviour, including racial discrimination, bullying and all forms of harassment are evident in the pupils' good behaviour.

### **Leadership and management**

34. The headteacher leads the school appropriately. There is sense of purpose and direction, although this is not always communicated as clearly as it could be. The headteacher gives good pastoral leadership and he demonstrates great care and concern for everyone in the school. The school's commitment to equal opportunities is evident in the aims of the school and the values it seeks to promote.
35. The school has not been sufficiently proactive in seeking out relevant training courses, to the overall detriment of teachers' professional development. In addition, subject co-ordinators have not had the opportunity to observe teaching in their subjects and so are not sufficiently well informed to be able to make recommendations for training. Where the staff have been able to obtain suitable training, as for example in ICT, this has had a positive effect on provision and standards in the subject.
36. The governing body is supportive of the headteacher and staff. Governors monitor the quality of provision by making regular visits to the school and observing lessons. They receive regular reports from the headteacher and discuss these in governors' meetings. The governing body meets all statutory requirements.
37. The headteacher monitors and evaluates lessons and gives appropriate leadership to the process of school self-review. However, the overall monitoring of standards and educational provision is not as sharply focussed as it should

be on those actions that will bring about improvements in standards. The school's self-evaluation report is appropriate and it identifies its strengths and areas for development. The judgements of the inspection team matched those of the school in five of the seven key questions.

38. The information gathered through self-evaluation is directly used to inform strategic planning. Areas identified as being in need of improvement are included as targets in the school's development plan (SDP). Targets are realistic but are not sufficiently sharply focussed on improving standards.
39. The school's progress in addressing the key issues raised by the last report has good features that outweigh shortcomings. Good progress has been made in raising standards in ICT. There have also been some improvements in the planning of the curriculum and the use of assessment information. However, only very modest progress has been made in improving the effectiveness of the SDP and the monitoring role of subject co-ordinators.
40. The school's efficiency has good features that outweigh shortcomings. The school is well staffed with experienced and qualified teachers and teaching assistants. The accommodation is good for the number of pupils on roll. The school grounds, playing fields and play areas are used well and effectively maintained. All learners have access to a good range of resources.
41. Although the school's budget is monitored effectively, and good use is made of resources, the lack of focus means that resources have not always been efficiently concentrated on raising standards, especially in respect of teachers' professional development. As a result, the school only gives very modest value for money.

## Recommendations

In order to further raise standards and improve provision, the school needs to:

- R1 Raise standards in those subjects judged to have shortcomings to ensure that all pupils make the progress of which they are capable;\*
- R2 Improve pupils' key skills where necessary, namely, writing, aspects of speaking and bilingualism;\*
- R3 Improve teaching, especially at key stage 1, and provide appropriate training where needed, effectively linked to staff appraisal and the monitoring of standards by subject co-ordinators;\*
- R4 Improve assessment, ensuring that pupils have a better understanding of the purpose of assessment and improving the quality of teachers' marking for improvement,\* and
- R5 Improve the leadership and management of the school, setting more sharply focussed targets for improvement which reflect current best primary practice.

*\* These issues have already been identified in the school's development plan.*

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 3: Good features outweigh shortcomings

42. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
43. During the time of the inspection, standards of achievement in the 26 lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	77%	15%	8%	0%

44. The pupils' overall standards of achievement in the lessons observed are below Welsh Assembly Government (WAG) target for 2010 set out in 'Vision into Action' which states: 'the quality of learning assessed by Estyn to be Grade 3 or better in 98% of classes'.
45. The overall quality of the educational provision for the under-fives is appropriate to their needs and children are making good progress towards the desirable learning outcomes for children's learning.
46. Children's achievement in the areas of learning for under-fives were as follows:

Language, literacy and communication	2
Personal and social development	1
Mathematical development	2
Knowledge and understanding of the world	2
Creative development	2
Physical development	2

47. In key stages 1 and 2, pupils' achievement in the subjects of the National Curriculum (NC) are as follows:

Subject	Key Stage 1	Key Stage 2
English	3	3
Welsh second language	2	2
Mathematics	3	2
Science	3	2
Information technology	2	2
Design technology	2	2
History	4	3
Geography	Insufficient evidence	Insufficient evidence
Art	2	2
Music	3	3
Physical education	2	2
Religious education	2	2

48. Pupils' progress has good features that outweigh shortcomings. In the 2007 teacher assessments at key stage 2, the target for mathematics was exceeded by 13.3 %, but pupils did not reach the targets set in English (-11.7%) and science (-3.3%). Children's progress in learning in the early years is good. The

education the school provides meets the needs and range of pupils appropriately.

49. Pupils' key skills have good features which outweigh shortcomings Their listening, and reading skills are good throughout the school. Pupils' numeracy and ICT skills are also good. However, pupils' speaking and writing skills have some shortcomings. Pupils' competence in using bilingual skills is underdeveloped. Children's key skills in early years are developing well.
50. Pupils succeed regardless of their social, ethnic or linguistic backgrounds and in early years, their success in learning is good. Pupils who speak English as an additional language (EAL) make good progress in their acquisition of language, especially in early years.
51. In the 2007 teacher assessments at the end of Y2, there were less than 10 pupils in the year group, so detailed information about individual subjects is not published. However, 75% of pupils achieved at least level 2 in all three core subjects (the core subject indicator). This places the school in the lower 50% compared with all schools and in comparison with schools with a similar number of pupils' eligible for free school meals.
52. In the 2007 teacher assessments at the end of Y6, 58% achieved at least level 4 in English, 83% in mathematics and 68 % in science. In the core subject indicator, 42% of pupils achieved level 4, which places the school in the bottom 25% compared with all schools and similar schools. Over half of the pupils in this year group had additional learning needs and scored well below average on the baseline assessment in their reception year.
53. According to the school's baseline assessment in reception, pupils enter Y1 with broadly average achievement, although they are above the LEA average. The overall trend in teacher assessment results at key stage 1 is downward, although there was a slight improvement in 2007 over 2006. Standards at key stage 2 have declined sharply since 2005 and continue at a low level. However, the value added to pupils' learning as they move through the school is broadly average. Overall, there is no significant differences in the performance of boys and girls.
54. Pupils' understanding of what they are learning and how they are progressing has good features which outweigh shortcomings. Target setting is good in lower key stage 2, but less well developed in key stage 1. As a result, pupils are only making moderate progress towards fulfilling their potential and moving on to the next phase of their education.
55. Pupils' personal and social skills are good with no important shortcomings. Pupils enjoy coming to school and benefit from its warm, friendly ethos. Relationships with staff are good and this has a positive effect on pupils' social development. Pupils have a strong feeling of belonging to a happy orderly community where learning can thrive. This is acknowledged by many of the parents.
56. Pupils have positive attitudes to their work, and behaviour in lessons and around the school is good. Older pupils show a great deal of responsibility as they carry out their tasks around the school.

