

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

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

**Christchurch C.P. School  
Ernest Street, Rhyl  
Denbighshire, LL18 2DS**

**School Number: 6632038**

**Date of Inspection: 09/03/09**

**by**

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

The inspection of Christchurch C.P. School took place between 09/03/09 and 12/03/09. An independent team of inspectors, led by Linda Jane Williams 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 **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

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## Context

### The nature of the provider

1. Christchurch Primary School is situated in the town of Rhyl in a Communities First / Objective 1 area. Many pupils reside in the West and South wards of the town. Both wards are in the top 10 per cent of the most deprived areas in Wales. The school reports that many pupils come from socially and economically deprived backgrounds. Approximately 63 per cent of pupils are entitled to free school meals, which is well above the local authority (LA) and national averages.
2. The school caters for children aged three to eleven years. Children are admitted to nursery in the September following their third birthday and attend on a part-time basis. At the time of the inspection there were 357 full-time pupils on roll and 66 nursery-aged pupils. Numbers have fallen since the last inspection. Assessment undertaken during the first term in reception indicates the ability of most children is well below the LA average. Pupils represent the full range of ability.
3. English is the home language for 92 per cent of the pupils. Currently eight per cent of pupils speak English as an additional language (EAL) and the first languages for these pupils are Tagalog, Urdu, Cantonese, Slovak, Hungarian, Tamil, Punjabi, Turkish and Romany. No pupils speak Welsh as a first language.
4. One hundred and thirteen pupils, which is 29 per cent, are identified as having additional learning needs (ALN), which is significantly higher than the national average. Two pupils have statements of Special Educational Needs. Nine pupils have been excluded from the school on a temporary basis in the past twelve months.
5. In the current year 12 per cent of the school's population were admitted and 9 per cent left, this includes seven pupils who arrived since September and have already left. Many pupils have attended numerous schools.
6. A specialist Resource provision for key stage 1 pupils is based at the school which is funded by the LA. It caters for pupils who are at school action plus and can be accessed by pupils from the North of the county, through referrals to the LA.
7. The school has achieved the Basic Skills Quality Mark on three occasions, the Eco Schools Green Flag and phase 2 of the Healthy Schools Award. Since the last inspection in March 2003, the school grounds have been significantly developed to provide four outdoor classrooms and a multi-use games pitch. An integrated children's centre has also been built on the school's site.

### The school's priorities and targets

8. The school's agreed mission statement is 'Making a difference - Gwneud Gwahaniaeth'.
9. The school's major priorities and targets for 2008 – 2009 include:
  - to raise the percentage of pupils achieving level 4 in maths at the end of key stage 2;
  - to develop reading and spelling skills through a phonic approach;
  - to continue to develop the curriculum at key stage 2 and the Foundation Phase;
  - to develop further bilingualism within the school; and
  - to continue to improve attendance and punctuality.

### Summary

10. Christchurch Primary School is an exceptionally inclusive and happy school where pupils achieve well. Inspirational leadership ensures that the care, support and guidance provided for pupils and the learning opportunities available to them are outstanding.
11. The inspection team agreed with the grade awarded by the school in their self-evaluation report for five of the seven key questions. Where the team disagreed, a higher grade was awarded because the school had underestimated the outstanding quality of aspects of its provision and exemplary leadership.

### Table of grades awarded

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

12. Pupils' standards of achievement in the lessons observed during the inspection are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
11%	81%	8%	0%	0%

13. These figures are above the national picture reported by HMCI in his latest annual report 2007-2008 where standards are good or better in 84 per cent of lessons, including 12 per cent of lessons with outstanding features.

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

Foundation Phase	Overall Grade 1
Personal and Social Development, Well-Being and Cultural Diversity	Grade 1
Language, literacy and communication	Grade 2
Mathematical development	Grade 2
Welsh Language Development	Grade 2
Knowledge and understanding of the world	Grade 2
Physical development	Grade 1
Creative development	Grade 1

14. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Foundation Phase outcomes.

### Grades for standards in subjects inspected

Subject	Key Stage 1	Key Stage 2
English	2	2
Welsh second language	2	2
History	2	2
Art and design	1	1
Music	2	2

15. Baseline assessment undertaken within the first term in the reception class, indicate that most children are achieving well below the LA average. The progress children make during their time in the Foundation Phase is good with outstanding features. All pupils in key stages 1 and 2 make good progress as they move through the school.
16. National Curriculum assessment results at the end of key stage 1 in 2008, excluding pupils in the resource provision, show that the number of pupils achieving the average Level 2 and above is below the national average in each of the core subjects of English, mathematics and science. Results at the end of key stage 2 in 2008 were also below the national average for each core

subject. Results achieved by the school are affected by the significant number of pupils who enter and leave the school at times other than normal admission times.

17. When compared to similar schools, on the basis of free school meal entitlement, results for key stages 1 and 2 without the resource provision, were in the highest 50 per cent for each of the core subjects. The group used in this comparison includes all schools with over 48 per cent of pupils entitled to free school meals. As the school has 63 per cent of pupils with this entitlement, the percentage is higher than most schools in the comparison.
18. Trends in performance show results at the end of key stage 1 in the core subjects have risen consistently over the past three years. At the end of key stage 2 results have shown an upward trend in English while results in mathematics and science have fallen slightly.
19. Data provided by the school indicates that pupils, regardless of their social, ethnic or linguistic background make good progress from their start points. Pupils with additional learning needs (ALN), including those in the Resource Provision, achieve well against targets in their individual education plans. However, when comparing the performance of boys to girls, the girls consistently perform better than the boys in each of the core subjects.
20. In the key skills of numeracy and communication, pupils across the school achieve good standards. The standard achieved by all pupils in the key skill of information and communication technology (ICT) is outstanding. All pupils develop great confidence and skill in using a wide range of ICT equipment, including computers, digital cameras and CD recorders. They make exceptionally good use of their skills to support their work in all subjects.
21. All pupils achieve good standards in developing their knowledge of Welsh culture and heritage, Y Cwricwlwm Cymreig. In the Foundation Phase and in key stage 1 all pupils make good and appropriate use of basic everyday greetings and requests in Welsh. However, pupils in key stage 2 do not make sufficient use of their bilingual skills to communicate effectively and their use of incidental Welsh is mainly confined to formal situations. They do not show sufficient progress or confidence in developing and using their bilingual skills effectively as they progress through the school.
22. Across the school pupils achieve outstandingly well in their personal, social, moral and wider development. Pupils are friendly and very welcoming to visitors with nearly all behaving well at all times. The majority of pupils attend school regularly. However attendance rates are below the national and local averages and well below the target set by the Welsh Assembly Government (WAG).
23. Pupils of all ages are extremely well motivated. Nearly all pupils concentrate well and have good attitudes to learning. Most pupils know how well they are doing in relation to the targets set for them but their understanding of their strengths and weaknesses in a range of subjects, and what they need to do in order to improve, is underdeveloped.

24. Pupils' awareness of the world of work is currently underdeveloped.

## **The quality of education and training**

### **Grades for teaching**

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

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
21%	66%	13%	0%	0%

26. These figures are above the national picture reported by HMCI in his latest annual report 2007-2008, where the quality of teaching was grade 2 or better in 84 per cent of lessons, including 16 per cent of lessons where the quality of teaching had outstanding features.

27. The good working relationship that teachers have with their pupils is a strength of the school. All pupils are valued and treated equally. Routines are well established and teachers maintain a calm, purposeful atmosphere in their lessons.

28. Teachers' planning has many good features. However, although teachers share their learning objectives at the start of lessons, in many instances they are not expressed sufficiently precisely, or indicate success criteria. This restricts pupils' ability to assess their own progress.

29. There is a whole-school policy for the marking of pupils' work and, in most instances, teachers match their comments to learning objectives. However, because many lesson objectives are not precisely worded, pupils are not fully able to measure their success in achieving them. Pupils are set targets for improvement each term. However, the degree to which they are involved in the target-setting process is limited.

