

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

A Report on the Quality of Education in

**Deiniol C.P. School
The Ridgeway, Marchwiel
Wrexham, LL13 0SB**

School Number: 6652204

Date of Inspection: 24/02/09

by

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Deiniol 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 Deiniol C.P. School took place between 24/02/09 and 26/02/09. An independent team of inspectors, led by Merfyn Douglas Jones undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

- 1 Deiniol County Primary School is situated in the small village of Marchwiel on the outskirts of Wrexham. It caters for pupils aged between three and eleven years, most of whom live within the immediate locality of Marchwiel, Abenbury, Llwyn Onn and Pentre Maelor and with a few from further afield. The school states that its pupils come from homes that are neither prosperous nor economically disadvantaged.
- 2 Currently, there are 156 pupils on roll, and in addition, 19 nursery children on a part-time basis, and the school's intake reflects the full range of ability. The majority of pupils come from English-speaking homes with two receiving support teaching in English as an additional language. No pupil comes from a Welsh-speaking home.
- 3 Twelve per cent of pupils are entitled to free school meals. This is well below the local and national average.
- 4 Twenty-five pupils (16%) have been identified as having Additional Learning Needs (ALN). Four of them have a statement of special educational needs, three are on 'school action plus' and 18 on 'school action'.
- 5 Including the headteacher, there are seven full-time and two part-time teachers in the school. There are also 5 full-time and 3 part-time classroom support staff.
- 6 The headteacher was appointed in January 2007.
- 7 The school was last inspected in March 2003 and there have not been any major changes since then.
- 8 The school's aims are to:
 - give pupils the ability to read fluently, with enjoyment and purpose and to increase their vocabulary;
 - develop their oral and written language and mathematical skills;
 - develop their scientific and technological skills;
 - promote their awareness of the environment and its conservation; and
 - promote their inventiveness and creativity in both practical and written work.

The school's priorities and targets

- 9 The school's priorities for 2008 – 2009 are:
 - to improve pupils' reading and writing skills;
 - continue to develop the role of subject leaders in monitoring and evaluating provision;
 - to involve pupils in assessing and improving their own work (target setting);

- further develop pupils' bilingual skills;
- implementing a progressive PSE Framework throughout the school.

Summary

- 10 Deiniol CP School is a very good school with outstanding features, which include the:
- headteacher's leadership and vision for improvement;
 - high quality teaching;
 - rich and extensive curricular provision; and
 - very effective care and support for all its pupils.
- 11 The headteacher and staff work extremely hard to raise pupils' standards of achievement and self-esteem.

Table of grades awarded

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

- 12 The inspection team awarded a higher grade than the school in its self-evaluation report in key questions 2 and 5 and a lower grade in key question 7. They agreed with the grades in key questions 1, 3, 4 and 6.
- 13 Analysis of the school's tracking (value added data) shows that pupils make good progress from on-entry to leaving at the end of key stage 2.
- 14 Over the last three years, end of key stage 1 and key stage 2 results have been consistently above both local and national averages. Compared to similar schools, i.e. schools within the same percentage band of pupils entitled to free school meals, they are generally below the median.

- 15 In 2008, the key stage 1 core subject indicator i.e. the percentage that achieved level 2 or above in the core subjects of English, mathematics and science (CSI), was 71 per cent compared to the national figure of 81 per cent.
- 16 In 2008, the CSI percentage i.e. pupils achieving level 4 or above in all three core subjects in key stage 2, was 80 per cent in the school compared to 75 per cent nationally.
- 17 Pupils' standards in the subjects and areas of learning during lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
16%	76%	8%	0%	0%

- 18 These figures compare favourably with the national picture as reported in HMCI's Annual Report 2007-2008, where 84 per cent of standards were grade 2 or better, of which 12 per cent were grade 1.

Grades for standards in subjects inspected

Standards of achievement in the subjects inspected are as follows:

Subject	Key Stage 1	Key Stage 2
English	2	2
Science	2	2
I C T	2	2
Design Technology	2	2
Music	1	1
Religious Education	2	2

- 19 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes.
- 20 Baseline assessments indicate that standards on entry are generally below the Local Education Authority (LA) averages.
- 21 Early Years children and pupils in key stage 1 and key stage 2 make outstanding progress in their listening skills and good progress in their speaking, reading, writing and numeracy skills. Their ability to use their information and communications skills across the curriculum is underdeveloped.
- 22 Pupils, including those with additional learning needs (ALN), make good, and sometimes very good, progress in gaining knowledge, understanding and skills.
- 23 Overall, pupils' problem-solving skills are good and they demonstrate outstanding creative skills. Pupils also display good entrepreneurial and decision making skills.

- 24 Bilingualism is consistently integrated into the life of the school and, consequently, pupils' bilingual competence is good. Pupils' knowledge and awareness of the heritage and culture of Wales are good.
- 25 The average attendance over the three terms prior to the inspection was; nursery 83.2%, reception 94.2% and the rest of the school 92.6%.
- 26 Pupils make outstanding progress in developing their spiritual, moral and social awareness and overall, their cultural development is good.
- 27 Pupils are well motivated and very eager to learn. Nearly all pupils listen attentively and follow instructions extremely well when undertaking tasks and investigations. They work hard and productively with positive attitudes.
- 28 Pupils' awareness of the importance of ensuring equal opportunities for all, including those with disabilities, is well developed and they show a sensitive understanding of the religious practices of Christianity and of other faiths.

The quality of education and training

In the 29 lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
24%	72%	4%	0%	0%

- 29 These figures are well above the national picture as reported in HMCI's Annual Report 2007-2008, where the quality of teaching is reported to be grade 2 or better in 83 per cent of lessons and 16 per cent grade 1.
- 30 Teaching in the Early Years is consistently good, with a wide variety of activities that motivate children and which are clearly linked to the Foundation Phase outcomes.
- 31 All teachers have good relationships with their pupils and demonstrate good pupil management.
- 32 Outstanding features of teaching include: extremely clear and regular use of open-ended questioning to develop pupils' communication and investigative skills, a wide variety of techniques and tasks that motivate and fully involve all pupils and engender high expectations.
- 33 Shortcomings in teaching include a lack of pace and variety in overlong lessons and the use of inappropriate worksheets that lack challenge, particularly for the more-able pupils.
- 34 Arrangements for assessment, recording and reporting are good. A good overview of the progress individual pupils make is maintained by teachers throughout the school.