57. Average attendance over the three terms prior to the inspection was 94% reception and 94.4% the rest of the school. This is good and just above local and national levels. Pupils are punctual and lessons start on time. Registration is conducted efficiently and meets statutory requirements.
58. Pupils' capacity to work independently and acquire the skills necessary to maintain lifelong learning has good features which outweigh shortcomings. In early years, children have good independent learning skills, but these are not sufficiently developed in key stage 1, where much learning is passive. Pupils' development is better at key stage 2, but opportunities for pupils' to work on independent research projects are still limited.
59. Pupils make outstanding progress in their personal, social, moral and wider development. Pupils are thoughtful and reflective. They have good opportunities for prayer and reflection in assemblies and their spiritual development is very good. The pupils' moral and social skills are also very well developed, especially in upper key stage 2. Pupils have good awareness of British culture as well as other world cultures. There is great respect for diversity.
60. Pupils leave the school with the necessary skills to maintain life-long learning in numeracy and ICT. Good transition arrangements means that they are appropriately prepared for the next phase of their education. However, their speaking and writing skills are not as well developed as they should be to enable them to make the best of their secondary education. Pupils' understanding of their community and the workplace is developing appropriately.

## The quality of education and training

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

#### Grade 3: Good features outweigh shortcomings

61. The findings of the inspection team do not match the school's grade 2 in its self-evaluation report. This is because there are a number of important shortcomings in teaching and assessment which result in a lower grade being awarded.
62. During the time of the inspection, the quality of teaching in the 26 lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	73%	19%	8%	0%

63. The percentage of teaching graded 2 or better is below the WAG 2010 target of 80%. It is also below Her Majesty's Chief Inspectors' reported average of 79% of lessons graded 2 or better (HMCI report 2005-6).
64. In the early years, staff both stimulate and motivate nursery and reception children to perform well. Planning is good and clearly identifies what children are to learn.
65. Throughout the school, teachers have good working relationships with pupils who say they feel they are well supported in their learning. When teaching is good, teachers have high expectations of pupils' behaviour and performance.

Lessons move at a brisk pace and this means that pupils make good progress. Teacher cater for the needs of all pupils well.

66. Teachers share the objectives of lessons with pupils, which has a good effect on pupils' understanding of what they will learn. The majority of lessons are well structured, although planning is, at times, very brief and fails to identify what pupils will learn.
67. Teachers are frequently enthusiastic and use a variety of relevant resources to engage pupils' interest. They use artefacts and good questioning skills to stimulate independent thinking. Teachers support pupils effectively in their tasks, particularly those pupils with EAL. Learning support assistants (LSAs) make a useful contribution to the quality of teaching and learning. In the early years, their contribution is invaluable.
68. Where teaching has important shortcomings, pupils spend too long passively listening to the teacher. They are not encouraged to contribute views and ideas or urged to work more independently. Not all teachers are sufficiently familiar with recent developments in education and occasionally their subject knowledge is weak. The promotion of pupils' language needs, including their bilingual skills, is not sufficiently developed.
69. Assessment has good features that outweigh shortcomings. Teachers use standardised tests to assess pupils' achievements and progress in the core subjects fairly, accurately and regularly. There are appropriate arrangements for the standardisation and moderation of teachers' assessments. Progress in the foundation subjects is less specific, but most subjects are adequately assessed and recorded. Arrangements for assessment meet statutory requirements and there are good systems for standardisation and moderation to strengthen teachers' assessments at both key stages.
70. Teachers track the progress of individual pupils carefully, so that a clear picture is emerging of the progress pupils make over a period of time. However, the system is not used sufficiently rigorously to identify strengths and weaknesses in the teaching and learning, which can then be used effectively to adjust planning.
71. The school is developing a programme of where pupils evaluate their own performance and setting their own targets, noting areas for improvement. There are examples of good practice in Y3 and Y4. Pupils also assess the work of their peers, but this is not used consistently or sufficiently rigorously.
72. Teachers' marking in books lacks consistency across the school and, with few exceptions, does not contribute sufficiently to the raising of standards by informing pupils what they need to do to improve their work.
73. Annual progress reports clearly and positively comment on the achievement of pupils in skills, knowledge and understanding. They make useful suggestions as to what steps to take next. The school offers parents ample opportunities to discuss their child's progress during the school year.

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

**Grade 2: Good with no important shortcomings**

74. The findings of the inspection team match the judgment made by the school in its self-evaluation report.
75. The school meets the needs and interests of pupils well. The curriculum is broad, balanced and flexible to suit the needs of all pupils, including those with EAL. It meets statutory requirements. The coherent programmes of study enable help pupils to build on their knowledge and skills from year to year. There are many opportunities to link various aspects of the curriculum, particularly geography and history. There is a good programme for personal and social education (PSE), which takes appropriate account of the national framework.
76. The key skills of literacy, numeracy, ICT and bilingualism are not planned for systematically across the curriculum. The result is that these skills are not consistently reinforced in all subjects and in all areas of school life.
77. The school organizes many interesting activities to enhance pupils' experiences. There are a number of clubs, visits and visitors to enrich the development of pupils, including annual trips to France, Pentrellyncymer and Glan Llyn. The school is involved in a number of aspects of the Urdd.
78. An outstanding feature of the school is the extent to which the staff works to promote the personal development of its pupils. This begins very strongly in early years and continues until the pupils leave the school. Pupils make very good progress in their spiritual, moral and social development.
79. The school works closely with the church. Pupils make frequent visits to local churches as part of their religious education, art, and geography studies. Acts of collective worship have a strong Christian element and numerous opportunities are given for pupils to muse on their own lives in relation to others through prayer and moments of reflection.
80. Pupils are conscious of the need to help and respect others and contribute willingly of their time and money for charitable causes for example the school council decided to allocate the funds it had raised for 'World Vision' to help train a teacher in Africa.
81. Socially, pupils make very good progress. There is an atmosphere of mutual respect in the school and a sense of pride and community. Pupils are encouraged to be polite and considerate of others. They are clearly taught to tell the difference between right and wrong. Pupils are given good opportunities to work in small groups. Good behaviour is promoted well.
82. The school promotes *Y Cwricwlwm Cymreig* well in most subjects so that pupils have a strong sense of the country in which they live. Staff also encourage an understanding of other cultures.
83. Links with parents, the local community and other organisations are good. Parents have many opportunities to learn more about the curriculum and discuss their children's progress. The school listens to parents' views. Parents are active in raising funds for the school. Most parents respond well to the home/school agreement. There are strong links with the community. The vicar

visits regularly. The school choir often supports local events and also visits residential homes for the elderly.