30. The school provides a broad and balanced curriculum which meets the needs and abilities range of all pupils. Outstanding features of the learning experiences for pupils include the provision for pupils' cultural, social and moral understanding and the way in which the school broadens and enriches learners' experiences. The efforts made by the school to tackle social disadvantage and to reflect national priorities for lifelong learning are also outstanding. Opportunities to develop pupils' spiritual understanding are good.

31. All staff make every effort to learn and improve their Welsh. They use basic greetings and requests, together with words of praise in their lessons. However, the use of incidental Welsh is insufficient to develop pupils' skills progressively throughout the key stages.

32. Opportunities to develop pupils' awareness of the world of work are currently under developed.

33. The care, support and guidance provided by the school are outstanding. A wide range of support services are used very effectively to provide high quality care and support for those pupils requiring additional help.
34. Outstanding features of care and support include the induction programmes and the quality of personal support and guidance available to all pupils. The school's provision for the healthy development, safety and well-being of all pupils is good.
35. The quality of provision for pupils with ALN has many outstanding features. The assessments of pupils with ALN are thorough and show clearly how well pupils are progressing. This is an outstanding feature which leads to the planning of high-quality support and provision.
36. The LA Resourced Provision provides excellent support for pupils through a carefully planned programme which fully addresses all aspects of the National Curriculum. All the pupils have full access to all activities within the school and are fully integrated and included in life of the school.

### **Leadership and management**

37. The head teacher provides outstanding leadership and a very clear sense of direction for the school. He is exceptionally well supported by a very effective senior management team who provide strong support and guidance for all staff. All teaching staff have leadership responsibilities which they undertake conscientiously. They are very knowledgeable and play a key role in improving standards.
38. The way in which the performance of staff is managed and improved is good with outstanding features. Outstanding features include the effectiveness of staff appraisal and the way in which professional development improves the quality of provision. Very carefully considered arrangements are in place to manage the performance of all staff.
39. Procedures for school self-evaluation are robust and take into consideration the views of all involved in the school. The school's self-evaluation document is well constructed and securely based on first-hand evidence. The three-year school development plan is an effective strategic document clearly linked to the self-evaluation process.
40. The way in which leaders and managers ensure that priorities are supported through adequate allocation of resources is outstanding. The head teacher and governors are exceedingly successful in obtaining grants and external funding with which to supplement the school's delegated budget. The consequent improvements in accommodation and resources have contributed significantly towards the raised standards. The school has made good progress since the last inspection.
41. The school has a sufficient number of staff, including support staff and a technician. Support staff have clear roles and responsibilities and work effectively with the teachers to ensure a good quality of support and guidance

for pupils. The staff work well together to ensure an enthusiastic and co-operative school community and a high quality approach to teaching.

42. The very high quality resources available to pupils and the exceptional use made of all available accommodation are outstanding features.
43. The head teacher and governing body manage the budget well. They work closely with the LA to monitor expenditure on a regular basis. The school provides good value for money.

## **Recommendations**

44. In order to maintain and improve the current good standards, staff and governors should:
  - R1 Implement further strategies to reduce the difference in the attainment of boys when compared to the attainment of girls. \*
  - R2 Raise standards in bilingualism by ensuring good opportunities for key stage 2 pupils to improve their confidence in using their knowledge of the Welsh language. \*
  - R3 Continue efforts to improve attendance. \*
  - R4 Improve the precision of lesson objectives, consistency in marking and develop the process of target setting in order to support increased pupils' involvement in evaluating and planning their own progress.
  - R5 Develop pupils' knowledge of the world of work.

\* These recommendations had been identified by the school prior to the inspection.

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

45. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
46. Pupils' standards of achievement in the lessons observed during the inspection are as follows: -

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
11%	81%	8%	0%	0%

47. These figures are above the national picture reported by HMCI in his latest annual report 2007-2008 where standards are good or better in 84 per cent of lessons, including 12 per cent of lessons with outstanding features.

#### Areas of learning for under-fives

Foundation Phase	Overall Grade 1
Personal and Social Development, Well-Being and Cultural Diversity	Grade 1
Language, literacy and communication	Grade 2
Mathematical development	Grade 2
Welsh Language Development	Grade 2
Knowledge and understanding of the world	Grade 2
Physical development	Grade 1
Creative development	Grade 1

48. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Foundation Phase outcomes.

#### Grades for standards in subjects inspected

Subject	Key Stage 1	Key Stage 2
English	2	2
Welsh second language	2	2
History	2	2
Art and design	1	1
Music	2	2

49. Baseline assessment undertaken within the first term in the reception class indicate that most children are achieving well below the LA average. The progress children make in all areas of learning during their time in the Foundation Phase is at least good. Pupils in key stages 1 and 2 make good progress as they move through the school. Pupils with additional learning needs (ALN), including those in the Resource Provision, achieve well against targets in their individual education plans.
50. National Curriculum assessment results at the end of key stage 1 in 2008, excluding pupils in the Resource Provision, show that the number of pupils achieving the average level 2 and above is below the national average in each of the core subjects of English, mathematics and science. Results at the end of key stage 2 in 2008 were also below the national average for each core subject.
51. Results achieved by the school are affected by the significant number of pupils who enter and leave the school at times other than normal admission times. Of the pupils who completed the end of key stage 2 assessments in 2008, 39 per cent had joined the school since the end of key stage 1. Detailed records maintained by the school show that pupils who attend the school from nursery to the end of key stage 2 make good and frequently very good progress, with pupils who join the school at other times achieving very well compared to their starting points.
52. When compared to similar schools, on the basis of free school meal entitlement, results for key stage 1 and 2, without the resource provision results, were in the highest 50 per cent for each of the core subjects. The group used in this comparison includes all schools with over 48 per cent of pupils entitled to free school meals. As the school has 63 per cent of pupils with this entitlement the percentage is higher than most schools in the comparison.
53. Trends in performance show results at the end of key stage 1 in the core subjects have risen consistently over the past three years. At the end of key stage 2 results have shown an upward trend in English while results in mathematics and science have fallen slightly. However, when comparing the performance of boys to girls, the girls consistently perform better than the boys in each of the core subjects.
54. Data provided by the school indicates that pupils, regardless of their social, ethnic or linguistic background make good progress from their start points. Children who are 'looked after' by the LA achieve good standards and EAL pupils make good progress, using their linguistic skills well in all aspects of school life.
55. Individual targets in the core subjects are set for pupils in key stages 1 and 2. Although targets are based on high expectations of pupils, nearly all succeed in achieving their targets. In 2008 the whole school targets set for the end of key stage 1 were exceeded for English and science, with the target for mathematics being met. Targets set for the end of key stage 2 were slightly exceeded for English but results were below the targets set for mathematics

and science. The accuracy with which the school is able to set whole school targets is affected by the changes in the school's population.

56. The standard achieved by pupils across the school in the key skill of ICT is good with outstanding features. All pupils develop great confidence and skill in using a wide range of ICT equipment, including computers, digital cameras and CD recorders. They make exceptionally good use of their skills to support their work in all subjects. Nearly all pupils achieve good standards in their mathematical and creative skills.
57. In the Foundation Phase and in key stage 1 all pupils make good and appropriate use of basic everyday greetings and requests in Welsh. However, pupils in key stage 2 do not make sufficient use of their bilingual skills to communicate effectively and their use of incidental Welsh is mainly confined to formal situations. They do not show sufficient progress or confidence in developing and using their knowledge of the Welsh language effectively as they progress through the school.
58. All pupils across the school readily acquire new knowledge and skills. They are confident to apply this knowledge in new and unfamiliar situations. All pupils make good progress in fulfilling their potential and are well placed to move on to the next stage of their learning.
59. All pupils' awareness of their levels of achievement is beginning to develop well as a result of the targets set for them. However they do not fully understand their strengths and weaknesses in a range of subjects.
60. Throughout the school all pupils have a positive attitude to learning. They are well motivated, showing a keen interest in their tasks and sustaining their concentration well.
61. Most pupils demonstrate good behaviour. They understand what is expected of them and are considerate, courteous and relate well to each other. There have been fourteen temporary exclusions in the last twelve months, involving nine pupils.
62. The average attendance over the three terms prior to the inspection was nursery 79.8 per cent, reception 91.1 per cent and the rest of the school 91.3 per cent. These figures are below local and national averages and below Welsh Assembly Government targets for less than 7 per cent absence. Most pupils are punctual, but there are a few who are regularly late. Lessons start on time.
63. From a very early age pupils become independent learners. All children in the Foundation Phase regularly plan and organise their own learning activities. As pupils move through key stage 1 and key stage 2 they develop well as independent learners, taking responsibility for their own learning and organising their own work without supervision. All pupils achieve good standards in their use of problem-solving skills and make carefully considered decisions which support their learning well.