- 35 Although target setting for pupils is in place, it is not yet consistent throughout the school and pupils are not currently as involved in the assessment of their own work or setting their own targets for improvement as they might be. Marking of pupils' work is also inconsistent in its usefulness to learners.
- 36 The quality of the information about pupils' achievements provided for parents through school reports is good.
- 37 The school is successful in meeting the needs and interests of all its pupils, including those with additional learning needs and children under five. Pupils benefit well from the highly inclusive ethos the school provides. The breadth and balance of the curriculum is good and meets the requirements of the National Curriculum.
- 38 Children in the Foundation Phase benefit from a rich range of experiences that stimulate their interest in learning and provide many opportunities to develop their early learning skills.
- 39 There is good emphasis in promoting key and basic skills during the delivery of lessons. Pupils listening skills, a recent school focus for improvement, are now outstanding. Speaking, reading, writing and numeracy skills across the curriculum are promoted well, however opportunities to use ICT across the curriculum are often missed.
- 40 The provision the school makes for extra curricular activities is outstanding. It is all encompassing and impressive, and it fully complements the taught curriculum.
- 41 The provision the school makes for pupils' spiritual, moral, social and cultural development is good with outstanding features.
- 42 Pupils' knowledge and understanding of the heritage and culture of Wales is promoted well through the *Cwricwlwm Cymreig* across different subject areas and the promotion of bilingualism across the school is consistent and effective.
- 43 Links with parents are good. Parents are well informed about school events through regular newsletters. Links with the local community are also good.
- 44 The provision the school makes to develop pupils' understanding of sustainable development and Global Citizenship is good.
- 45 Overall, the school offers outstanding care, support and guidance to all pupils. Pupils with additional learning needs are well provided for with appropriate educational, behaviour and pastoral support. Good use is made of specialist services.
- 46 The partnerships with pupils, parents and carers are good. Parents are appreciative of the support their children receive.

- 47 Teachers take very good account of the Personal and Social Education Framework and excellent use is made of personnel and events outside school.
- 48 The school has very good procedures in place to ensure that new pupils settle into the routines and demands of school life with a minimum of disruption to their learning.
- 49 Although procedures for monitoring behaviour and performance are good, procedures for monitoring attendance and punctuality are not rigorous enough.
- 50 The school's provision for the healthy development, safety and well-being of all pupils is good.
- 51 Pupils identified as having additional learning needs (ALN) are quickly identified and arrangements to address their individual needs are promptly put in place. Overall, the thorough way the school supports pupils with ALN is an outstanding feature of the care, support and guidance provided.

Leadership and management

- 52 The leadership of the headteacher, who is very experienced and knowledgeable, is outstanding. On his appointment two years ago, he had an extremely clear-sighted vision of what was needed to improve the quality of education and strategic management of the school.
- 53 Members of staff with management or subject leader responsibilities have very positively embraced and contributed to the changes that have occurred. A well organised rolling programme of monitoring pupils' work is in place. However, the monitoring of teaching by co-ordinators is not yet fully established.
- 54 The school takes very good account of local and national priorities.
- 55 The quality of support and direction given by the governing body is good.
- 56 The self-evaluation procedures are effective in enabling the school to evaluate its own work accurately and to plan for improvements.
- 57 Overall, the school has made good progress since the last inspection. All of the key issues have been successfully addressed.
- 58 The school has an appropriate number of teaching, support, ancillary and administrative staff to enable the efficient running of the school and for it to meet all its responsibilities for the education of Primary and Foundation Phase learners.
- 59 The quantity and quality of learning resources is good across the school and supports the delivery of the curriculum well.
- 60 Much improvement has been made to the quality of the accommodation since the last inspection. Internal alterations have provided better learning space for

pupils. However, space available for older pupils in key stage 2 is still somewhat restrictive.

- 61 The accommodation for children in the Foundation Phase is good and provides a suitable setting for their activities.
- 62 Bearing in mind the good progress children and pupils make in achieving good standards in their work, the school gives good value for money.

Recommendations

In order to improve further, the school needs to:

- R1 Continue to develop the role of the curriculum co-ordinators in monitoring teaching;
- R2 Provide consistent challenge for more-able pupils and more opportunities for all pupils to use their ICT skills across the curriculum;
- R3 Further involve pupils in their own targets for improvement and ensure greater consistency in marking pupils work; and
- R4 Improve pupils' attendance.

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

- 63 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 64 Pupils' standards in the subjects and areas of learning during lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
16%	76%	8%	0%	0%

- 65 These figures compare favourably with the national picture as reported in HMCI's Annual Report 2007-2008, where 84 per cent of standards were grade 2 or better, of which 12 per cent were grade 1.

Grades for standards in subjects inspected

Standards of achievement in the subjects inspected are as follows:

Subject	Key Stage 1	Key Stage 2
English	2	2
Science	2	2
I C T	2	2
Design Technology	2	2
Music	1	1
Religious Education	2	2

- 66 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes.
- 67 Baseline assessments indicate that standards on entry are generally below the Local Education Authority (LEA) averages.
- 68 Early Years children and pupils in key stage 1 and key stage 2 make outstanding progress in their listening skills and good progress in their speaking, reading, writing and numeracy skills. Their ability to use their information and communications skills across the curriculum is underdeveloped.
- 69 Pupils, including those with additional learning needs (ALN), make good, and sometimes very good, progress in gaining knowledge, understanding and skills.
- 70 Overall, pupils' problem-solving skills are good and they demonstrate outstanding creative skills. Pupils also display good entrepreneurial and decision making skills as evidenced in the school council and the Eco committee meetings.
- 71 Bilingualism is consistently integrated into the life of the school and, consequently, pupils' bilingual competence is good. Pupils' knowledge and awareness of the heritage and culture of Wales are good.
- 72 Pupils make outstanding progress in developing their spiritual, moral and social awareness and overall, their cultural development is good.
- 73 Pupils succeed regardless of their ability, gender, or social background. It is evident from discussions with pupils that they are aware that everybody is treated the same and given the same opportunities.

- 74 Analysis of the schools tracking (value added data) shows that pupils make good progress from on-entry to leaving at the end of key stage 2.
- 75 Over the last three years, end of key stage 1 and key stage 2 results have been consistently above both local and national averages. Compared to similar schools, i.e. schools within the same percentage band of pupils entitled to free school meals, they are generally below the median.
- 76 In 2008, teacher assessments of end of key stage 1 pupils showed 71 per cent achieved level 2 or above in English, 79 per cent in mathematics and 79 per cent in science. The national figures were 82 per cent English, 87 per cent mathematics and 90 per cent science.
- 77 The core subject indicator i.e. the percentage that achieved level 2 or above in the core subjects, (CSI) was 71 per cent compared to the national figure of 81 per cent.
- 78 In 2008, 80 per cent of end of key stage 2 pupils achieved level 4 or above in English, 80 per cent in mathematics and 90 per cent in science. These are above the national figures of 79 per cent in English, 81 per cent in mathematics and 86 per cent in science.
- 79 The CSI percentage i.e. pupils achieving level 4 or above in all three core subjects, was 80 per cent in the school compared to 75 per cent nationally.
- 80 Generally, girls out-perform boys in end of key stage assessments, particularly in English. This anomaly has been addressed by the school and there has been a narrowing of the gap recently.
- 81 Pupils are well motivated and very eager to learn. Nearly all pupils listen attentively and follow instructions extremely well when undertaking tasks and investigations. They work hard and productively with positive attitudes. Pupils are able to work independently within the structure of the class and in the general context of the school. This is a strength of the school.
- 82 In lessons, pupils plan and organise their work very well. They use classroom resources independently, co-operating and collaborating extremely well in pairs or small groups. They use their time and their skills efficiently. These aspects set a firm foundation for their lifelong learning.
- 83 The average attendance over the three terms prior to the inspection was; nursery 83.2%, reception 94.2% and the rest of the school 92.6%. These figures are below local averages and Welsh Assembly Government targets, but just above all-Wales averages. The reason for the low nursery attendance was a contagious illness.
- 84 Most pupils are punctual and lessons start on time. Registration is conducted efficiently and in accordance with statutory procedures.