84. New pupils are looked after well and helped to settle in quickly. Children in the nursery are prepared well for their transition from the 'Baby Bunnies' pre-school and older pupils are well prepared for their transition to secondary school.
85. The school makes good provision for work-related education. This includes links with the local agricultural college, supermarket and newspaper. Parents and grandparents have also visited the school and spoken to pupils about their work. There have been some teacher placements which have been used to support staff development and teaching and learning. The school promotes pupils' awareness of the 'world of work' in the past and present. Pupils understand the roles in the community held by various visitors to the school.
86. Although there are examples of staff promoting the bilingual skills of pupils in certain lessons and in hymn singing, this is not consistent throughout the school day. Consequently good opportunities to reinforce the pupils' bilingualism are missed.
87. All pupils have equal access to all areas of the National Curriculum and religious education. Irrespective of their background, abilities or gender they are encouraged to take part in all appropriate activities. Any incidents of stereotyping are promptly challenged.
88. Sustainable development and global citizenship are in the very early stages of development. In discussions, pupils showed only limited awareness of the need to act in a sustainable way. There is no 'eco' committee although the school is seeking to achieve the bronze 'eco' award. There is an individual class link to a school in New Zealand and pupils in years five and six have the opportunity to visit France each year. The school has recently enrolled in the Comenius project and are intending to make a plan to develop global links.
89. Entrepreneurial and other skills needed to support economic development are not well established but older pupils have some opportunities to develop entrepreneurial and other skills needed to support economic development,
90. The school is aware that more input is required to raise the quality of the foundations for lifelong learning and community regeneration. National priorities such as 'Healthy Schools' and 'Eco Schools' are not yet fully embedded in school life. However the 'Basic Skills' initiative is firmly established. Pupils are well prepared for their transition to high school.

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

<b>Grade 2: Good with no important shortcomings</b>
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91. The findings of the inspection team match the judgment made by the school in its self-evaluation report.
92. The school is a very happy, caring community where the quality of care, support and guidance is good with no important shortcomings. Pupils are secure in school and good relationships exist between themselves and all staff. In discussion with the school council, the pupils felt their opinions were valued

and they were well care for and supported. Pupils with ALN are well provided for with the appropriate educational, medical or pastoral support.

93. The partnerships with parents and carers are strong. There was a good, positive response from the questionnaire and from those parents who attended the pre-inspection meeting. There are regular newsletters and each autumn term there is a general parents evening where anything to do with school life is open to discussion. A recent questionnaire to parents about music tuition for pupils has had a positive response. There is an active parents' association and parental help on school trips. Parents are invited to dine with their child's year group each term.
94. Induction programmes for both pupils joining the school and transferring to high school are good. 'Baby Bunnies' preschool is held on school premises and makes an invaluable contribution to the settling in process of pupils in early years. Pupils arriving outside the normal admission times are encouraged to spend time in school before they start. On arrival, they are allocated a buddy to help them settle down into the life and routines of their new school.
95. Teachers know their pupils well which enables them to monitor each child's needs and progress effectively. The provision of high quality personal support and guidance including access to personal and social education is a strong feature. 'Circle time' (class discussions held whilst pupils sit in a circle), 'golden time' (time when pupils chose what they will do) and 'worry boxes' are well used to support and guide pupils. The personal and social education co-ordinator is a trained counsellor and uses her skills to counsel pupils where appropriate. Parents at the pre-inspection meeting said pupils were well supported.
96. The monitoring of pupils' punctuality, attendance and behaviour is good. The importance of good attendance is regularly stressed in newsletters and the school prospectus. An educational social worker and the Behaviour Support Service are available to support the school and families where necessary.
97. The schools' provision for ensuring the healthy development and well being of all pupils is developing well. They are part of the Healthy Schools' initiative and there is a free breakfast club. Pupils also have access to a good range of sports and physical activities to enable them to keep fit. There is a water cooler and healthy eating is encouraged in choices of school dinners and tuck. There are two named first aiders and all staff have received first aid training. All staff have received epi-pen (a rapid injection system to treat anaphylactic shock) training and where necessary additional training to support pupils with particular medical needs. Appropriate security arrangements are in place.
98. The headteacher is the 'nominated person' with responsibility for child protection. Together with the deputy head, he has received the appropriate level of training. All other staff have received training from the headteacher. There is a governor with responsibility for child protection and all staff have copies of the school's procedures. Records are kept in a secure cabinet and all staff are criminal records bureau checked.
99. The provision for pupils with ALN has good features that outweigh shortcomings. It meets the requirements of the code of practice. Systems for diagnosing individual learning needs are good and ensure that pupils with ALN have appropriate support. Effective use is made of intervention by teachers to

identify ALN at an early stage. IEPs are appropriate, but lack sufficiently detailed guidance on the kinds of tasks that will meet the need of pupils. IEPs are reviewed regularly and parents are invited to participate in this process. Although some of the support offered by teachers and LSAs is good, there are occasions when LSAs are not sufficiently pro-active in supporting pupils. This is due to a lack of sufficiently detailed guidance on the kind of tasks that are appropriate for these pupils. Support for pupils with hearing loss is good and they make good progress.

100. Good support is provided for the minority of pupils whose behaviour is sometimes challenging. This ensures that all pupils have the opportunity to learn without interference or disruption.
101. All pupils whatever their social, educational, ethnic or linguistic background are supported well and treated with dignity and respect. They have equal access to all lessons and activities and stereotyping is challenged by staff. Appropriate statutory policies are in place. Good race relations are promoted successfully and the school recognises and respects diversity. This is evident in the displays around the school, including one showing the flags of the different countries from which pupils originate. The countries of origin are used to encourage discussion about life in those countries.
102. The effective measures in place to eliminate oppressive behaviour, including racial discrimination, bullying and all forms of harassment are evident in the pupils' good behaviour. In discussion with the school council, they said they would be confident to report any incidents in the knowledge they would be dealt with quickly and fairly.
103. The school takes all reasonable steps to secure the equal treatment of disabled pupils. Pupils with disabilities both physical and otherwise are successfully integrated into all areas of school life, including residential trips. Disability access to the site is good with good disabled facilities. The school is currently working with the LEA on a Disability Equality Scheme and action plan.