64. In their personal, social, moral and wider development pupils' progress is good with outstanding features. Nearly all pupils work and play together well. They collaborate exceptionally well in lessons and other activities. They have a very well developed awareness of honesty and fairness.
65. The many ways in which pupils undertake responsibility across the school is an outstanding feature. Many older pupils effectively support the day-to-day running of many aspects of school life, for example by undertaking daily duties to support the office staff and midday supervisors, supporting play routines and helping to run the school library.
66. All pupils demonstrate a good awareness of equal opportunity issues, understanding the need for all to be treated equally and developing respect for the differing views of others. By the end of key stage 2 most pupils have a good understanding of social and cultural traditions in a multi-ethnic society.
67. As they move through the school all pupils develop a good awareness of the local community. However their understanding of the world of work is currently underdeveloped.

## 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 match the judgement made by the school in the self-evaluation report.
69. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
21%	66%	13%	0%	0%

70. Eighty seven per cent of lessons were judged to be grade 1 or 2. These figures are above the national picture reported by HMCI in his latest annual report 2007-2008, where the quality of teaching was grade 2 or better in 84 per cent of lessons, including 16 per cent of lessons where the quality of teaching had outstanding features.
71. Teaching is often stimulating and challenging. In those lessons which have outstanding features, teachers:-
- have very high expectations of both achievement and behaviour;
  - plan and set exceptionally clear objectives for learning and refer to them regularly throughout the lesson;

- challenge pupils to consider how to improve and extend their first answers; and
- use ICT very creatively to enhance pupils' experiences and support their learning.

72. Good features in lessons include:-

- teachers providing clear instructions, explanations and demonstrations;
- continuity and progression building on previous learning;
- activities which are well matched to the abilities of all pupils;
- emphasis on the application of key skills, including ICT;
- good questioning techniques;
- well established classroom routines which effectively support the development of pupils' independent learning skills; and
- the effective deployment of support staff.

73. Shortcomings in teaching include missed opportunities to extend pupil involvement, learning objectives not sufficiently precise and lack of time to evaluate pupils' finished products.

74. The quality of teaching for the under-fives is good; the early years teachers and teaching assistants provide a good range of stimulating learning experiences.

75. The good working relationship that teachers have with their pupils is a strength of the school. All pupils are valued and treated equally. Routines are well established and teachers maintain a calm, purposeful atmosphere in their lessons.

76. Teachers show good knowledge of the subjects they teach and have a good understanding of recent educational initiatives.

77. Teachers' planning has many good features. Staff ensure that lessons build on previous experience and provide interesting and challenging contexts for pupils to acquire new knowledge and develop their skills. Lessons are set in well-structured sequences and adapted well to suit the needs of all pupils. However, although teachers share their learning objectives at the start of lessons, in many instances they are not expressed sufficiently precisely, or indicate success criteria. This restricts pupils' ability to assess their own progress.

78. Teachers ensure that all pupils are treated equally, regardless of their backgrounds and abilities. In most instances, work is carefully matched to pupils' abilities. Teachers' plans take account of pupils' differing abilities and, where appropriate, they adapt their plans to support pupils' individual education plans.

79. Regular Welsh lessons contribute towards developing pupils' awareness of the Welsh language. The staff use everyday Welsh through basic informal greetings and requests. However, the use of bilingualism is inconsistent and generally insufficient across the school. This is a shortcoming, which adversely affects pupils' bilingualism.

80. Pupils who are learning English as an additional language are very well supported. Teachers prepare lessons effectively, with resources carefully organised to support pupils' learning.
81. Procedures for the assessment of pupils' progress in the Foundation Phase is outstanding. Very detailed on-going assessment information, based on observations of each child, is used exceptionally well to plan strategies to meet the pastoral and learning needs of all children.
82. In key stages 1 and 2 the use made of assessment to inform planning is good. A programme of both formal and informal assessments ensures that staff are well informed; this information is used particularly well to identify pupils who would benefit from a programme of specialised teaching. Details of assessments are stored electronically, enabling careful tracking of pupils' progress.
83. Portfolios of work in all subjects provide teachers with useful guidance in assessing standards achieved by pupils and are used effectively. This ensures that teacher assessment is consistent across the school. Moderation work with other local schools has also been undertaken which involves staff from the high school in the discussion of levels awarded.
84. The statutory requirements for assessing and reporting on the National Curriculum are met in full.
85. There is a whole-school policy for the marking of pupils' work and in most instances teachers match their comments to learning objectives. In the best examples, teachers' marking also indicates next steps and areas for improvement. However, because many lesson objectives are not precisely worded, pupils are not fully able to measure their success in achieving them. Pupils in key stages 1 and 2 are set targets for improvement each term. However, the degree to which they are involved in the target-setting process is underdeveloped.
86. The quality of annual reports to parents is good. The reports provide detailed information about the work covered, the standards achieved and the next steps that pupils should take. Suitable opportunities are provided for parents to respond to the reports.

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

**Grade 1: Good with outstanding features**

87. The findings of the inspection team differ from the grade 2 given by the school in the self-evaluation report. A number of outstanding features were identified, particularly in the way the school meets the needs and interests of its pupils.
88. The school provides a broad and balanced curriculum which meets the needs and abilities of all pupils and is equally accessible to all.

89. The school makes good provision for the development of pupils' basic and key skills of literacy and numeracy. The provision for ICT is outstanding. Pupils' problem-solving and investigative skills are supported well. Opportunities for the development of these skills are identified in all schemes of work and lesson plans. Pupils confidently identify where they have used particular skills in their activities and lessons. The school has been awarded the Basic Skills Primary Quality Mark on three occasions.
90. The school is exceedingly effective in broadening and enriching learners' experiences both inside and outside the classroom. The school has developed extensive outdoor provision which is used well to enhance the curriculum. Links with local clergy, the police liaison officer, business and the football club enrich pupils' understanding of the nature of the community.
91. The wider curriculum is enhanced by an outstanding range of sporting, musical and cultural extra-curricular activities provided both during and outside the school day. Such activities enrich pupils' experiences and have a very positive impact on their academic and social progress.
92. Daily acts of collective worship meet statutory requirements and make a positive contribution to pupils' spiritual development. Good opportunities are included for pupils to reflect quietly on important issues and how they relate to their own lives.
93. Provision for pupil's cultural, social and moral understanding is good with outstanding features. Pupils are taught to know right from wrong and staff provide very good role models. The school fosters an exceptional understanding of the nature of living as part of a community and the nature of taking responsibility through the prefect system, office helpers and team captains. Pupils' cultural development is exceptionally well provided for through carefully planned opportunities such as International Week.
94. Links with parents and carers are outstanding and underpinned by the school's 'open door' policy. Numerous informal opportunities are created to involve parents in their child's learning. Parents are kept very well informed about school activities through regular newsletters, information on academic themes and ideas for helping pupils with subjects such as reading. Staff work closely with practitioners from the integrated children's centre successfully strengthening links with parents by providing quality care before and after school, health support and family learning.
95. Very strong links have been established with neighbouring schools which is an outstanding feature. Links to support pupils when they transfer from key stage 2 to key stage 3 with both local comprehensive schools are well developed and this ensures that pupils look forward to the next stage of their education with confidence. Links include visits by secondary school students visiting to support in primary classes, visits by primary school pupils to the secondary school to carry out activities related to curriculum areas and a secondary school teacher regularly taking Welsh second language classes at the school.