- 85 Visits and visitors to the school help pupils develop an understanding of the world of work.
- 86 Pupils' progress in their personal, social, moral and wider development is outstanding in both key stages. All pupils are fully involved in the life and work of the school and through the School Council, 'Playground Buddies' and the Eco Committee, participate in the decision-making process about important issues.
- 87 Pupils' awareness of the importance of ensuring equal opportunities for all including those with disabilities is well developed and they show a sensitive understanding of the religious practices of Christianity and of other faiths. However, their understanding of the life styles of ethnic minorities, including those within their own country, is not as extensive as it might be.

The quality of education and training

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

Grade 1: Good with outstanding features

88 The findings of the inspection team do not match the judgements made by the school in its self-evaluation because outstanding features were identified in 24 per cent of the lessons observed.

89 In the 29 lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
24%	72%	4%	0%	0%

90 These figures are well above the national picture as reported in HMCI's Annual Report 2007-2008, where the quality of teaching is reported to be grade 2 or better in 83 per cent of lessons and 16 per cent grade 1.

91 Teaching in the Early Years is consistently good, with a wide variety of activities that motivate children and which are clearly linked to the Foundation Phase outcomes.

92 All teachers have good relationships with their pupils and demonstrate good pupil management. They actively address the issues of gender, race and ability and promote equality of opportunity for all.

93 At the start of all lessons, pupils are made aware of the learning objectives and key skills are clearly identified. Consistent use of praise and encouragement helps to raise pupils' self-esteem.

- 94 Outstanding features of teaching include:
- extremely clear and regular use of open-ended questioning to develop pupils' communication and investigative skills;
 - a wide variety of techniques and tasks that motivate and fully involve all pupils; and
 - high expectations.
- 95 Shortcomings in teaching include: a lack of pace and variety in overlong lessons, and the use of inappropriate worksheets that lack challenge, particularly for the more-able.
- 96 Arrangements for assessment recording and reporting are good. A good overview of the progress individual pupils make is maintained by teachers throughout the school.
- 97 On entry information about their children is provided by parents. Baseline assessment is carried out soon after children enter the school. This provides the basis by which the progress of children is judged as they move up through the school. It also provides teachers with vital information that enables them to meet the learning needs of all pupils, including those with ALN, successfully.
- 98 A good system for recording progress in learning is kept in the form of a tracking system. It is used regularly to monitor pupils' progress in relation to individual targets set and to set further targets to ensure continuing achievement.
- 99 Arrangements are in place to carry out statutory assessment in core subjects and the information from such assessment is fed into the tracking system.
- 100 Assessment procedures and a tracking system are also in place to provide information about how well pupils achieve in foundation subjects. Taken as a whole, such assessments enable teachers to have an accurate holistic overview of pupils' achievements and progress over time.
- 101 The school sets challenging targets in relation to end of key stage assessment. To enable these to be met, where pupils are achieving below their potential, good levels of well-focused support in the form of booster sessions and focused differentiated work is provided to enhance achievement.
- 102 Currently, teachers are involved in a moderation review within their cluster group of schools. Work on English and science is currently ongoing and mathematics and Information technology provide a future focus. Although portfolios of annotated work are at an early stage of development, teachers have their own collection of levelled work to assist the judgement of standards.
- 103 Although target setting for pupils is in place, it is not yet consistent throughout the school. Pupils are not currently as involved in the assessment of their own work or setting their own targets for improvement as they might be. Marking of pupils' work is also inconsistent in its usefulness for learners.

104 The quality of the information about pupils' achievements provided for parents through school reports is good. The information indicates what pupils know, understand and can do and also gives parents an understanding of what their children need to do to improve in the core subjects. Ample opportunity is provided for parents to discuss their children's progress through formal and informal meetings.

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

105 The inspection team's findings match the school's judgement made in its self-evaluation report.

106 The school is successful in meeting the needs and interests of all its pupils, including those with ALN and children under-five. Pupils benefit well from the highly inclusive ethos the school provides. It successfully promotes self-confidence and good levels of motivation in all learners and enables them to make good achievement in line with their differing abilities. All pupils are given equal opportunities to all the school provides. This equality of opportunity serves disabled pupils very well both in their learning and in the formation of successful and profitable relationships with pupils who are not so encumbered.

107 The breath and balance of the curriculum is good and meets the requirements of the National Curriculum. Due regard is given to ascribing sufficient time to core and foundation subjects. Teachers plan for and provide interesting and stimulating learning experiences for pupils during lessons.

108 Children in the Foundation Phase benefit from a rich range of experiences that stimulate their interest in learning and provide many opportunities to develop their early learning skills.

109 Schemes of work are in place in key stage 1 and key stage 2 and ensure that there is coherence, consistency and flexibility in what is taught.

110 There is good emphasis in promoting key and basic skills during the delivery of lessons. Pupils' listening skills, a recent school focus for improvement, are now outstanding. Their quality now ensures that pupils maintain a sharp focus upon their learning tasks. Speaking, reading, writing and mathematical skills across the curriculum are promoted well, however opportunities for pupils to use and develop their ICT skills across the curriculum are often missed.

111 Opportunities for pupils to develop their creative skills are exceptional, particularly in music. They not only influence the quality of work pupils do but also help them to know themselves and their abilities in unique ways. The school provides good opportunities for pupils to advance their problem solving and entrepreneurial skills whilst encouraging the ability to learn independently.