## **Leadership and management**

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

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

104. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
105. The headteacher leads the school appropriately. There is sense of purpose and direction, although this is not always communicated as clearly as it could be. There is sometimes a lack of focus on those things that will effectively raise standards. The headteacher gives good pastoral leadership and he demonstrates great care and concern for everyone in the school.
106. The school's commitment to equal opportunities is evident in the aims of the school and the values it seeks to promote. The school's aims focus on the development of good attitudes, learning skills and the social and interpersonal skills which are essential if pupils are to achieve well. Parents indicated their

support and appreciation of the values instilled by the school in the pre-inspection questionnaires and at the parents' meeting.

107. The school takes appropriate account of national priorities. The continued raising of standards in bilingualism is an on-going target, along with strengthening sustainable development, developing pupils' entrepreneurial skills and an action plan is in place for the implementation of the Foundation Phase.
108. The school has appropriate target setting systems in place, including a number of challenging targets in English, mathematics and science for pupils in Y6. If these are achieved, the school will see a significant improvement in the 2008 teacher assessments. However, the school's track record in achieving targets is not good, as they were missed by a considerable margin in 2007.
109. The management of staff professional development and appraisal has good features that outweigh shortcomings. Although there has been good preparation for the Foundation Phase in early years, elsewhere there has been insufficient training in many of the most recent developments in educational practice and as a result, staff do not have all the necessary expertise to meet all the needs of the pupils.
110. The school has not been sufficiently proactive in seeking out relevant training courses, to the overall detriment of teachers' professional development. In addition, subject co-ordinators have not had the opportunity to observe teaching in their subjects and so are not sufficiently well informed to be able to make recommendations for training. Where the staff have been able to obtain suitable training, as for example in ICT, this has had a positive effect on provision and standards in the subject.
111. The governing body is supportive of the headteacher and staff. Governors monitor the quality of provision by making regular visits to the school and observing lessons. Governors are proud of the school and are fully committed to school improvement. They receive regular reports from the headteacher and discuss these in governors' meetings. The governing body meets all statutory requirements.

#### **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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112. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
113. Subject co-ordinators have some knowledge of performance in their areas of responsibility, but they have not had the opportunity to gather first-hand information through lesson observations. They gather evidence on standards from examining planning, looking at pupils' work and speaking to pupils.
114. The headteacher monitors and evaluates lessons and gives appropriate leadership to the process of school self-review. However, the overall monitoring of standards and educational provision is not as sharply focussed as it should be on those actions that will bring about improvements in pupils' standards of

achievement. The self-evaluation process in early years is well established and effective in raising standards for these children.

115. The school seeks to take account of the views of staff and parents, but has not taken sufficient account of the views of pupils. This is a shortcoming in the self-evaluation process. As a result, although adults are well informed about the process, pupils do not fully understand the arrangements.
116. The school's self-evaluation report is appropriate and it identifies its strengths and areas for development. The judgements of the inspection team matched those of the school in five of the seven key questions. The team did not agree with the school's grade 2 for key question 2, as inspectors identified a number of shortcomings in teaching and assessment. Also, in key question 7, which the school graded as a 2, as there were some shortcomings in the efficiency of the school.
117. The governing body works with the headteacher and staff in the process of self-evaluation. Governors discuss the self-evaluation report prior to approval. The governing body is committed to self-evaluation and sees it as instrumental in bringing about improvements.
118. The information gathered through self-evaluation is directly used to inform strategic planning. Areas identified as being in need of improvement are included as targets in the SDP. Targets are realistic but are not sufficiently sharply focussed on improving standards.
119. The school supports its priorities well through the allocation of resources. For example, the school has successfully improved provision for ICT which has led to improvements in standards since the last inspection.
120. The school's progress in addressing the key issues raised by the last report has good features that outweigh shortcomings. As already mentioned, good progress has been made in raising standards in ICT. There have also been some improvements in the planning of the curriculum and the use of assessment information. However, only very modest progress has been made in improving the effectiveness of the SDP and the monitoring role of subject co-ordinators.

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

<b>Grade 3: Good features outweigh shortcomings</b>
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121. The findings of the inspection team do not match the grade 2 judgment made by the school in its self-evaluation report as there are a number of important shortcomings in the efficiency of the school which result in a lower grade being given.
122. The school is well staffed with experienced and qualified teachers and LSAs. However, teachers are not as well informed about recent developments in education as they should be and some subject knowledge is weak. There are good arrangements for teachers' planning, preparation and assessment time and generally this time is used appropriately.
123. LSAs provide good support in several classes, although they do not support pupils as well as they could because they are not given sufficient direction by

teachers. Members of the administrative staff contribute effectively to the day-to-day running of the school. Caretaking and cleaning staff provide good support to make the school a safe and caring environment.

124. Pupils have access to a good range of learning resources, which are generally well matched to their needs. However, some computers are reaching the end of their useful life and need to be replaced soon.
125. The accommodation is good for the number of pupils on roll. The school grounds, playing fields and play areas are used effectively and well maintained. Attractive displays encourage pupils to have pride in their work.
126. Overall, the school make appropriate use of its resources, but finances are not always directed to where they will be most effective in raising standards. This is because the school has insufficiently accurate information from its self-evaluation to be sure where the money could be best spent. For example, the school has not invested sufficiently in staff training to ensure that all teachers are up-to-date with recent educational initiatives. As a result, the school only gives very modest value for money.

## Standards achieved in subjects and areas of learning

### Under 5s

127. The overall quality of the educational provision for the under-fives is appropriate to their needs and children are making good progress towards the desirable learning outcomes for children's learning. Children are taught in a combined nursery and reception class in the morning. The reception children are taught on their own in the afternoon.

### Language, literacy and communication skills

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

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

#### Good features

128. Children in both nursery and reception who have ALN and EAL make very good progress in language acquisition.
129. Most children in the nursery speak confidently to each other and to adults. They listen well, respond accurately to questions and directions and concentrate when listening to stories. Children handle books appropriately and make significant marks using pencils, crayons and paint.
130. Nearly all children in reception explain their activities and describe their work confidently. Some children sustain a long conversation. They are steadily acquiring a good range of useful vocabulary in a wide range of topics. Children ask questions competently in order to find out information and describe their pictures clearly. They sequence pictures of the events in their story.
131. When taking part in role play, children become fully immersed in the language of their imaginary activities, such as the jungle or a Chinese restaurant. They are making good progress in recognising letter sounds and making steady progress in reading at word level, many can pick out familiar words. Children

are also are progressing in developing their writing and several write their own name.