96. All learning experiences meet legal and course requirements. Health education is successfully provided throughout the school. Sex education is taught in accordance to the school's policy. The school takes excellent account of the personal and social education framework through its provision for the development of pupils' personal and social skills.
97. Although there is some work-related education this is an area that requires further development. Visitors such as the coast guard, railway police, the fire service and bus company employees have provided pupils with some awareness of the world of work but opportunities to support work-related education are currently underdeveloped.
98. Schemes of work across the school, including the Resourced Provision, reflect aspects of 'Y Cwricwlwm Cymreig' appropriately. The school provides the pupils with a range of activities within the community and around North Wales, which enhance their awareness of Welsh culture and history.
99. The school has a clear policy and a series of well-written guidelines to promote bilingualism. All staff make every effort to learn and improve their Welsh. They use basic greetings and requests, together with words of praise in their lessons. However, the use of incidental Welsh is insufficient to develop pupils' skills progressively in key stage 2.
100. The school is active in tackling social disadvantage: for example, the school subsidises the cost of tuition for musical instruments and this results in a large uptake. The school challenges stereotyping and all pupils are encouraged to achieve success and to participate fully in the life of the school. The school ensures that the work set stretches pupils' abilities.
101. Pupils have an outstanding awareness of sustainable development. There is a well established Eco club whose members are responsible for maintaining the school garden. There is also an Eco committee and together they have achieved Green Flag status in the Eco School's initiative. They recycle paper, plastic bottles and milk cartons and do regular litter picks. There is a composter and water butt for saving rain water. Eco members take responsibility for ensuring lights are turned off and doors kept shut to conserve energy. The school garden has won first place twice in the Rhyl in Bloom competition.
102. Global citizenship is developing well with an established link to the Gambia. The school has been awarded the British Council award for Global Citizenship. A successful International Week has been held with each class linked to a different country. The school has a strong commitment to using Fairtrade products.
103. The school council, Eco club and Eco committee members also have opportunities to develop entrepreneurial and other skills needed to support economic development. Some opportunities are provided for other pupils to develop entrepreneurial skills, for example through fundraising activities, but this is an area which is underdeveloped.

104. The school is committed to laying the foundations of life long learning. National priorities such as Eco and Healthy Schools, Basic Skills and a British Council award for global citizenship work are a well established part of school life. The work being done to support community regeneration is an outstanding aspect. This includes involvement in the Glan Morfa community woodland project and the redevelopment of the seafront.

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

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

105. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
106. The quality of care, support and guidance provided by the school is good with outstanding features. The way in which care arrangements are managed and planned is exceedingly thorough and very effective. A very wide range of support services are used to provide very high quality care and support for those pupils requiring additional help. Pupils are secure and happy in school. They readily turn to adults for help and guidance.
107. The school successfully fulfils its mission statement 'Make a Difference/ Gwneud Gwahaniaeth' in particular through the ways in which all pupils are included in every aspect of school life. The school works very successfully to encourage a positive ethos and is a close community where individuals are valued and respected.
108. In supporting and guiding pupils the school works closely with parents and takes good account of their views. The school's 'open door' policy ensures that parents can talk to staff about any concerns they may have.
109. The way in which the school involves pupils in decision making through the school council is good. The Eco-committee, the school council and circle time give pupils an opportunity to voice their views on school life. The council is effective and is comprised of democratically elected members. Regular meetings of the council are held and other pupils are aware that they can bring matters to the attention of their elected members. The school council meets statutory requirements.
110. Induction procedures to support pupils new to the school are outstanding. Arrangements are carefully planned and implemented. Exceptionally good links are established with new parents before children enter nursery through the close working relationship which the school has with the integrated children's centre. Parents are given very regular opportunities to visit the school and get to know the staff.
111. New pupils arrive regularly outside the normal admission times. Very well organised arrangements are in place to make them feel welcome and they are assigned a buddy to help with their early days in their new school. Discussions with pupils confirm that they quickly settle into school life and know what to do if

they require additional support. Pupils in the care of the local authority settle well into the life of the school.

112. All pupils have access to the school's outstanding personal and social education programme, which allows them to discuss pertinent topics and themes in a sensitive and supportive environment. The carefully structured programme includes health education and takes full account of the Personal and Social Education Framework. In addition the school makes outstanding use of specialist services and programmes, for example one-to-one anger management sessions and 'The Seasons for Growth' programme which supports pupils who need specific personal guidance.
113. The monitoring of attendance, punctuality and performance is good. The school works hard with what is a very transient population. It operates a first day call of absence and sets realistic targets for attendance. The educational social worker meets with the head teacher each week to monitor attendance and punctuality and to provide support to families where there are concerns. A weekly trophy is awarded to the infant and junior class with the best attendance and certificates for full attendance are given out each term. The importance of regular attendance is stressed in the school prospectus and parents are actively discouraged from taking holidays in term time. There is a governor with responsibility for attendance and it is an agenda item at every governors' meeting.
114. The established procedures in place to monitor and encourage appropriate behaviour, including the use of an effective reward system, are outstanding. All staff have high standards in terms of behaviour and the very consistent, calm approach to instances of inappropriate behaviour is very effective. For a very small minority of pupils with additional needs, one-to-one support is provided by trained school staff.
115. The school's provision for the healthy development, safety and well-being of all pupils is good. They are in the third phase of the Healthy Schools initiative, with many of the principles an everyday part of school life. Chilled water is available throughout the day and the school runs a healthy, Fairtrade tuck shop at break time. There are two named first aiders and all staff have received emergency first aid training. Specialist services have given advice and training to staff in order to support pupils with particular medical needs. All staff, governors and volunteers have been checked by the Criminal Records Bureau.
116. The school's procedures for child protection are good with outstanding features. There is a policy in line with local procedures with a named designated member of staff with responsibility for child protection. All staff are trained to a very high level and are very knowledgeable concerning the protection of children. The very close working relationship with Child Protection agencies is outstanding.
117. The quality of provision for pupils with ALN has many outstanding features. The school governor with responsibility for ALN takes an active role in the work. She has a detailed knowledge of the pupils and is fully aware of their needs. The ALN coordinator provides full and comprehensive details about all pupils who

are on the school's ALN register. This information fully addresses the varying needs of the pupils and identifies the type of support most suitable for them.

118. The individual education plans prepared for pupils are well written, clear and detailed. These plans address pupils' specific needs and provide specific strategies and guidance on how to support pupils effectively. They include clear measurable targets that the pupils can work towards in a range of subjects. There are regular reviews of the provision for these pupils. Parents are encouraged to take part in these reviews and to discuss their children's progress and their next set of targets.
119. The assessments of pupils with ALN are exceedingly thorough and show very clearly how well the pupils are progressing. This is an outstanding feature which leads to the planning of high-quality support and provision, and is adapted appropriately through tasks, resources and support.
120. Very effective use is made of support staff who provide excellent support and who are fully aware of each pupils needs. The ALN co-ordinator has produced a well-written booklet for support staff on how to help pupils within specific areas of ALN. This is an outstanding feature which ensures high quality provision, and which also contributes towards enhancing staff's knowledge of relevant and appropriate strategies on how to support and guide the pupils.
121. The ALN co-ordinator regularly monitors the quality of the provision for pupils with ALN and meets regularly with staff to discuss pupils' progress. Advice is available on how to adapting lessons, appropriately for pupils with ALN through strategies, tasks, support and resources. These are reflected well in the adaptation of relevant activities for the pupils within lessons. The school makes very good and highly effective use of specialist support services.
122. Pupils who are more able and talented receive extended tasks, appropriate to their abilities. This ensures provision which extends their ability in order to challenge them to attain high standards of achievement.
123. The school's provision for pupils with behavioural problems is outstanding. Staff are exceedingly skilful in dealing with situations involving inappropriate behaviour, showing great sensitivity for pupils who need support, whilst ensuring that there is no disruption to the learning of others. The school prepares appropriate pastoral support programmes for pupils at risk or on the verge of exclusion. Good support is provided for pupils on their return to school from exclusion.
124. There are very well planned procedures and strategies in place to support pupils who may arrive with significant emotional or behavioural difficulties, and who may be new to the school. These strategies are highly successful in supporting pupils and are an outstanding feature.
125. The school houses an LA Resourced Provision for key stage 1 pupils with ALN and SEN. This facility provides excellent support to pupils through a carefully planned programme which fully address all aspects of the National Curriculum. All the pupils have full access to all activities within the school and are fully integrated and included in the life of the school. The school ensures that all the