- 112 The provision the school makes for extra curricular activities is outstanding. It is all encompassing and impressive. It fully complements the taught curriculum. It provides experiences that are memorable and influence not only children's perceptions of learning but enhance their personal and social understanding to a high degree. Evidence for this can be seen in the way that pupils carry out their daily life in school.
- 113 The school provides a rich range of sporting activities, often with expert coaching to support personal development and physical fitness. The many educational visits and residential courses pupils attend enhance their excitement in learning. There is an impressive range of visitors to the school who share their experience with pupils. The many competitive events, the concerts and the performances, both local and at a national level, give pupils a faith in their own abilities and a real sense of community.
- 114 The provision the school makes for pupils' spiritual, moral, social and cultural development is good with outstanding features. Pupils of all ages are given ample opportunities to develop their social skills. Older pupils are encouraged to pay special concern for younger children and those with disabilities. They are encouraged to reflect upon the impact of their behaviour on others, to develop self-discipline and to take responsibility for their own actions.
- 115 The school encourages calmness and thoughtfulness in the way pupils conduct themselves during their daily life. The qualities of fairness, tolerance and responsibility are promoted exceptionally well.
- 116 Collective worship meets statutory requirements and promotes pupils' awareness of spirituality and morality outstandingly. Worship is an intimate time when pupils have many opportunities for reflection, for listening to music that inspires and for the experience of quietness. The provision the school makes for the development of spiritual understanding is exceptional.
- 117 The provision made for pupils' cultural development is good. Through religious education lessons pupils gain a good insight into the religious practices of other ethnic groups. However the provision does not entirely help pupils to gain a sufficient understanding of the life style of others including ethnic minorities who live in our own country.
- 118 Pupils' knowledge and understanding of the heritage and culture of Wales is promoted well through the *Cwricwlwm Cymreig* across different subject areas and the promotion of bilingualism across the school is consistent and effective.
- 119 Links with parents are good. Parents are well informed about school events through regular newsletters. Parents appreciate the school's 'open-door' policy, which affords them access to school staff when the need arises. Parents are welcome to help the school in a variety of ways and the school benefits from the commitment of those who choose to do so. They make a positive contribution to the school's pastoral and academic support for pupils.

- 120 Links with the local community are good. Pupils benefit from student placements that come as part of the Glyndwr University partnership. Such students bring a fresh view of life into the classroom and enrich pupils' learning activities.
- 121 Ysgol Deiniol belongs to a cluster of local primary schools that meet on a regular basis to discuss matters of common interest such as the moderation of standards in the core subject of English. This arrangement is providing teachers with a good overview with which to judge standards in their school more effectively.
- 122 In all aspects, the school's provision for pupils' legal and course requirements are fully met.
- 123 The school is successful in addressing social disadvantage within the school community and is active in prohibiting stereotyping.
- 124 Work related education is good and well established throughout the school. Grandparents, visiting theatre groups, school cook and caretaker, school nurse and emergency services are among the many visitors who contribute to pupils' awareness of the world of work. Pupils also visit a number of local businesses.
- 125 Sustainable development is continuing to develop with the school working towards their silver eco award. There are regular litter picks, a compost heap and paper, cardboard and plastic bottles are all recycled. The Marchwiel Environment Group helps the school maintain their allocated area within a nature reserve located behind the school.
- 126 Global Citizenship, although in the early stages, is developing very well, with links to Uganda, Poland and Germany. An International Day held last year further helped to promote pupils awareness of other countries and their customs and culture. The school choir sang at the International Eisteddfod over the past two years.
- 127 Entrepreneurial and other skills needed to support economic development are starting to develop. Although some older pupils are involved in fund raising, there are not always the opportunities for them to develop problem solving skills.
- 128 National priorities such as Eco and Healthy Schools, Quality Mark and Basic Skills are well established in school life. More recently the school has supported the drive to improve bilingualism by offering taster Welsh sessions to parents.
- 129 Pupils are well prepared for their transition to high school.

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

Grade 1: Good with outstanding features

- 130 Overall, the school offers outstanding care, support and guidance to all pupils. In discussions with the school council, pupils said they would be happy to go to any member of staff with concerns, knowing they would be dealt with sympathetically and sensitively.
- 131 Pupils with additional learning needs are well provided for with appropriate educational, behaviour and pastoral support. Good use is made of specialist services.
- 132 The partnerships with pupils, parents and carers are good. Questionnaires sent out to parents, carers and pupils resulted in the improvement of communications between all parties. This is improving efficiency in the day to day running of the school.
- 133 Parents at the pre-inspection meeting and nearly all those that returned the questionnaires were positive in their support for the school. Parents are appreciative of the support their children receive.
- 134 The school council is well run and it operates in accordance with regulations. It is actively involved in decision making. The very well organised election of council members provided the whole school with a valuable experience of the democratic process associated with citizenship.
- 135 Teachers take very good account of the Personal and Social Education Framework and excellent use is made of personnel and events outside school. The very good relationships teachers have with their pupils enables full and frank discussions over a wide spectrum of educational and pastoral issues.
- 136 The school has very good procedures in place to ensure that new pupils settle into the routines and demands of school life with a minimum of disruption to their learning. Also, good strategies are in place to ease the transition of pupils in year 6 into the local secondary school.
- 137 Although procedures for monitoring behaviour and performance are good, procedures for monitoring attendance and punctuality are not rigorous enough. There are no regular, formal practices in place to monitor individual attendances, which then impacts on class and whole school attendances. Although there is a well kept and accurate late book, punctuality monitoring is inconsistent.
- 138 The school's provision for the healthy development, safety and well being of all pupils is good. They are currently working on the second year of the Healthy Schools initiative. There is a good choice of healthy school dinners and 'healthy snack' is available at break time. A Healthy Eating Day was held in the last summer term. There is a named first aider and all teachers and teaching assistants have received emergency first aid training. Specialist services have trained four members of staff to support pupils with particular medical needs.
- 139 The head teacher is the named person with responsibility for child protection and is trained to the appropriate level. All staff and volunteers have been

Criminal Records Bureau checked. There is a child protection policy in line with local and all Wales procedures. Records are kept in a secure cabinet.

- 140 Pupils identified as having additional learning difficulties (ALN) are quickly identified and arrangements to address these are promptly put in place in accordance with the recommendations of the Special Educational Needs Code of Practice.
- 141 Pupils with special educational needs (SEN), such as hearing or visual difficulties, receive support from a visiting specialist teacher who provides staff with the guidance required for them to make the appropriate adjustments to provision. Where necessary, a member of staff takes responsibility for the daily requirements of the pupils. For example, ensuring that hearing aids are working properly or carrying out a specific learning programme. Similarly, for pupils with physical difficulties, a teaching assistant, under the guidance of a physiotherapist or occupational therapist undertakes the prescribed movement programme with the pupil.
- 142 Pupils with speech and language difficulties are supported well through the programmes of activity provided by the visiting specialist teacher and those pupils with delays or difficulties with reading or number work have regular sessions with the Special Needs Support Teacher. During these individual or group sessions, the pupils make very good progress in learning.
- 143 All pupils who are identified as having ALN have an individual education plan (IEP) that enables all involved to ensure that the pupil's needs are met and that individual learning targets are achieved.
- 144 In class lessons, teachers take full account of individual pupil's targets and the good differentiation of work, evident in the lessons seen by the inspectors, ensures that pupils with ALN are fully involved.
- 145 Pupils' IEPs are updated regularly, at least once per term, and parents are given a copy so that an effective partnership is promoted to meet the pupil's needs. Overall, the thorough way the school supports pupils with ALN is an outstanding feature of the care, support and guidance provided.
- 146 All pupils have equal access to all lessons and activities and stereotyping is challenged by staff. There are a range of multicultural dolls and puppets in the foundation phase and the resuscitation dummies used in the Heart Start club are also multicultural. Appropriate statutory policies are in place. Good race relations are promoted successfully and pupils recognise and respect diversity.
- 147 The effective measures in place to eliminate oppressive behaviour, including racial discrimination, bullying and all forms of harassment are evident in the pupils' outstanding behaviour.
- 148 Parents that returned the pre-inspection questionnaires were unanimous in their agreement that the school promotes good standards of behaviour and high values and attitudes among pupils.

