

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

A Report on the Quality of Education in

**Heulfre Junior School
Gwaenynog Road
Denbigh
Denbighshire
LL16 3RU**

School Number: 6632236

Date of Inspection: 29 September 2008

by

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Heulfre Junior 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 Heulfre Junior School took place between 29/09/08 and 30/09/08. 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:

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 **short** 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. Heulfre Junior School is a community school situated in the small county town of Denbigh. Pupils who attend the school come mainly from the large estate adjacent to the school, which comprises predominantly of council-owned properties. The catchment area of the school is a Community First area, with a high level of deprivation. A small number of pupils travel from outside the town.
2. Denbighshire Local Education Authority (LEA) controls admission to the school, which caters for pupils aged 7 to 11 years. At the time of the inspection there were 78 pupils on roll, taught in four single-age classes. Numbers have decreased since the time of the last inspection.
3. Thirty-three pupils are identified as having special educational needs (SEN), which at 42% is above the average for other schools in Wales. Four pupils have formal statements of SEN. One pupil has been excluded from the school on a temporary basis in the past twelve months.
4. Approximately 35% of pupils are entitled to free school meals, which is above the national and LA averages. English is the home language for 100% of the pupils. No pupils speak Welsh as their first language.
5. The school has achieved the Basic Skills Quality Mark on two occasions, the first phase of the Healthy School's scheme and Investors in People status. The headteacher was appointed in September 1995 and the school was last inspected in October 2002.

The school's priorities and targets

6. The school's mission statement is 'Enabling Opportunity'; and the school's nurturing principle is to provide a carefully routined day, where there is a balance of learning and teaching, affection and structure, within a family atmosphere.
7. The school's major priorities and targets for 2007–2008 include:
 - To develop the 2008 skills curriculum.
 - To improve standards of boys' writing.
 - To develop an integrated skills day.
 - To further develop global citizenship.
 - To improve the presentation of pupils' work.
 - To prepare for Eco and Welsh Heritage Awards.

Summary

8. Heulfre Junior School is a good school which provides outstanding support, care and guidance for its pupils. The school has made good progress in addressing issues raised following the last inspection.

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?	2
4 How well are learners cared for, guided and supported?	1
5 How effective are leadership and strategic management?	2
6 How well do leaders and managers evaluate and improve quality and standards?	2
7 How efficient are leaders and managers in using resources?	2

9. When the school's results at the end of key stage 2 are compared with similar schools across Wales, on the basis of free school meal entitlement, the school achieves very good results, having been in the top 25% for each of the core subjects of English, mathematics and science for the past four years. Trends in performance show that the school is maintaining the very high standards that it achieves in the core subjects.
10. National Curriculum (NC) assessment results for 2008 show that 77% of pupils achieve level 4 or above in the core subjects, which exceeds the national average of 74%. The percentage of pupils achieving the higher than expected level 5 was slightly above the national average in English and mathematics, and well above the national average in science.
11. The results of on-going assessments show that all pupils make good progress in many areas of the curriculum as they move through the school. All pupils with additional needs achieve very good standards relative to their age and abilities.
12. Pupils achieve good standards in the key skills of communication, numeracy and information and communication technology (ICT). Similarly pupils' creative and problem-solving skills are well developed.
13. Pupils' knowledge of Welsh culture and heritage, Y Cwricwlwm Cymreig, is good. Many pupils show a good awareness of the Welsh language and respond appropriately to various requests and greetings. However, they do not make sufficient use of the language to develop their skills effectively.
14. As a result of their continuous involvement in self-assessment, pupils have an exceptionally well developed awareness of their strengths and weaknesses. They consider carefully their understanding of the work they have covered and identify clearly areas where they are uncertain.
15. The behaviour of pupils is good. They are friendly and courteous to each other and adults in the school. Average attendance over the three terms prior to the inspection was 94.3%, which is above the local and national averages. Most pupils are punctual at the start of the school day and lessons start on time.

The quality of education and training

16. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	88%	12%	0%	0%

17. These figures are above the national picture reported by Her Majesty's Chief Inspector (HMCI) in his latest annual report 2006-2007, where the quality of teaching is Grade 2 or better in 80% of lessons.
18. In the small number of lessons observed where teaching has shortcomings, there is an over-reliance on teacher direction, with a lack of opportunities for pupils to develop their independence, particularly in practical tasks; worksheets are used which lack differentiation; and opportunities are missed to allow pupils to use the interactive whiteboard in the presentation of lessons.
19. The level of respect between teachers and pupils is exceptional, and has a very positive effect on pupils' learning.
20. Teaching assistants provide extremely effective support for individuals and groups of pupils in all areas of the curriculum. Although many adults provide a good model in their frequent use of incidental Welsh, they do not provide sufficient opportunities for the pupils to respond orally to the use of Welsh. This adversely affects the standards achieved by the pupils.
21. The school's assessment procedures are well established and play a strong role in maintaining good standards. The level of detail in the assessment of English and mathematics is very good.
22. Pupils' involvement in the assessment process is exceptionally well developed as a result of planned opportunities in lessons for them to evaluate their own and others learning; and their involvement in setting their own specific targets in a range of subjects.
23. Marking is undertaken regularly throughout the school. In the best examples marking is positive, constructive, with clear targets for future learning. However, there is inconsistency across the school, particularly in the guidance given to pupils on how to improve their work.
24. The curriculum is balanced, broad and equally accessible to all pupils. It is greatly enriched by many varied and very relevant activities outside normal classroom lessons. This aspect is particularly effective in the way it broadens pupils' social and cultural experiences. The school promotes pupils' personal development well, including spiritual, moral, social and cultural aspects.
25. The school successfully meets the needs and abilities of all pupils including those with additional learning needs (ALN) and those more able and talented. The school does much to effectively promote pupils' positive view of their own interests and abilities.
26. Sustainable development and global citizenship are in the early stages of development. There is an enthusiastic eco committee which is working towards the bronze eco award.