pupils move onwards to an appropriate provision either within a mainstream school, a specialist resourced provision at key stage 2 or to a nearby school for pupils with ALN and SEN. The pupils' progress and development are monitored well and carefully assessed before their transfer to the appropriate key stage 2 provision.

126. The quality of provision for equal opportunities is good overall. The way in which the school take into account pupils' social, educational, ethnic and linguistic backgrounds within a very inclusive community is outstanding.
127. The school successfully promotes gender equality and challenges stereotypes in learner's choices and expectations. It does this overtly in its daily life and also by carefully considering the way in which teaching, curriculum opportunities and resources enable both boys and girls to achieve well. The school provides very good support for EAL pupils.
128. There is an appropriate race relations policy in place and good race relations are positively promoted throughout the school. Incidents are exceedingly rare and there have been none recorded recently.
129. There is an appropriate anti-bullying policy in place. Pupils are confident that any bullying would be dealt with immediately. A number of year 6 pupils have been trained as playground 'buddies' offering additional support to pupils when necessary. The buddy system is valued by pupils and helps to ensure minor disputes are dealt with quickly and sensibly.
130. The school takes all reasonable steps to ensure the equal treatment of disabled pupils. In establishing the Disability Equality Scheme and Accessibility Plan the school offered the opportunity to parents to contribute and fully involved a disabled pupil. There are suitable disabled facilities and access to all parts of the school.
131. The support and guidance provided for pupils takes full account of the diversity of pupils' backgrounds. Staff use their knowledge of individual pupils well to ensure that all groups of pupils are treated equally and receive appropriate support.

## Leadership and management

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

#### Grade 1: Good with outstanding features.

132. The judgement made by the inspection team differs from the grade 2 awarded by the school in the self-evaluation report because the inspection team identified many outstanding features in the way leaders and managers provide clear direction and promote high standards.
133. Although a grade 1 was not awarded to key question 1 the outstanding quality of leadership enables the school to achieve good standards whilst dealing very effectively by the challenges faced particularly in terms of the movement of pupils in and out of the school.
134. All staff are fully aware of the clear aims, objectives and policies of the school. They are totally committed to promoting and sustaining improvements. The aims of the school successfully promote equality of opportunity and respect for all in this very inclusive school.
135. The head teacher provides inspirational leadership. He provides a very clear sense of direction for the school enabling staff to face many challenges whilst ensuring that maintaining and improving standards remains as a priority. He is exceptionally well supported by the deputy head teacher and a very effective senior management team who provide strong support and guidance for all staff. They have clearly defined areas of responsibility.
136. All teaching staff have leadership responsibilities which include, for example, subject leadership, leaders with responsibility for specific areas for provision including personal and social education and leadership of the Foundation Phase. Staff undertake their responsibilities conscientiously and are very knowledgeable, playing a key role in improving standards.
137. In providing clear direction for the school, managers take good account of national priorities and work closely with other providers of education. For example, the close working relationship with local high schools is particularly effective in supporting the transition from key stage 2 to key stage 3 while the formal partnership with the integrated children's centre develops Childcare Partnerships exceptionally well. Senior managers also play an active role within LA policy groups, including the Budget Forum, Communication Forum and deputy head teacher's group.
138. The process of setting targets for improvement is well-embedded in the school and successfully underpinned by a detailed tracking system to monitor and improve the performance of pupils. Targets are based securely on a sound knowledge of pupils' strengths and capabilities. The progress of all pupils is carefully tracked and used to set realistic targets for whole school improvement.

139. The way in which the performance of staff is managed and improved is good with outstanding features. Outstanding features include the effectiveness of staff appraisal and the way in which professional development improves the quality of provision. Very carefully considered arrangements are in place to manage the performance of all staff. The performance management of teaching staff is well established with targets agreed annually which effectively support either personal development needs or whole school initiatives. Newly qualified teachers and those in the early stage of their professional development are particularly well supported.
140. A specific member of staff is identified for each group of support staff, including the caretaker, lunchtime manager and office manager. These staff members provide exemplary leadership and support for their team. All support staff complete a formal review sheet prior to an annual review with a senior manager.
141. In order to meet their targets and improve their performance all staff receive very carefully planned support and training. The management of training is overseen by the deputy head teacher and is an outstanding feature. Exceptionally detailed records are maintained which ensures that the school benefits in full from the expertise of staff.
142. The governing body is strong, very supportive and hard working. They understand their role within the school and contribute effectively to the self-evaluation process and strategic planning. They have been particularly successful in seeking out grants to the enormous benefit of the school.
143. Governors are regular visitors to the school. They each have curriculum areas of responsibility and meet regularly with coordinators which enable them to monitor how well pupils are achieving. There are a number of effective, well-established sub-committees.
144. The governors fully meet all regulatory and legal requirements. The documentation produced is of a high standard.

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

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

145. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
146. Procedures for self-evaluation are extensive and robust, taking into consideration the views of all involved in the school. All teachers are allocated responsibility for at least one subject or area. Their regular monitoring is rigorous and effective. Their annual reports on what the school does well and where improvements are possible are carefully considered by senior management and used well to inform planning for improvement.

147. The school has assembled teams of teachers to oversee the development of areas of learning. This is a very effective initiative which ensures that teachers and teaching assistants are fully informed as to standards of achievement and the quality of provision across the curriculum. The school has a positive relationship with the LA link officer who is involved with the setting of annual targets for pupil attainment.
148. Good use is made of statistical information and the school's analysis of complex attainment data is a strong feature of its self-evaluation. The school's self-evaluation document is well constructed and based securely on first-hand evidence. The inspection team agreed with the school's overall grade in five of the seven key questions. Where the team disagreed, a higher grade was awarded because the school had underestimated the outstanding quality of aspects of its provision and exemplary leadership.
149. Effective use is made of regular questionnaires which gather the views of pupils, parents, staff and the wider community.
150. The three-year school development plan is an effective document securely based on the self-evaluation process. It accurately identifies areas for development and outlines timescales, costs and success criteria.
151. The way in which leaders and managers ensure that priorities are supported through adequate allocation of resources is outstanding. The head teacher and governors are exceedingly successful in obtaining grants and external funding with which to supplement the school's delegated budget. The consequent improvements in accommodation and resources have contributed significantly towards the raised standards.
152. Targets set in previous plans have been substantially met and the resulting improvements are demonstrable. The school has maintained good improvement since the last inspection.

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

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

153. The findings of the inspection team agree with the grade 1 which the school awarded itself in its self-evaluation report.
154. The school has a sufficient number of staff, including support staff and a technician, who have a wide range of expertise and relevant experience to teach and support all aspects of the school's curriculum effectively. The staff work well together to ensure an enthusiastic and co-operative school community and a high quality approach to teaching.
155. The administrative staff ensure that the office and reception areas function effectively within a welcoming atmosphere. The caretaker and cleaning staff contribute very effectively to the daily routines of the school and ensure that the

school is kept clean and tidy. The canteen staff provide an efficient service as part of the team. They make a valuable contribution towards the promotion of healthy eating, and are well supported by a team of lunch-time assistants.