- 149 In discussions, pupils were firm in their belief that bullying or discrimination of any kind would not be tolerated. They would be confident to report such incidents in the knowledge they would be dealt with promptly and fairly.
- 150 The school takes all reasonable steps to ensure equal treatment for pupils with disabilities. Disability access to the site is good with appropriate disability facilities in place. Pupils with disabilities are as fully integrated into school life as possible; it is an outstanding feature of the school. There is a clear Disability Equality Scheme and action plan in place.

Leadership and management

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

Grade 1: Good with outstanding features

- 151 The findings of the inspection team do not match the judgements made by the school in its self-evaluation because the team judged there to be several outstanding features.
- 152 The grade for key question 1 does not match this grade because, although there is a general improvement in standards, the full impact of strategies introduced by leadership and management have yet to be fully reflected in pupils' standards of achievement.
- 153 The leadership of the headteacher, who is very experienced and knowledgeable, is outstanding.
- 154 On his appointment two years ago, the head teacher had an extremely clear-sighted vision of what was needed to improve the quality of education and strategic management of the school. One of his key priorities was to involve everyone in developing a common purpose and a clear sense of direction to the school's work. This priority has met with outstanding success.
- 155 A complete overhaul of the management structure and of general procedures has led to clarity and an equitable distribution of roles and responsibilities.
- 156 Members of staff with management or subject leader responsibilities have very positively embraced and contributed to the changes that have occurred. Their strengths and interests have been taken into account very effectively. They therefore feel empowered and encouraged to develop their roles and their professional skills. They are clearly committed to raising standards and improving the quality of education provided. An outstanding culture of change and innovation now exists.
- 157 The head and deputy head teacher work effectively together and lead a cohesive senior management team. The deputy head provides good support to

the head teacher and other members of staff, and plays a key role in the day to day running of the school.

- 158 The roles of subject leaders have developed since the last inspection. However, their monitoring of teaching is not yet fully in place.
- 159 All members of staff and governors are fully aware of the aims and priorities of the school as identified in the school development plan.
- 160 The school takes very good account of local and national priorities. For example, it has achieved Basic Skills status for the last three years and Healthy School status for the last year. Its breakfast and after school clubs are flourishing. Preparations for the implementation of the new Foundation Phase are progressing well.
- 161 All pupils are given challenging but realistic targets for attainment at the end of key stages 1 and 2, based on their individual capabilities. Five year trends indicate that targets and results remain above and sometimes well above national and local averages.
- 162 There are outstanding, comprehensive arrangements to review and monitor the performance of all members of staff and to identify training needs. The Performance Management policy clearly focuses on enabling staff to develop professionally. High importance is placed on individual self-analysis, in addition to objective monitoring performance.
- 163 The head teacher, teachers, support and ancillary staff are all involved in the Performance Management process and work towards annual targets. Their achievements and training needs are recorded and resource implications noted. Newly qualified teachers and students are well supported by their mentor, the deputy head teacher.
- 164 The quality of support and direction given by the governing body is good. Governors are well informed about current priorities relating to the school and pupils' standards of attainment. They co-operate effectively with the head teacher and staff in order to set the strategic direction of the school.
- 165 Members of the governing body are increasingly involved in monitoring the quality of provision. Every governor is linked to a subject or area of learning and takes an interest in its development. They visit the school, observe lessons and hold discussions with relevant members of staff, according to their allocated responsibilities.
- 166 Pronounced improvements in the leadership and strategic management of the school during the last two years have clearly begun to have a significant positive impact on standards of achievement.
- 167 The School Prospectus and the Governors Annual Report to Parents are informative documents and meet statutory requirements. The Governing Body fully meets its statutory responsibilities.

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

Grade 2: Good features with no important shortcomings

- 168 The findings of the inspection team match those identified in the school's self-evaluation report.
- 169 The self-evaluation procedures are effective in enabling the school to evaluate its own work accurately and to plan for improvements. All aspects of school life are regularly reviewed and evaluated to clearly identify both strengths and areas for improvement.
- 170 There is an outstanding culture of review and self-criticism among the staff and governors. They all contribute to the process of self-evaluation and are well aware of its findings.
- 171 The views of all those who have an interest in the school are central to the evaluation process. In producing the self evaluation report, the school also sought out, and took account of, the views of the non-teaching staff, parents and pupils.
- 172 A well organised rolling programme of monitoring pupils' work is in place and undertaken by the headteacher, deputy and subject co-ordinators. Pupils' work and assessment results are carefully scrutinised for trends and weaknesses and individual pupils' progress is regularly monitored through a very effective and detailed tracking system. The monitoring of teaching by subject co-ordinators is not yet fully established.
- 173 Each subject leader regularly reviews the areas for which they are responsible and presents a detailed analysis of the findings, including recent successes and possible areas for development.
- 174 The school's self-evaluation report clearly identifies the various sources of evidence to support the outcomes for each of the seven key questions. It is detailed and honest, identifying strengths and areas for improvement. These are used to inform the priorities in the school development plan (SDP).
- 175 The SDP is a very useful working document that clearly sets out the priorities, responsibilities, costing, time and success criteria. It is continuously reviewed and monitored for progress by staff and governors. Consistent and measurable improvements over the last two years are as a direct result of previous plans and actions detailed in the SDP.
- 176 The inspection team disagree with the judgements made by the school in three of the seven key questions with two grades improved and one grade lowered.
- 177 Overall, the school has made good progress since the last inspection. All of the key issues have been successfully addressed.

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

Grade 2: Good features and no important shortcomings

- 178 The findings of the inspection team vary from the judgements made by the school in its self-evaluation report. Although the provision made by the school in this key question is good, the inspection team was unable to find compelling aspects that were outstanding. Although key questions 1 and 5 are graded as 1, overall, this key question is not as strong in terms of value for money.
- 179 The school has an appropriate number of teaching, support, ancillary and administrative staff to enable the efficient running of the school and for it to meet all its responsibilities for the education of Primary and Foundation Phase learners.
- 180 Teachers are experienced, dedicated and well qualified and are effectively deployed across the school. Specialisms are shared and are very effective in raising standards, for example in music. Teachers are very well supported by enthusiastic classroom support staff. Together they work as effective teams. They share the process of planning the curriculum on a daily basis and for longer periods of time.
- 181 Relationships between teachers and support assistants are very good and as such provide good role models for pupils to emulate. They impart valuable support for all pupils in their learning tasks and particularly for pupils with additional learning needs who make very good progress as a result.
- 182 The Foundation Phase is very well resourced with support staff and this ensures that children have the very best start to their school career. Teachers and practitioners work very closely together on a daily basis in their tasks of listening to, and encouraging and supporting children in their learning activities.
- 183 The newly appointed caretaker and her staff are effective in maintaining good standards of cleanliness throughout the school. The present administration assistant, besides carrying out clerical tasks efficiently also provides effective ICT support within classes. Canteen staff and the lunchtime support team including playground supervisors are valued members of the staff and make an important contribution to the efficient running of the school.
- 184 The quantity and quality of learning resources is good across the school and supports the delivery of the curriculum well. The school library is well organised and has a good collection of books which are attractive and appealing. They provide a good resource for pupils' research work and for reading of a more leisurely kind.
- 185 Not all classrooms have interactive white boards but those in place are effectively used. The school's computers are strategically placed and computers are in high demand during the school day. Teachers use artefacts well to enhance lessons, such as those used in religious education. Although the school does not have a comprehensive collection of artifacts itself, it uses the

services of outside agencies such as the schools library service to provide what it needs.