### **Shortcomings**

132. There are no important shortcomings.

### **Personal and social development**

**Nursery: Grade 1: Good with outstanding features**

**Reception: Grade 1: Good with outstanding features**

### **Good and outstanding features**

133. In the nursery, children settle in to school very quickly and very happily. The success of this transition period is greatly supported by the 'Baby Bunnies' pre-school which ensures that children are well prepared for all aspects of life in the school. New children, especially those with EAL are well supported and integrate happily.

134. Nearly all children behave well during breaks and are learning to co-operate with each other. They are developing trusting relationships with other children and adults in the school. Children take care of their own personal hygiene and are aware of their different feelings and what causes them to be happy, sad or excited.

135. In reception, children build solidly on aspects of personal and social development learned in the nursery. They are making good progress in understanding how people are similar and how they differ. Children also know how to care for and respect others and know right from wrong. They are at ease with adults and strangers and they are developing responsibility for possessions.

### **Mathematical Development**

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

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

### **Good features**

136. In the nursery, many children remember counting rhymes and count out to at least five. They use simple mathematical language such as bigger and smaller and show awareness of adding and taking away. Children successfully sequence objects according to colours and size.

137. Children in reception know a good range of number songs and count forwards and backwards to 20. They recognise number, shape and value to 10 and sort two-dimensional shapes into colours, size and into squares and triangles. Children successfully use and understand an increasing vocabulary of mathematical terms, for example 'long' and 'short', 'empty' and 'full', 'heavy' and 'light'. They measure, weigh and make patterns and a variety of regular shapes.

### **Shortcomings**

138. There are no important shortcomings.

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

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

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

### **Good features**

139. Children in the nursery use their developing ICT skills well for modelling on the computer. They have a good understanding of many scientific principles while experimenting with sand and water, for example. They understand well the principles of floating and sinking, filling and emptying. Children know their way around the school and explore natural phenomena in the local environment. They know the difference between old and new, night and day and realise that animals have their own habitats and people live in houses.
140. Most children in reception manipulate the computer mouse competently, name all the parts of a computer. They give directions to make the turtle move in different directions on the screen and explain how they use the computer to draw pictures. Children have a clear understanding of the sequencing of events during day and night such as what happens before and after school. They discriminate effectively between old and new toys and houses, for example. Children have a good grasp of the forces of pulling and make good progress in predicting and investigating when learning about the processes of freezing and defrosting objects. They cook gingerbread men, identifying various materials and their properties as they do so.
141. Children have a good knowledge and understanding of natural environments and animals through their studies of the rain forest topic, walks to the park and visits to places such as Coleg Llysfasi to observe farm animals. They are beginning to understand why festivities such as Christmas and Harvest are celebrated and make good progress in learning Welsh.

### **Shortcomings**

142. There are no important shortcomings.

## **Creative Development**

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

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

### **Good features**

143. In the nursery, most children eagerly sing songs and rhymes in English and Welsh. They use a wide range of materials to create pictures and manipulate different media to make objects as part of their rainforest project. Children take pride in their finished work when drawing features of the school, colouring or painting. In their topic work on the sea, children listen, compose and eagerly perform musical compositions based on seascapes. They make mature suggestions on how to improve their work. Children respond unselfconsciously in dance and enjoy movement. They create interesting pictures from imagination and copy carefully, using a range of construction materials to develop both imagination and co-ordination.
144. Children in reception have a wide repertoire of songs. They listen carefully to recorded music and provide percussion accompaniment, in which many keep a steady beat. They have a good understanding of what they have learned in music lessons. Children build well the good art and craft skills they learned in

the nursery and plan their constructions carefully using a range of differing resources. They use their imagination well in dance and demonstrate a good range of different movements at different levels.

### **Shortcomings**

145. There are no important shortcomings.

### **Physical Development**

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

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

### **Good features**

146. Most children in the nursery know the parts of their bodies. They make good progress in moving and stand, walk and jog accurately. Many can hop and skip correctly. Children respond accurately and promptly to instructions. They catch beanbags well and balance them on various body parts with precision. Children also demonstrate developing fine motor skills in holding pencils and brushes correctly. They manipulate dough and other materials well. Children successfully practise hand/eye co-ordination in games and make steady progress in dressing and undressing independently.

147. In reception, children are beginning to understand the effect of growth in their bodies. They move around with increasing control and have good hand/eye co-ordination. Children refine their skill in controlling mark making implements and handling small tools. They climb and balance on large apparatus confidently and safely and develop good motor skills when using the large wheeled toys. Children have increasing awareness of their bodies when responding to music.

### **Shortcomings**

148. There are no important shortcomings.

<b>English</b>
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**Key Stage 1: Grade 3: Good features outweigh shortcomings**

**Key Stage 2: Grade 3: Good features outweigh shortcomings**

### **Good features**

149. In key stage 1, pupils listen carefully, carry out instructions accurately and remember the events of a story in the correct sequence. Most pupils ask and answer questions confidently and often discuss freely with each other in small group work.

150. Pupils read at levels appropriate to their age and ability. They have a clear understanding of what they are given to read and take good heed of punctuation when reading aloud. Most are developing a strong enjoyment of reading.

151. In general, pupils are making steady progress in writing. They are accustomed to a number of different styles and can differentiate between writing instructions, descriptions and explanations.

152. In key stage 2, pupils continue to make good progress in listening. They have good recall of much of what they have learned previously and pay attention to both the teacher and other pupils' contributions. Younger pupils in the key

stage speak confidently in class discussions on 'aliens' showing they understand the main points and can make relevant comments

153. Many pupils read from the board and from worksheets accurately demonstrating the improvement made in reading skills over the past two years.
154. There are many examples where pupils produce well-organised and imaginative writing. Older pupils have original, creative ideas and are keen to write them for an audience. They have a good knowledge of writing in different styles. Pupils are aware of character and plot in their own work and structure their writing accordingly. There are examples in Y5 of interesting and extended pieces of biographical writing.

### **Shortcomings**

155. At the end of both key stages, some pupils are hindered in their progress by limited vocabulary in speaking and writing.
156. In both key stages, pupils have poorly developed library and research skills.
157. In Y6, some pupils' reading skills are not as well developed as they should be.
158. Too many older pupils in key stage 2 do not correct their work rigorously enough to improve on careless spelling, punctuation and narrow vocabulary.