156. The school makes effective use of staff expertise to enable the teaching of various subjects and extra curricular activities. Support staff have clear roles and responsibilities and work closely with the teachers to ensure a good quality of support and guidance to the pupils.
157. The quality of resources and the use made of them is good with outstanding features. They are regularly updated, in accordance with school priorities and each classroom is very well stocked with appropriate resources. Computers are used very effectively to complement pupils' work while all teachers make good use of the Interactive Whiteboard to enhance teaching and learning. The school library is well stocked and the pupils use the library well to enhance their research skills and to extend their reading interests.
158. Resources within the community are used exceedingly well to enhance opportunities for all pupils, these include academic, sporting, social and cultural activities.
159. The school makes outstanding use of funds available from external sources, and from within the locality, which enhance the budgetary provision, and enables the school to enrich its provision for all pupils. The ability of the school to obtain funding in this manner and improve the pupils' social and academic experiences is an outstanding feature of the school. This has ensured that school has an excellent range of outdoor activity areas, as well as facilities to enhance and support effectively the teaching of music, design and technology and ICT.
160. The school makes outstanding use of its accommodation. The three outdoor activity areas are used extremely well as part of the provision for pupils within the Foundation Phase. The building is kept in good decorative order and impressive wall displays enhance the environment. The school has a spacious field, playgrounds and multi purpose games pitch, together with appropriate security measures. There are adequate toilets which are clean and well maintained.
161. Very efficient use is made of resources, and the school, through its self-evaluation procedure identifies the costs of its various activities and related resources accurately. This information is linked into the school's development plan so that priorities for purchasing new resources are identified. The governing body is aware of these developments and ensures that the budgetary expenditure meets the identified need.
162. Performance Management systems are in place to support the staff and the monitoring process identifies their training needs towards further personal development. The school fully supports each member of staff's pathways towards further personal development.

163. Areas of further development based on the school's priorities are identified and appropriate training courses are identified for staff in relation to subjects and areas of learning.
164. Teachers' planning, preparation and assessment ( PPA) time, so as to ensure quality in provision, is very well organised and meets statutory requirements. Teachers use their PPA time to ensure that good quality teaching is planned and provided for all the pupils and that the assessment of pupils across all areas of the school's curriculum is thorough and relevant to future provision.
165. The school uses qualified teachers to cover for PPA time and this ensures continuity of provision for the pupils. Members of the school's senior management team also cover for teachers' PPA time, and this enables them to monitor the impact of teaching on pupils' standards. These arrangements are an outstanding feature of the school's management structure.
166. Suitable and appropriate arrangements have been made to address workload and workforce remodelling issues.
167. The school's budget is well managed. The head teacher and governing body ensure that funding is closely linked to the school's identified priorities and objectives. They work closely with the LA and monitor expenditure on a regular basis. The quality of partnership between the governing body and staff, together with their ability to generate additional budgetary funding, ensures that the school provides good value for money.

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

### **Foundation Phase**

#### **Personal and social development, well-being and cultural diversity**

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

###### **Outstanding features**

168. Nearly all reception children are exceptionally confident and sociable with adults and other children, often from a very low starting point. They show great respect for the rights of others, particularly the nursery children; they willingly share toys, equipment and their teachers' time.

169. Reception children's ability to work with a partner is outstanding.

###### **Good features**

170. All children have a good understanding of the routines in the early years classes, and are developing a good level of independence. They move quickly between activities, both indoors and outdoors, responding promptly to direction. They willingly take responsibility for their own equipment, tidying up quickly at the end of each session.

171. All children confidently experiment with new learning opportunities. Reception children's ability to concentrate for long periods of time is good. They become very involved in the tasks which are prepared for them. This supports their learning and enables them to benefit in full from the activities they engage in.

172. Most children are successfully developing their independence in dressing and undressing themselves for outdoor activities. They put on their own painting aprons and outdoor clothes when necessary, asking for help when they need it. They show a good awareness of issues related to personal hygiene, for example they understand the need to wash their hands after being in the garden.

173. Older children are beginning to develop a positive understanding of their own and other cultures.

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

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

###### **Good features**

174. Nearly all nursery and reception children listen well, particularly at the start and end of lessons. All children speak as well as they are able to and reception children express a range of ideas enthusiastically, particularly when describing their models to the whole class.

175. All children are confident emergent writers and the more able achieve a good standard using their knowledge of letter sounds well to build simple words. All reception children are making good progress in developing their formation of letters and hold their pencils correctly.
176. The development of children's early reading skills is good. Nearly all nursery children recognise their own name. Nursery children handle books with great care, turning the pages appropriately and discussing the pictures with a good awareness of detail. Reception children continue to develop their reading skills and the majority read a simple text accurately. The most able use a good range of skills to decipher unknown words. Their confidence in using their knowledge of letter sounds is good.

## **Mathematical development**

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

#### **Good features**

177. All children in nursery and reception show a good awareness of number when working independently. They count accurately and confidently when working in the role-play area, and when working in the sand and water. Many nursery children count accurately to seven. Many reception children explore higher numbers with good understanding.
178. All children respond well to problem-solving activities, for example a few more able children successfully identify a way of measuring trees accurately.
179. Most nursery and reception children accurately place four owls in order of height. All reception children successfully compare the size of circles correctly identifying the largest and smallest.
180. All children are making good progress in developing their early mathematical concepts when they work in the sand and water. Their understanding of full and empty, more and less, is well developed.

## **Welsh language development**

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

#### **Good features**

181. All children in nursery and reception make good progress in exploring the Welsh language. They confidently respond in Welsh during whole group sessions. They use simple words and greetings accurately. Many children correctly name body parts and the pronunciation of many children in reception is very clear.
182. Nearly all children show they understand a good number of instructions given in Welsh, by responding quickly and purposefully in a range of situations.

183. Most children in reception and nursery listen attentively to songs and rhymes in Welsh. Reception children join in with enthusiasm.

184. Most reception children count accurately to ten in Welsh.

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

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

#### **Good features**

185. Many children in nursery and reception talk confidently about their homes and where they live. They accurately name a wide range of animals with which they are familiar. They know that animals live in different habitats. Most children recall accurately simple facts related to owls, including what they eat, where they live and how they catch their food.

186. Many reception children are developing a good awareness of the seasons and their features. In discussion they demonstrate a good knowledge of time and what times of the day certain events happen.

187. Many children in reception have a good knowledge about the work people do. They name a large number of people who help them both in school and in the wider world.

## **Physical development**

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

#### **Outstanding features**

188. Most children in nursery achieve outstandingly well when they work in the outdoor area. They climb and balance with very good control. They move very confidently when they walk, skip and jump.

#### **Good features**

189. All children in nursery and reception handle small tools such as paintbrushes, pencils and scissors with good control and are developing their skills well. They throw and catch small balls accurately. During outdoor activities, many nursery skilfully manoeuvre a range of wheeled vehicles, following a chosen path.

190. Most children understand the importance of diet and rest. They are developing a good knowledge of healthy and unhealthy foods.

191. In their dance lesson many nursery children show a good awareness of space and control their bodies well to avoid other children.

## **Creative development**

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

#### **Outstanding features**

192. All children who make an model owl in clay create exceptionally high quality models. They mark the clay with great care and use small pieces of clay imaginatively to create talons and wings.
193. All children confidently assume a role when they play in the jungle and the level of their imaginative play is very good.

#### **Good features**

194. Most children know a wide range of simple songs and nursery rhymes which many sing tunefully. All nursery children respond well to music and most attempt to follow the beat. A few more able nursery children succeeded in keeping the beat with a range of body parts, for example clapping and tapping their knees. A few nursery children correctly name a number of instruments and many play the instruments with good control.
195. During dance lessons, many nursery children use a good range of appropriate movements in response to a range of music. They carry out instructions for actions well and perform with enthusiasm. They move imaginatively when illustrating the movement of owls.
196. Nearly all children in reception and nursery use a range of materials effectively to create pictures and models. The more able handle paint skilfully when creating their own pictures.