- 186 The quality and quantity of resources in the Foundation Phase are good and supports well the needs of all children. Outdoor equipment, including wheeled toys, is in good supply and are well used by children.
- 187 Much improvement has been made to the quality of the accommodation since the last inspection. Internal alterations have provided better learning space for pupils. However, space available for older pupils in key stage 2 is still somewhat restrictive. The school is aware of this and the issue is being closely monitored.
- 188 Teachers make the best possible use of the accommodation both internal and external. Classrooms and corridors carry attractive displays of pupils' work that teachers have carefully arranged to create the greatest impact. Pupils are well aware of the significance of the displays and can talk about them knowledgeably.
- 189 The accommodation for children in the Foundation Phase is good and provides a suitable setting for their activities. Outside areas are generous and well appointed, including the secure play area. Internal areas are less so but nevertheless are put to the best use by teachers and practitioners. Activity areas are colourful and eye catching and entirely suited to the interests of young children. Whilst outdoor areas are easily accessed from internal activity areas they are not well sheltered for the comfort of children in inclement weather.
- 190 The school grounds and areas adjacent to the school provide ample space for a wide range of outdoor activities. Besides enhancing the curriculum the provision ensures the healthy physical development of pupils.
- 191 Teaching staff undergo regular training that serves their professional development and the wider needs of the school. Support staff are well encouraged by the school to obtain relevant qualifications in their work with children and almost all do. By so doing, the school promotes a professional approach towards the quality of support they provide for children.
- 192 The arrangements for teachers' planning, preparation and assessment time are efficiently organised and carried out. They have a good impact on pupils' learning. Workload initiative funding is well used to provide support for teachers and therefore meets statutory requirements.
- 193 The finance committee, which comprises the headteacher, chair of governors and a support governor, oversee the financial management of the school. They meet regularly. They also meet with the LEA finance officer to ensure that the budget is well managed and that expenditure is prudently used to meet the school's priorities for development.
- 194 Bearing in mind the good progress children and pupils make in achieving good standards in their work, the school gives good value for money.

Standards achieved in subjects and areas of learning

English

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

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

Good features

- 195 In key stage 1, most pupils develop their speaking and listening skills well and on many occasions the intensity of their listening to their teacher and to one another is exceptional. Their response to questions asked and their anecdotal contributions to lessons are almost always well focused and expressed clearly. This is particularly evident with the younger pupils in key stage 1 who revel in using their emerging speaking skills to good effect.
- 196 Most younger pupils in key stage 2 continue to develop their speaking and listening skills and use them to good effect in class discussions. They communicate clearly and confidently and use their developing vocabulary to create colourful descriptions where the lesson warrants it.
- 197 Many older pupils in key stage 2, through their many class discussions, use language effectively to explain, debate and contribute ideas to the tasks in hand. They listen to their teacher and to one another exceptionally well and, as a result, their verbal responses are nearly always appropriate and sometimes enlightening. Less able pupils, including those with ALN, are not fazed when it comes to using their speaking and listening skills. They make significant verbal contributions to the melting pot of ideas in class discussions to good effect.
- 198 In key stage 1, most pupils show a keen interest in the books they read and in those that are read to them. They respond to stories enthusiastically and can explain positively and evaluatively their attitudes to books. More able pupils have a good knowledge of the books and stories they like to read and are clear about the particular features which make story plots enjoyable for them.
- 199 Less able pupils enjoy reading their appropriately levelled books. They demonstrate good recall of what has happened previously in their stories and use this knowledge to make sensible suggestions of the direction in which the story is likely to take.
- 200 By the end of key stage 2, most pupils read with good levels of fluency and demonstrate well developed skills that enable them to recognise difficult words.
- 201 Less able readers are as enthusiastic about reading as are the more able, and show good levels of confidence when reading to an adult. They use contextual clues and their phonic understanding well to unlock hard words. More able pupils express interest in a wide range of literary genre. They are clear about

the difference between biography and autobiography and go into great detail about the quality of text that appeals to them.

- 202 Many pupils across the ability range have a good understanding of the difference between fiction and non-fiction. They use their knowledge about how non-fiction books are arranged to find information quickly and efficiently. They use indexes confidently and the more-able are clear about the purpose of glossaries in information books. Pupils use computer technology and the Internet well in their research work. Most do so with skill and a sense of purpose.
- 203 In key stage 1, most pupils write for a good range of purposes. They are beginning to use punctuation well and more able pupils recognise its use as being important in meeting the needs of readers. Many pupils are aware that text can be arranged in different formats. They know that writing a newspaper article demands a different format from writing a story or writing a piece for their diary. They are developing their handwriting well. Many pupils form their letters correctly; some more-able pupils are beginning to join their letters when writing words and sentences.
- 204 Most younger pupils in key stage 2 have a good knowledge of parts of speech such as verbs, adjectives and nouns. They can ascribe purpose to each and use them appropriately in the work they do. Pupils gain much enjoyment from devising alliterations creatively. They have good knowledge of how to plan texts of different types and in how to structure stories.
- 205 By the end of key stage 2, most pupils are confident in distinguishing between metaphor and simile and recognise how these enrich the process of writing. They write for a wide range of purposes and show confidence in meeting the demands of each. In their recount and story writing more able pupils show an increasing ability to use a wide range of literary devices to appeal to their readers. They use complex sentences to create effective word pictures and short sentences to give impact to their writing. Many use adjectival and sometimes adverbial clauses to enrich their writing and in so doing are becoming effective writers.
- 206 Throughout the key stage most pupils develop a clear and legible style of handwriting.

Shortcomings

- 207 There are no important shortcomings.