## **Welsh second language**

**Key Stage 1: Grade 2: Good features with no important shortcomings**

**Key Stage 2: Grade 2: Good features with no important shortcomings**

### **Good features**

159. Throughout the school, pupils pronunciation of Welsh is good.
160. In key stage 1, pupils make steady progress in acquiring new vocabulary, everyday phrases and a limited number of sentence patterns. Pupils develop their Welsh through regular repetition of incidental greetings, directions and action songs. They have good knowledge and understanding of prepositions. *Helpwr Heddiw* monitors undertake their duties responsibly and use Welsh confidently in role-play. They can give simple information about themselves, recite the days of the week, count to at least 10 and identify a range of colours. In one lesson observed a Y2 pupil asked searching questions on the mutation she noticed in familiar words.
161. In key stage 2, pupils build well on the progress in speaking and listening skills made in key stage 1. They read well-practised and simple new words and phrases accurately. Older pupils are making good progress in the use of the past tense in their speaking and writing. They use the first and third persons accurately when describing various characters they encounter in their reading. Pupils are confident when responding to familiar question and answer patterns. They read aloud clearly with good intonation.

### **Shortcomings**

162. More able pupils do not extend their written work sufficiently.

## Mathematics

### **Key stage 1: Grade 3: Good features outweigh shortcomings**

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

#### **Good features**

163. In both key stages, pupils make effective use of counting strategies and adapt them well to complete work in mental mathematics. They successfully apply their mathematical skills effectively in practical tasks across the curriculum. They discuss their work using appropriate mathematical language. Pupils respond well in oral and mental mathematics sessions. They develop an increasing range of mathematical vocabulary relating to all areas of the subject.
164. Pupils in key stage 1 count on and back in fives up to 100. They understand place value of each digit of a number and use these to order number up to 100. Pupils use appropriate mathematical language to describe operations, such as 'subtract' and 'multiply'. They respond appropriately to such questions as, "What would happen if we add 5 more to 50?" They answer correctly.
165. In Y2, pupils read clocks accurately and tell the time to five minutes, using both analogue and digital clocks. They apply their good ICT skills when using computer programs to tell the time.
166. In lower key stage 2, pupils' current and previous work shows they have a good understanding of the four operations. The majority make effective use of their increasing knowledge of tables in dividing or multiplying. Pupils make good progress in their understanding of numbers and the number system. The majority work confidently and have a firm grasp of number operations and relationships.
167. In upper key stage 2, pupils have good mental recall of multiplication table up to 10x10. They use their understanding well when solving problems involving calculating the area of complex rectangular shapes. Pupils multiply and divide numbers up to 1,000,000, using a range of different techniques. They check their work for accuracy and spot unlikely results quickly.
168. Pupils have a good understanding of common metric measurements and use conventional signs, such as  $m^2$  correctly. Pupils have good problem solving skills and make a general statement of their own, based on the evidence they have gathered.
169. Pupils' work shows they have a good understanding of data handling and use tally charts, spreadsheets and tables to produce both bar and line graphs. They make good use of their ICT skills to produce some of their results.

#### **Shortcomings**

170. In Y2, pupils have difficulty in identifying place value in two digit numbers.
171. Some pupils in Y2 have difficulty subtracting and need the support of a number line to work out their answers.
172. Pupils' mathematical investigation skills in key stage 1 are not sufficiently well developed.
173. Pupils' presentation skills are sometimes poor in key stage 1 and this sometimes leads to inaccurate answers in pupils' books.

174. A significant minority of pupils in key stage 1 are not making sufficient progress in the subject and their achievement is not high enough by the end of Y2.

## Science

### **Key Stage 1: Grade 3: Good features outweigh shortcomings**

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

#### **Good features**

175. Pupils in key stage 1 describe the properties of materials using everyday words. They describe and explain the changes in materials due to heating, as when bread turns into toast, for example. Pupils use appropriate scientific vocabulary to describe their observations, as when they recorded the heating of an egg.
176. Pupils in Y2 understand that there needs to be a complete circuit for a current to flow. They accurately describe the parts of a circuit and use correct terms for the terminals of a battery.
177. In key stage 2, pupils in Y3 and Y4 have a good grasp of forces. They put forward their own ideas about how friction will effect the sole of a shoe. They use the correct scientific vocabulary and describe the effect of lubricants, such as oil on the surface of the sole.
178. When carrying out an investigation, pupils plan their activities well and are systematic in their approach. They make intelligent predictions as to which shoes have good soles that grip and which will slip. They test their theories carefully and record their findings carefully using appropriate tables.
179. Pupils in Y5 and Y6 have a good grasp of life processes and living things. They use the correct names for the parts of the human body and describe the digestive process accurately. Pupils know the functions of the lungs, skeleton and muscles.
180. When carrying out investigations, pupils know and understand the nature of a 'fair test'. They test breathing before and after exercise, only changing one variable. Pupils predict and check hypotheses against their results. They make effective use of ICT in their investigative work to make tables and produce both bar and line graphs.
181. Pupils have a good grasp of materials and their properties. They describe accurately changes in state, from solid to liquid and from liquid to gas. Pupils illustrate their findings with accurate, labelled diagrams.

#### **Shortcomings**

182. Pupils in key stage 1 are making insufficient progress in their acquisition of scientific skills as they move through the key stage.
183. Pupils in Y2 have poorly developed investigative skills. They find it difficult to describe a fair test and are not systematic in their approach to and investigation.
184. Some younger pupils in key stage 1 have limited scientific vocabulary.

## 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

185. In key stage 1, pupils use an appropriate range of equipment and software with increasing skill in a variety of contexts. They write pieces of work independently on the screen, adapting the text as required and printing it.
186. Pupil use appropriate programs correctly to produce drawings and for word processing purposes. They are able to follow the menu and the instructions in multi-media packages with a fair degree of independence and these activities promote the development of their literacy and numeracy skills.
187. Pupils in Y2 use programs well to guide a 'turtle' (small animated cursor) around the computer screen, giving a series of instructions. They change the colour of the lines on the screen as well as the shape of the 'turtle'. Pupils talk about their use of ICT at home and at school, explaining well how to send an email.
188. In key stage 2, pupils are confident users of equipment and software and have good keyboard skills. They communicate and exchange information effectively in different forms including text, graphs and pictures.
189. Pupils use mail programs effectively to send and receive emails from other schools. They compose letters and other documents well, using appropriate formatting, such as bold headers, tabs and justified text.
190. Pupils make effective use of the Internet to collect information and are able to correctly produce a database and present the information in various forms. Across the key stage, pupils' ability in using database programs to record, interrogate and reorganise data is good.
191. Pupils in Y6 produce good presentations to demonstrate their work in design technology (DT). Their slides show a good understanding of the techniques of presentation and an awareness of the target audience.
192. Pupils make good use of their IT skills in other subjects, such as science, DT, history and geography.