<b>English</b>
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### **Key stage 1: Grade 2: Good features and no important shortcomings**

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

#### **Good features**

197. Most pupils in both key stages make good progress in developing their speaking and listening skills. In key stage 1, most younger pupils listen carefully to a story as it is read to them and comment sensibly on incidents and events. Most older pupils in key stage 1 read simple poems with good expression. The majority can read their own work clearly and confidently.
198. Most pupils in key stage 1 make good progress in learning to read. They make very good progress in developing their phonics skills and most pupils use the terms vowel and phoneme correctly. The majority of pupils are able to tackle unfamiliar words confidently.

199. By the end of key stage 1, the majority of pupils achieve good standards in their writing. In year 2 many pupils use adjectives to enliven their writing. Most pupils' handwriting is legible; they are meticulous in their use of capital letters and their use of basic punctuation is increasingly secure.
200. Most pupils' reading skills develop well as they progress through the school, so that by the end of key stage 2, most pupils read fluently, accurately and with very good expression. Many older pupils adopt appropriate 'character' voices when reading to younger ones. Older pupils make good use of the school library to select both fiction and non-fiction books to read for pleasure and information. Throughout key stage 2 pupils make increasingly effective use of dictionaries and thesauri.
201. Pupils in key stage 2 develop their spelling skills well through the study of phonetic structures of words. They select the correct phoneme from alternatives thoughtfully and many can give reasons for their choices. The majority of pupils write neatly and legibly.
202. Pupils throughout key stage 2 write in a range of genres and for a variety of audiences. When writing informal letters, invitations and letters of complaint, most pupils set out their letters correctly and use paragraphs well to organise their writing. In year 4 most pupils write interesting "kenning" poetry, following the strict structure well, using alliteration to make their descriptions more interesting. Many year 5 pupils know how to use adverbs to enhance their writing.
203. Pupils at the end of key stage 2 create interesting settings for their stories by listing sights, sounds and smells, and use adjectives and similes to describe them. There is increasing clarity and imagination in their writing. Pupils in year 6 marshal the arguments for and against the existence of the Loch Ness monster, and present their views in a debate, presided over by a chairperson. The majority of pupils argue cogently and use supporting 'facts' well.

### **Shortcomings**

204. There are no important shortcomings.

<b>Welsh second language</b>
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### **Key stage 1: Grade 2: Good features and no important shortcomings**

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

### **Good features**

205. Most pupils in key stage 1 use good pronunciation of words and phrases with appropriate expression. They respond appropriately to requests indicating good listening skills. Younger pupils correctly identify specific words within a simple text, and read individual words and phrases correctly when presented on cards. Many pupils use words such as 'ar' (on), 'o dan' ( underneath), or 'ar' (in) correctly to state where specific items are located.

206. Most pupils ask each other basic questions such as 'Pwy wyt ti?' ( Who are you?) or 'Sut wyt ti?' (How are you?) and reply appropriately using clear, meaningful responses. They have a good understanding of weather conditions such as 'heulog'(sunny) or 'glaw'(rain), and use them in a correct context.
207. Many pupils count correctly up to 10 in Welsh. The more able pupils count up to 20 and use the numbers to identify correctly various toy animals. They have a good knowledge of many animal names.
208. Most key stage 2 pupils listen well and are confident when using sentence structure and patterns both in their writing and when speaking. Many pupils have good pronunciation and intonation, indicating good understanding of what they are saying. They have a good knowledge of phrases indicating various illnesses and use these correctly in an appropriate context when replying to questions such as 'Sut wyt ti?' ( How are you?)
209. Many year 5 pupils use various questions when creating dialogue based on how to buy clothes, and use appropriate verbs in the past tense to state what they did at the weekend. A few of the more able pupils use a variety of extended sentences to express themselves in their writing and when speaking. A few of these pupils' work is of a high standard. Many year 6 pupils write correctly, using various tenses of verbs. They state the weather conditions in various towns and areas of Wales and state the types of clothes they wear for specific occasions.

### **Shortcomings**

210. There are no important shortcomings but a few pupils need to refer to visual examples of language patterns to take part confidently in informal oral discussions.

<b>History</b>
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### **Key stage 1: Grade 2: Good features and no important shortcomings**

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

#### **Good features**

211. All younger pupils in key stage 1 have a good recall of knowledge as they talk about famous Welsh people such as Gerald of Wales and Betsi Cadwaladr.
212. Most key stage 1 pupils are developing a good awareness of the difference between past and present. For example, when studying homes they correctly identify how household goods such as kettles have changed over the last 100 years.
213. Many pupils in key stage 1 are beginning to use research skills and are beginning to develop an understanding of chronology. For example, they can correctly sequence the main events in the life of Florence Nightingale.

214. Following a visit to the local library, many younger pupils in key stage 2 develop a good knowledge of the significance of the clothes and jewels worn by Roman citizens. They are able to use a variety of sources to research aspects of Roman life such as armies, food and daily life. This work was further enhanced by a role-play event held at school. It enabled the pupils to deepen understanding and to develop empathy for the people of this period.
215. Older key stage 2 pupils have a good understanding of the lives of rich and poor in Victorian times and in discussion they were able to link this to a school production of "Oliver".
216. Nearly all the pupils can use primary and secondary sources such as artefacts, portraits and the internet in their research work. They gain good insight into different periods in the history of Wales such as the Tudors at Plas Mawr and the growth of Rhyl in Victorian times.
217. By the end of key stage 2, many pupils have good chronological awareness and a wide knowledge of historical figures from the Second World War. Most pupils discuss the impact of rationing on everyday life with a good level of detail and grasp that history can be interpreted in different ways depending on the viewpoint.
218. All pupils record their research work effectively in a range of different forms including artwork, information books and postcards.

### **Shortcomings**

219. There are no important shortcomings.

<b>Art and design</b>
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### **Key stage 1: Grade 1: Good with outstanding features**

### **Key stage 2: Grade 1: Good with outstanding features**

### **Outstanding features**

220. In both key stages, pupils produce an excellent range of work showing outstanding understanding, investigating and making skills related to a chosen theme such as 'masks' or a particular artist.
221. A variety of artists are studied including Jan Gardner, Luned Rhys Parry, Paul Klee, and Roy Lichtenstein. Pupils use artists' work as a stimulus to produce very high quality pieces in various styles. Pupils' work celebrates different cultures, for example, African masks. Taken together this is outstanding work.
222. All key stage 1 pupils have produced excellent engravings on tiles for printing stimulated by Cefyn Burgess' work on chapels.
223. All pupils use digital cameras and computer technology very effectively to study proportion and produce outstanding portraits showing various emotions.

224. Pupils at the end of key stage 2 use a range of sources to study masks from across the world. They then use this information to produce outstanding products using clay, papier-mâché and paints.
225. Nearly all the pupils on a progressive age-related basis can correctly use impressive subject specific vocabulary such as line, tone, blending, pinching and relief.

### **Good features**

226. Younger pupils in key stage 1 effectively use light and shade when drawing objects. All pupils use a broad range of techniques, for example, children explore weaving using a variety of looms and enhance their fine motor skills. Many pupils demonstrate a good knowledge and understanding of line, colour mixing and complementary colours. They build well on these skills year-on-year, using their sketch books to refine skills.
227. Older pupils in key stage 1 evaluate their own work and that of others suggesting what they like and where improvements can be made.
228. Work in three dimensions is effective and by the end of key stage 2, pupils skills in this area are advanced.
229. In key stage 2, pupils use their skills in art to supplement and enhance work in other subjects such as history. In year 6, pupils use their observational and drawing skills to sketch a gas mask.
230. Pupils use a range of materials, media and tools to produce quality work. For example paintings based on the Kyffin Williams' picture "Mrs Hughes".