Science

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

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

Good features

- 208 In key stage 1, most pupils are developing good observational skills and record their findings accurately. During their investigations, they make relevant observations and discuss and interpret their results accurately using appropriate vocabulary.
- 209 Most pupils accurately sort a variety of materials by their properties, identifying similarities and differences correctly.
- 210 They have a clear understanding of simple electrical circuits and know how to make or break a circuit with a simple switch.
- 211 They have an increasing understanding of a fair test and make sensible predictions before starting an investigation.
- 212 Most pupils know the difference between living and non-living things. They have a good understanding of changes that occur during their study of the life cycle of a frog or a butterfly.
- 213 In key stage 2, most pupils further develop their understanding of a fair test and appreciate its importance in evaluating the evidence gained. The majority confidently talk about variables and constants while conducting a fair test. They observe, measure and record their findings carefully.
- 214 Most have a good understanding of forces, electrical circuits and light. They know the requirements of a healthy diet, the importance of exercise and the harmful effect of smoking, alcohol and drugs on the body.
- 215 Most pupils recognise and name the major parts of plants and know what they need for healthy growth.
- 216 Older pupils have a good understanding of the solar system. They know the relative positions of the planets and correctly explain the connection between the earth, the moon and the sun, and the way the position of the sun changes shadows and creates day and night.
- 217 Many pupils have a good understanding of the properties of different solids and liquids and understand how solids change into liquids and vice versa. Most explain the Water Cycle correctly using the correct terminology, including evaporation and condensation.

Shortcomings

- 218 There are no important shortcomings.

Information and communications technology

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

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

Good features

- 219 Most younger pupils in key stage 1 gain good information and communications technology (ICT) skills when using the computer mouse and keyboard. They create pictures using the mouse, selecting colours to 'draw' images on screen. They use the keyboard to 'label' their drawing, e.g. 'lemon' and type in their own names. They learn to printout and save their work. They use a digital camera to take photographs of a sequence of activities such as making a cake and use the computer to make short descriptions to match each picture.
- 220 Older pupils in key stage 1 become confident in using the interactive whiteboard. They use the mouse or 'magic pen' to pick-up and drag pieces of a simple jigsaw puzzle into place to complete a picture. They use a numeracy program to practise their mathematics skills, matching geometric shapes on screen and practising number bonds to 20.
- 221 In Year 2, most pupils use a software program to 'publish' work on topics such as 'safety'. They use pictures and create text to illustrate 'safety at the seaside' such as 'if the red flag is flying that means you must not swim in the sea. It means that you might drown'.
- 222 Most younger pupils in key stage 2 make good progress in their ICT skills. In project work they use the internet to find information on Dinosaurs or Habitats. They download pictures and information, creating, for example, good scrapbooks on the Rainforest and the animals that live there. They use the computers effectively to produce personal election posters using pictures, colours, borders and creating text.
- 223 Many older pupils in key stage 2 use the internet effectively to research facts and information in their project work, such as life in the village during World War II.
- 224 Good examples of material from the internet, including pictures and data, are used to display their findings on the solar system and some pupils found answers to questions such as 'Why does the moon change shape?' as part of a homework task.
- 225 Many pupils in Year 6 create PowerPoint presentations, importing pictures and text from software and internet sources. They type in their own text and use word-processing skills to cut and paste documents. They gain good editing skills as they delete and insert text, identify and correct punctuation and spelling errors. They enter data from their own surveys in a spreadsheet and produce graphs to illustrate their findings.

226 Additionally, most pupils gain good skills in a range of communication technology. They input directional instructions to control a robot, learn to use a photocopier and scanner and record activities with a digital and/or video camera. Older pupils take turns to control the music played at assemblies.

Shortcomings

227 There are no important shortcomings.

Design technology

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

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

Good features

228 Many key stage 1 pupils make good use of construction kits to make models and patterns. Their skills in folding, cutting, gluing and colouring are good. They accurately name the types of movement in a variety of moving toys and books and understand the need to plan before designing and making a toy with moving parts.

229 They draw simple pictorial plans carefully, labelling which parts will move and suggest appropriate materials, including wooden dowels and wheels. Most describe a variety of ways to join materials together and suggest appropriate decorations.

230 Most older key stage 1 pupils carefully select suitable materials to make a model house. They draw a plan of the rooms in each house, labelling details accurately. Most of them cut and join the materials carefully and then decorate and furnish the house creatively. They evaluate their work and identify the good features and those that were not successful.

231 Pupils in lower key stage 2 evaluate a variety of games, toys and gifts that use magnets to create movement before drawing their own designs and selecting appropriate materials. In their discussions, they agree on which age group the toy would suit and on which action would create the movement. They use their knowledge of the properties of magnets well in their designs before producing original and imaginative ideas.

232 Key stage 2 pupils look closely at a variety of toys with moving parts before designing a moving toy with a cam mechanism. Many pupils understand that different shaped cams produce different movements and the majority understand the relationship between the cam and the follower. Most pupils use technological vocabulary well and show very good understanding of how their finished model will move.

- 233 Pupils at the end of key stage 2 carefully consider a range of 'bags for life'. They confidently carry out research and disassemble a bag to investigate how it is constructed. Most pupils annotate their sketches carefully suggesting suitable fabrics and make sample prototypes. They make and use accurate paper patterns and create good quality finished products with carefully sewn seams and decorated with slogans and logos that promote sustainable development.
- 234 They sew using a running stitch or back stitch and select a variety of joining techniques to add a strong handle. Afterwards, pupils carefully evaluate their bag testing it for usefulness and strength, and explaining how it could be improved.
- 235 Most older pupils in key stage 2 are aware of the importance of meeting the needs of individuals and society in general when designing and making.

Shortcomings

- 236 There are no important shortcomings.

Music

Key Stage 1: Grade 1: Good with outstanding features

Key Stage 2: Grade 1: Good with outstanding features

Outstanding features

- 237 Throughout the school pupils make outstanding progress in the development of their composing, performing and evaluating skills and use them very well in the creation of highly inventive and creative music.
- 238 The quality of singing throughout the school is exceptional. Pupils observe all the hallmarks of excellent singing including appropriate breath control and body posture. The sound they make is often spine tingling.
- 239 In key stage 1, pupils play non-melodic percussion instruments effectively and sensitively in the very best traditions of music making. They show great aptitude when imitating musical patterns and observe dynamics in their music making to great effect.
- 240 In key stage 2, pupils show exceptional skill in composing music often using complex rhythms. Together with musical instruments pupils often use their voices intertwined within the music to create unusual sounds often found in contemporary classical music.

Good features.

- 241 In key stage 1, pupils are able to keep their part when singing a round. They sing in tune and pay special attention to the duration of notes and phrases and

clear diction. Their use of crescendo and diminuendo in their singing is particularly effective.

- 242 In key stage 2, pupils have a very good understanding of musical vocabulary and use terms such as tempo, texture and dynamics when assessing their own music and the music of others.
- 243 When performing music in a group pupils listen carefully to each other so that the sounds they make are in harmony with those that others within the group make. This is particularly effective when they add instrumental ostinato to their music making.
- 244 Pupils across the school listen to and perform a wide range of music from different cultures and from their own Welsh culture. They do so with enjoyment and great accomplishment. They perform their music for a wide range of audiences at local and national musical events. They have gained great accreditation at such times.

Shortcomings

- 245 There are no important shortcomings.