### Shortcomings

193. There are no important shortcomings.

## Design technology

194. *Please note that it was not possible to observe any lessons in the subject during the inspection due to timetable constraints and planning (the subject is blocked with art on a half-termly basis and this half term the focus is art). The following judgements are based on the sampling of pupils work and conversations with staff and pupils.*

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

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

### Good features

195. In key stage 1, pupils also make good use of their drawing skills to produce working drawings and posters. They use pictures and words to convey what they will do when designing puppets, for example. Their making skills are good and they generally think about ways in which their products could be improved. Pupils describe well what they like and dislike about their products.
196. In key stage 2, pupils in Y3 and Y4 draw effectively on their experience of evaluating purses to design money containers. They combine their drawing and designing skills well to produce a series of images in a logical sequence. They compare their finished products with their original intentions.
197. Pupils gather information independently when designing money containers. They use visual sources to investigate fastenings. Pupils generate a number of ideas and adjust them as they work. Their illustrations show that their ideas are well developed. Pupils evaluate well and illustrate their work well with diagrams, drawings and pictures.
198. When designing, pupils in Y5 and Y6 draw on a variety of sources to generate a range of ideas for shelters, for example. They develop their ideas well through drawings and labelled diagrams. Pupils make good use of their understanding of materials drawn from their studies in science. They produce detailed plans, using correct dimensions and sequences of drawings, showing what they will do. Pupils evaluate their work accurately by comparing the outcome with the original design.

### Shortcomings

199. There are no important shortcomings.

## History

**Key Stage 1: Grade 4: Some good features but shortcomings in important areas**

**Key Stage 2: Grade 3: Good features outweigh shortcomings**

### Good features

200. Pupils in key stage 1 know and recount what they have learned previously such as episodes from the life of Florence Nightingale. They can sequence events in the lives of Betsi Cadwaladr and Mary Seacole. They understand how hospitals and nursing have changed over time. Pupils recognize representations of the past and correctly use secondary sources to find information.
201. In key stage 2, younger pupils in the key stage make good progress in their understanding of the Tudor period. They use a wide range of writing styles to

represent the period including writing a clear report on the death of Richard III and with empathy about life on board a Tudor ship.

202. At the end of the key stage, pupils produce good work on crime and punishment and exploration in Tudor times. Many show a sound understanding of differences and similarities between Tudor times and today.

### **Shortcomings**

203. Many pupils in key stage 1 find it difficult to explain their reasons for the statements they make about the past indicating limited understanding.
204. Pupils in Y2 have an insecure understanding of simple chronology.
205. More able pupils in both key stages are capable of working on more challenging tasks.
206. Older pupils in key stage 2 do not use a sufficiently wide range of both primary and secondary historical sources to develop their skill in independent work.

## **Geography**

207. *The school was unable to provide sufficient evidence in geography for the inspection team to be able to make a secure judgement about pupils' achievement. The subject was not being taught during the inspection week as it is blocked with history on a half-termly basis.*

## **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**

208. In key stage 1 pupils produce accurate objective drawings of fruit and leaves. Their sketchbooks show good progression from Y1 to Y2. Pupils' drawings of birds are well executed, show a good understanding of proportion and shading. They explore a range of techniques which they use effectively in their work.
209. In key stage 2, pupils investigate and combine visual and tactile qualities of paint well. They match these qualities to their design ideas about feelings and relationships for example.
210. Pupils talk about their work in progress and make adjustments as they go along in the light of others' comments. Pupils mix colours effectively and use a good range painting techniques.
211. Pupils in Y5 and Y6 have very well developed designing skills and generally achieve standards which are above age expectations. Pupils have a good background knowledge and understanding of a number of Welsh artist for example, and draw on this knowledge very effectively when designing landscapes of their own.
212. Pupils have a well developed design vocabulary and discuss how they will adjust their designs to better reflect the style of their chosen artist. They produce highly detailed designs and plans, which they adjust as necessary in the light of comments from others.

## Shortcomings

213. There are no important shortcomings.

## Music

214. *During the inspection only one lesson of music in key stage 2 was observed. However the following judgements are based on pupils' singing, the scrutiny of pupils work and from teachers' planning.*

**Key Stage 1: Grade 3: Good features outweigh shortcomings**

**Key Stage 2: Grade 3: Good features outweigh shortcomings**

### Good features

215. Pupils in both key stages sing with enthusiasm, in tune and enunciate both English and Welsh words clearly. They have a wide repertoire of songs which they sing with good expression and posture.

216. In key stage 1, pupils make steady progress in performing on un-tuned percussion instruments to provide simple accompaniment. They understand the musical elements of dynamics and tempo. All pupils copy and create simple clapping patterns accurately in a four beat rhythm.

217. Pupils in key stage 2 sing in two, three and four parts competently and with assurance. In their lesson on The Blues pupils listen astutely and demonstrate a good sense of rhythm when copying clapping patterns and reproducing these on a variety of non-tuned instruments. Some pupils maintain a steady beat while others add complementing rhythms well resulting in good quality ensemble performances.

218. Pupils follow and create a simple graphic score correctly and are beginning to compose interesting pieces including electronic work. They listen carefully to a very wide range of music and can identify texture, timbre and structure in pieces such as Bach's 'Brandenburg Concerto'.

### Shortcomings

219. Older, more able pupils do not achieve the standards of which they are capable in composing and appraising.

220. Pupils do not keep written or recorded records of their compositions sufficiently well.

## Physical 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

221. Pupils in both key stages dress appropriately for activities and pay due regard to safety issues. Throughout the school, pupils work well in pairs or groups and they evaluate their performances with clarity and accuracy. All pupils undertake a range of movements during warm up exercises and they understand the importance of health issues.

222. In key stage 1, pupils make good use of space and perform basic skills of stretching, balancing, bouncing, hopping and skipping to a good standard. Many can hold shape for an appropriate time and transfer weight from one part

of the body to the other. They put together simple sequences, which they then repeat.