### **Shortcomings**

231. There are no important shortcomings.

<b>Music</b>
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### **Key stage 1: Grade 2: Good features and no important shortcomings**

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

### **Good features**

232. Pupils in both key stages sing enthusiastically and with clear diction. Most understand the need for good posture and demonstrate increasingly good breath control. Many older pupils know that the chin should not be raised when singing higher notes.
233. Through their experiences with a range of musical instruments, most pupils in key stage 1 develop a good understanding of pitch, volume and rhythm. Many key stage 1 pupils play a range of percussion instruments in time with music

and keep a steady beat. Many combine sounds successfully to compose a representation of a journey by train and ship. In key stage 1, pupils begin to use pictorial notation which allows them to perform their own compositions.

234. Through key stage 2, most pupils develop their knowledge of musical elements. In year 3 the majority of pupils can copy complex rhythmic patterns by clapping and using body percussion; they enjoy musical games such as "Forbidden Rhythm". When reading pictorial notation, most pupils know when notes should be soft or loud, high or low and short or long.
235. The majority of pupils in lower key stage 2 use musical vocabulary correctly. Most make good progress in using percussion instruments to create descriptive pieces of music. A minority of pupils use the brass and woodwind instruments they are learning to play to add variety to the compositions.
236. Pupils' appraisal skills develop well through key stage 2. They make effective use of a colour palette to describe works by European composers, appropriately contrasting the indigo of "Night on the Bare Mountain" with the red of Offenbach's "Can-can".
237. All pupils make good use of digital video to listen attentively to, and make relevant constructive comments on their own work and sounds produced by their peers.
238. Pupils enthusiastically listen to and perform traditional Welsh music. They learn of the historic and cultural background to such pieces as *Calon Lân* and *Sospan Fach*. A good number of pupils pursue their musical interest in extra-curricular activities such as the school choir and band.

### **Shortcomings**

239. There are no important shortcomings.

## School's response to the inspection

We are extremely pleased with the outcome of the recent ESTYN Inspection and the report's initial assertion that 'Christchurch School is an exceptionally inclusive and happy school where pupils achieve well'. The report highlights many outstanding features and recognises the hard work and dedication of the whole staff team and the contribution of our Governing Body.

The inspection findings recognise the high quality of teaching and learning in our school and the excellent progress made since the last inspection. We have maintained high standards in Art and Early Years and improved standards in History, Music, English, Welsh and IT. The way in which we meet the needs and interests of our pupils through a broad and balanced curriculum including a variety of extra-curricular activities was recognised as outstanding.

We are pleased that the inspectors found our pupils very friendly and welcoming. Our pupils were extremely well motivated with good attitudes to learning and inspectors recognised that pupils achieve outstandingly well in their personal, social, moral and wider development.

The care, support and guidance that we provide for all our pupils were outstanding features whilst the provision for pupils with Additional Learning Needs also had many outstanding features.

The report recognises the outstanding quality of leadership and management throughout the school at all levels and the way in which we tackle social disadvantage and manage the particular issues surrounding the transient population. Outstanding features also included the effectiveness of staff appraisal, professional development and the management of resources.

An action plan will be put in place to address the recommendations in the report. Of the five recommendations three had already been identified by the school. The issue of pupil attendance is an ongoing priority for our school whilst the issue of disparity of attainment between boys and girls attainment is a national issue. Raising standards in bilingualism is also an ongoing issue as we admit so many new pupils from English counties. We will work to refine pupil target setting procedures and seek examples of good practice through the support of our School Improvement Officer. We will be proactive in developing the pupils' knowledge of the world of work and we will look to develop partners in the local business community.

A copy of the school's action plan in response to the inspection recommendations will be sent to all parents. The Governors' Annual Report to Parents will include a report on the progress we are making on the inspection recommendations.

Finally, the school wishes to acknowledge the thorough, professional and courteous approach of the inspection team.

## Appendix 1

### Basic information about the school

Name of school	Christchurch C.P. School
School type	Primary inc Foundation Phase
Age-range of pupils	3 – 11 years
Address of school	Ernest Street Rhyl Denbighshire
Postcode	LL18 2DS
Telephone number	01745 353982

Headteacher	Mr. Christopher Thompson
Date of appointment	1 <sup>st</sup> January 2001
Chair of governors/ Appropriate authority	Cllr. Glyn Williams
Registered inspector	Mrs Linda Jane Williams
Dates of inspection	9 <sup>th</sup> - 12 <sup>th</sup> March 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	33	50	47	48	50	55	40	67	390

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	19	1	19.8

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	25:1
Pupil: adult (fte) ratio in nursery classes	8:1
Pupil: adult (fte) ratio in special classes	4:1
Average class size, excluding nursery and special classes	24
Teacher (fte): class ratio	1.2:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2008	78	92	91
Summer 2008	79	90	91
Autumn 2008	83	91	91

Percentage of pupils entitled to free school meals	63
Number of pupils excluded during 12 months prior to inspection	9

## Appendix 3

### National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2008			Number of pupils in Y2:					57
Percentage of pupils at each level								
			D	W	1	2	3	
English:	Teacher assessment	School	0	0	25	71	4	
		National	0	3	14	63	20	
En: reading	Teacher assessment	School	0	6	20	67	8	
		National	0	4	15	55	26	
En: writing	Teacher assessment	School	0	2	41	55	2	
		National	0	5	16	67	11	
En: speaking and listening	Teacher assessment	School	0	0	12	57	31	
		National	0	2	11	64	23	
Mathematics	Teacher assessment	School	0	4	22	77	0	
		National	0	2	11	65	22	
Science	Teacher assessment	School	0	0	16	75	10	
		National	0	1	9	66	24	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	65	In Wales	80

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									39
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	
English	Teacher assessment	School	0	0	0	0	3	10	21	50	16	
		National	0	0	0	0	1	4	16	50	29	
Mathematics	Teacher assessment	School	0	0	0	0	3	8	18	47	24	
		National	0	0	0	0	1	3	15	50	30	
Science	Teacher assessment	School	0	0	0	0	0	5	24	37	34	
		National	0	0	0	0	0	2	12	53	32	

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) by teacher assessment	
In the school	66
In Wales	74

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

## Appendix 4

### Evidence base of the inspection

Five inspectors spent a total of 16 inspector days in the school. A team meeting was held prior to the inspection.

Inspectors visited:

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

Members of the inspection team had meetings with:

- staff, governors and parents;
- senior managers, teachers and support staff; and
- pupil groups, including the school council, Eco council and buddies.

The team also considered:

- the school's self-evaluation report;
- 26 responses to parents' questionnaires;
- comprehensive documentation provided by the school before and during the inspection; and
- a wide range of pupils' past and current work, over all year groups.

The inspection team also:

- held discussion with pupils about their work; and
- observed pupils' behaviour throughout the day.

## Appendix 5

### Composition and responsibilities of the inspection team

<b>Team member</b>	<b>Responsibilities</b>
Mrs Linda Jane Williams Registered Inspector	Context Summary and recommendations Key Questions 1 and 5 Foundation Phase
Mr Christopher Dolby Team Inspector	Key Questions 2 and 6 English Music
Mr Nicholas Williams Team Inspector	Key Questions 3 and 4 Art and design History
Mr Glyn Griffiths Team Inspector	Key Question 7 Contribution to Key Question 4 Welsh second language
Mrs Justine Barlow Lay Inspector	Contributions to Key Questions 1, 3, 4 and 5.
Mr Christopher Thompson Nominee	Contributions to all questions by providing information.

### Acknowledgements:

The inspectors wish to thank the governing body, staff, parents and pupils of the school for their co-operation assistance and courtesy before and during the inspection.

### Inspection Contractor:

Baker-Phillips Educational Communications Ltd., Oaks Lea, Higher Knolton, Overton, Wrexham. LL13 0LF.