Religious education

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

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

Good features

- 246 In key stage 1, pupils understand that the Bible contains stories that are special to people who are Christians. Younger pupils listen to the story of Esther and are able to sequence the events as they occur in the story.
- 247 Older children in the key stage enjoy the story of the Prodigal Son and are able to empathise with the main characters in the story. Through this process they are able to understand tension between the characters and the moral behind the story.
- 248 Some more able pupils are able to recall aspects of religious rituals to be found in Judaism. They have a good understanding of the purpose of the Torah that is to contain the scroll, which is used during religious ceremonies within a synagogue. They know that the mantle has to be removed before the scroll can be used.
- 249 Pupils are able to reflect upon places that are special to them. They understand that a church is a special place for Christians.

- 250 In key stage 2, following a visit from a rabbi, younger pupils recall aspects of the rituals associated with the traditions of Shabbat. They have some understanding of the purpose of Shabbat and the foods that are eaten at such times.
- 251 Following the visit of a local clergyman older pupils understand the ritual associated with the communion service in church and the administration of the bread and the wine. They understand well that the service is associated with the New Testament story relating to Jesus and the Last Supper and with the nature of sacrifice.
- 252 By the end of key stage 2, pupils gain a good understanding of Islam. Through discussion they talk about the nature of a mosque, its layout and purpose and can suggest similarities and differences between it and a church. They have good knowledge of stories associated with the life of Mohammed and have some knowledge of the feast of Ramadan.

Shortcomings

- 253 There are no important shortcomings.

School's response to the inspection

The Head teacher, staff and governors wish to acknowledge the professional manner in which the Inspection Team conducted this inspection. Our staff appreciated the opportunity of constructive dialogue and the friendly manner of the meetings.

The Head teacher was the school's nominee and welcomed the opportunity to participate fully in the inspection process.

The school is delighted with the inspection findings, which endorsed our own self-evaluation, in nearly all cases. The report is extremely positive and highlights the good progress since the last inspection. It is extremely pleasing to know that the team judged Deiniol C.P. School to be a very good school, which gives good value for money.

They recognised some of the outstanding features, which include the leadership and vision for improvement, high quality teaching and a rich and extensive curriculum provision.

The school's staff is extremely happy to know that the quality of teaching was judged to be well above the National picture, that a number of outstanding features were identified and that their management and relationships with pupils were deemed as good.

The inspection team recognised the concerted efforts of our staff to develop pupils' social awareness and found that the care, support and guidance of our pupils was an outstanding feature. The report also states "the school encourages calmness and thoughtfulness in the way pupils conduct themselves during their daily life. The qualities of fairness, tolerance and responsibility are promoted exceptionally well."

Staff work hard to encourage and develop the children's creative skills and are pleased that these were found to be outstanding. Also that our pupils' problem solving skills and environmental and decision making skills were found to be good. Similarly, staff are gratified that our pupils' bilingual competence, knowledge and awareness of the heritage and culture of Wales and the understanding of sustainable development and global citizenship were all found to be good.

School has placed much emphasis on developing clear communication links with parents and the local community. These were also found to be good.

The Head teacher, staff and governors are committed to maintaining the high standard already achieved and will continue to strive for further excellence.

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

Appendix 1

Basic information about the school

Name of school	Deiniol C.P. School
School type	Primary inc Foundation Phase
Age-range of pupils	3 – 11 years
Address of school	The Ridgeway, Marchwiell, Wrexham
Postcode	LL13 0SB
Telephone number	01978 353760

Headteacher	Mr Terry Walker
Date of appointment	January 2007
Chair of governors/ Appropriate authority	Mr Arthur Reeves Wrexham LEA
Registered inspector	Mr Merfyn Douglas Jones
Dates of inspection	24 th – 26 th February 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	9.5	20	20	21	25	21	22	27	165.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	7	2	7.8

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	21:1
Pupil: adult (fte) ratio in nursery classes	6:1
Pupil: adult (fte) ratio in special classes	n/a
Average class size, excluding nursery and special classes	23
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2008	88%	93.3%	91.5%
Summer 2008	92.2%	96.2%	92.7%
Autumn 2008	69.6%	93.2%	93.8%

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

Appendix 3

National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2008			Number of pupils in Y2:					24
Percentage of pupils at each level								
			D	W	1	2	3	
English:	Teacher assessment	School	0	13	17	42	29	
		National	0	3	14	63	19	
En: reading	Teacher assessment	School	0	8	25	38	29	
		National	0	4	15	55	26	
En: writing	Teacher assessment	School	0	13	17	63	8	
		National	0	5	16	68	11	
En: speaking and listening	Teacher assessment	School	0	13	13	42	33	
		National	0	2	11	63	24	
Mathematics	Teacher assessment	School	0	4	17	54	25	
		National	0	2	11	65	22	
Science	Teacher assessment	School	0	0	21	58	21	
		National	0	2	9	66	23	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	71	In Wales	81

D Pupils who have been disapplied from the statutory arrangements

W Pupils who are working towards level 1

National Curriculum Assessment Results End of key stage 2:

National Curriculum Assessment KS2 Results 2008			Number of pupils in Y6					20			
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	10	10	40	40
		National	0	0	0	1	1	3	16	51	29
Welsh	Teacher assessment	School	0	0	0	0	0	0	0	0	0
		National	0	0	0	0	0	0	0	0	0
Mathematics	Teacher assessment	School	0	0	0	0	0	5	15	40	40
		National	0	0	0	1	1	3	15	51	30
Science	Teacher assessment	School	0	0	0	0	0	0	10	50	40
		National	0	0	0	1	1	2	11	54	32

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by teacher assessment		by test	
In the school	80	In the school	n/a
In Wales	76	In Wales	n/a

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

A team of four inspectors, including a lay inspector, inspected the school over nine inspector days. A peer assessor also played a full part as a team member.

- The headteacher was the nominee and played a supportive and active role during the inspection.
- Pre-inspection meetings were held with staff, the governing body and parents to discuss the life and work of the school.
- Forty-five questionnaires were completed and returned by parents, and carefully analysed by the inspection team.
- During the inspection, discussions were held with the headteacher, teachers, support staff and pupils about their work and the life of the school.
- Twenty-nine lessons were observed during the inspection.
- Samples of pupils' work, practical and written, from across the ability range in each year group, were examined.
- Pupils' behaviour was observed at various times during the school day.
- Inspectors attended acts of daily worship.
- Any documentation presented by the school prior to, and during the inspection, was analysed.
- Post-inspection meetings were held with the staff and the governing body to discuss the outcomes of the inspection.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Merfyn Douglas Jones Registered Inspector	Key Questions 1, 2, 5 and 6 Subjects: Science and Design technology
Mrs Justine Barlow Lay Inspector	Supporting key questions 1, 3, 4 and 5
Mr Kerry Knapper Team Inspector	Key Questions 3 and 7 Subjects: English, Music and Religious Education
Mr Jim Phillips Team Inspector	Key Question 4 Subject: Information and Communications technology
Mr Terry Walker Nominee	Providing evidence and support
Mrs Fiona Haine Peer Assessor	Supporting all key questions

Name and address of contractor:

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

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