223. In key stage 2, pupils achieve good standards in gymnastics. They show increasing control and accuracy in finding solutions to different challenges, when playing 'follow my leader', for example. Pupils practice and establish their increasing range of skills with improving efficiency
224. Pupils make constructive comments about how they can improve their performance and assess their work effectively as they refine movements.
225. Pupils swim regularly and most achieve good standards by the time they leave the school. Pupils also take part in school clubs and team games, which has a positive effect on the standards they achieve.

### **Shortcomings**

226. There are no important shortcomings.

## **Religious education**

227. *No lessons were seen at key stage 1 and judgements are based on the scrutiny of pupils' work, teachers' planning and discussions with pupils.*

**Key Stage 1: Grade 2: Good with no significant shortcomings**

**Key Stage 2: Grade 2: Good with no significant shortcomings**

### **Good features**

228. In key stage 1, pupils have a good knowledge and understanding of New Testament stories, the life of Jesus and Christian festivals. They understand the importance of friends and family in their lives and that they are being cared for in many different ways.
229. Pupils have a good grasp of Christian values such as the importance of truth and forgiveness. They happily share with others information on their favourite places and things and what is particularly special to them.
230. In key stage 2, younger pupils have a broad knowledge of Bible stories from the Old and New Testaments. Most understand the meaning of some parables and can apply this to their own lives and in a contemporary setting. Pupils express their own feelings and those of others confidently. Pupils have a good awareness of the importance of the church in their community from their regular visits to places of worship.
231. Older pupils have acquired good understanding of aspects of the Jewish faith. They know the history and significance of Passover, the Torah and Mosaic law. Many appreciate the importance of artefacts to a religious community.

### **Shortcomings**

232. There are no important shortcomings.

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

The headteacher, staff, governors and pupils of Borthyn V C Primary School would like to thank the inspection team for their professional, sensitive and courteous manner throughout the inspection process. We welcome the findings of the inspection and consider the report to be a fair and accurate appraisal of the work of the school. It provides a positive and constructive reflection of the hard work and dedication of all those connected with the school.

The inspection experience has been extremely valuable in validating our sense of purpose and in providing a fitting testimony to the positive, happy and caring atmosphere of the school.

We are pleased to note the many positive elements in the report and are especially proud that it recognises that the school provides a caring Christian environment in which our pupils make outstanding progress in their personal, social, moral and wider development. We are very proud of our children and are extremely pleased to note that the inspectors found that our pupils have positive attitudes to their work and that their behaviour in lessons and around school is good. We are also delighted to note that the inspection report acknowledges that the school meets the needs and interests of the pupils well and commends the good working relationships which the teachers have with the pupils. The extent to which the staff promote the spiritual, moral and social development of the pupils is considered to be an outstanding feature of the school.

The inspection has reinforced our strengths as well as clearly identifying the areas that require further development. The recommendations for developing the school are appreciated and we are confident that by working closely with parents and our community, the headteacher, staff and governors will incorporate the recommendations within our School Development Plan and will act upon them in a focused and balanced manner in order to achieve higher standards.

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

## Appendix 1

### Basic information about the school

Name of school	Borthyn VC Primary School
School type	Nursery and Primary
Age-range of pupils	3 to 11
Address of school	Denbigh Road Ruthin
Postcode	LL15 1NT
Telephone number	01824 702727

Headteacher	Mr Neil Roberts
Date of appointment	September 1988
Chair of governors	Mr Richard Hughes
Registered inspector	Mr Stephen Dennett
Dates of inspection	19/02/2008 – 21/02/2008

## 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	9.5	14	8	13	9	16	17	16	102.5

Total number of teachers			
Number of teachers	Full-time	Part-time	Full-time equivalent (fte)
	4	2	5.1

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	19:1
Pupil: adult (fte) ratio in nursery classes	4:1
Average class size, excluding nursery and special classes	23.25
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2007	90.6	97.6	93.1
Summer 2007	94.4	95.4	94.7
Autumn 2007	95.7	77	95.1

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

## Appendix 3

### National Curriculum Assessment Results

#### End of key stage 1:

<b>National Curriculum Assessment KS1 Results 2007</b>	Number of pupils in Y2	8
As the number of pupils eligible for assessment at the end of key stage 1 was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	75%	In Wales	80.1

### National Curriculum Assessment Results

#### End of key stage 2:

<b>National Curriculum Assessment KS2 Results 2007</b>		Number of pupils in Y6	12								
<b>Percentage of pupils at each level</b>											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	8	34	58	0
		National	0	0	0	1	1	4	16	48	30
Mathematics	Teacher assessment	School	0	0	0	0	0	0	17	83	0
		National	0	0	0	1	1	3	14	48	33
Science	Teacher assessment	School	0	0	0	0	0	8	25	67	0
		National	0	0	0	1	0	2	12	52	34

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) by teacher assessment			
In the school	41.7%	In Wales	74.1%

- 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

- A team of three inspectors spent a total of seven inspector days at the school.
- Pre-inspection meetings were held with staff, parents and governors.
- Twenty-four questionnaires were returned by parents and analysed.
- The school's self-evaluation report and a comprehensive range of other documents were examined.
- Twenty-six lesson observations were undertaken.
- Samples of pupils' work from across the age and ability ranges were examined.
- Inspectors talked to pupils and listened to them read.
- Inspectors talked to the school council and observed lunch times and break times.

- Inspectors attended acts of collective worship.
- Post-inspection meetings were held with the staff and the governing body.
- The headteacher acted as nominee and assisted the team with gathering evidence and answering questions about the school.

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Stephen Dennett Registered Inspector	<b>Led on:</b> Context, Summary, Recommendations and Appendices Key Questions 1, 5 and 6 Mathematics, science, design technology information technology, art, physical education <b>Contributed to:</b> Key Question 4
Mrs Justine Barlow Lay Inspector	<b>Led on:</b> Key Question 4 <b>Contributed to:</b> Recommendations Key Questions 1 and 3
Mrs Meiriol Meredith-Jones Team Inspector	<b>Led on:</b> Key Questions 2, 3 and 7 early years, Welsh second language, English history, geography, music, religious education <b>Contributed to:</b> Recommendations
Mr Neil Roberts Nominee	Contributed to all key questions

### *Acknowledgement*

*The inspection team wish to express their thanks to the governing body, headteacher, staff, parents and pupils of Borthyn VC Primary School for the co-operation and assistance both before and during the inspection.*

#### **Contractors**

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