27. The care that pupils receive at the school is outstanding. Every pupil is valued, supported, guided and helped, with great consideration given to their varying needs.
28. Outstanding features of support for pupils includes the way the school manages care arrangements, the close working partnership with parents, and the induction programme which helps pupils to settle quickly and happily into their new school.
29. There are clear procedures for assuring the health and safety of pupils throughout the school. Pupils are becoming increasingly aware of the importance of healthy living.
30. The quality of provision for pupils with ALN is outstanding, as is the management of pupils whose behaviour may impede their progress.

Leadership and management

31. As a result of very strong leadership and the full support of all staff, standards have risen since the last inspection. The headteacher provides exceptional leadership and a very purposeful sense of direction for the school. He is well supported by the deputy headteacher, and a committed team of teachers and support staff who work very closely together.
32. The governors are very supportive and aware of their responsibilities in setting the strategic development of the school. They are involved and contribute to both the school development plan (SDP) and the self-evaluation report. They set targets for attainment in consultation with the headteacher and the LEA.
33. Governors are regular visitors to the school. They are well informed about issues which affect the performance of the school and use this information to make appropriate decisions. The governing body meets all regulatory and legal requirements.
34. The headteacher, staff and governors are committed to maintaining and improving standards. The process of self-evaluation and planning for improvement is firmly based on this principle and is well established within the school.
35. Subject co-ordinators have clear responsibilities which they undertake conscientiously. They work closely with colleagues and generally provide effective leadership. They are generally developing a sound knowledge of standards in the subjects for which they are responsible. They evaluate standards and the quality of teaching through the monitoring of planning and the scrutiny of pupils' work. The results of monitoring are used effectively to produce annual subject reports which identify strengths and some areas for development. Subject co-ordinators do not as yet undertake lesson observations to ensure they are fully aware of the strengths and weaknesses in the subjects for which they are responsible.
36. The current self-evaluation report is concise and comprehensive. The inspection team agree with the judgements made by the school in the self-evaluation report for all seven key questions.

37. The school's self-evaluation process involves all members of the teaching staff in reviewing the school's provision and standards. The governing body has discussed and approved the current self-evaluation report.
38. Although pupils are aware that they can voice their opinions through the school council, systems are not sufficiently developed to ensure that their views are canvassed as part of the self-review process. Similarly, any issues or suggestions which are brought to the attention of the school by support staff, parents or the community are acted upon and used to inform the self-evaluation process, but the school is not sufficiently proactive in seeking the views of all interested parties.
39. Clear links are evident between the outcomes of self-evaluation and the SDP. The SDP is an effective document and recent improvements in standards, particularly in developing boys' writing skills and improving all pupils' presentation skills, are the direct results of actions taken by the school, based on its development planning.
40. The school has a sufficient number of well-qualified and experienced teaching and support staff. The school secretary manages the day-to-day procedures efficiently and the school caretaker ensures that the building and grounds are well maintained, safe and in good condition.
41. The quality and quantity of resources is sufficient to ensure that all subjects of the NC can be taught effectively. All classrooms provide adequate space for teaching and learning, with classroom displays which are attractive and very informative. The school has adequate playground facilities.
42. The governing body oversees expenditure regularly and effectively. The school provides good value for money.

Recommendations

In order to maintain and improve the current good standards, staff and governors should:

- R1 Continue efforts to raise standards in bilingualism.
- R2 Enhance assessment procedures by ensuring consistency in marking.***
- R3 Further develop the role of subject co-ordinators to include direct observation of teaching and learning.***
- R4 Develop the role of parents, pupils and non teaching staff in the process of self evaluation.***
- R5 Continue to develop pupils' awareness of sustainable development and global citizenship.***

*** *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 with no important shortcomings

43. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
44. The majority of pupils have reached the expected level 2 of the NC at the end of key stage 1, prior to entering the school. A significant minority of pupils however, particularly those with SEN, have not achieved the expected level. The results of on-going assessments show that all pupils make good progress in many areas of the curriculum as they move through the school.
45. Challenging targets for pupil attainment are set annually and agreed with the LEA. Nearly all pupils succeed in achieving the targets set. All pupils with additional needs make very good progress towards the educational or behavioural targets set for them. They achieve very good standards relative to their age and abilities.
46. Nearly all pupils achieve good standards in the key skill of communication. All pupils listen well to other pupils and to adults, and they make good progress in their ability to speak clearly and confidently, particularly when addressing a large group. The writing skills of most pupils are good. Most write and present their work very neatly, showing a good understanding of spelling structure, and using a wide range of adjectives. They make good use of their writing skills to enhance their work in a range of subjects across the curriculum.
47. All pupils make good and effective use of their numeracy skills, particularly in geography, history and science. Pupils also achieve good standards in developing their ICT. They use a wide range of computer programs, and use the Internet confidently to access the information they require. Similarly, pupils achieve good standards in developing their problem-solving and creative skills.
48. Pupils' knowledge of Welsh culture and heritage, Y Cwricwlwm Cymreig, is well developed. Many pupils show a good awareness of the Welsh language and respond appropriately to various requests and greetings. However, they do not make sufficient use of the language to develop their skills effectively.
49. When the school's results at the end of key stage 2 are compared with similar schools across Wales, on the basis of free school meal entitlement, the school achieves very good results, having been in the top 25% for each of the core subjects of English, mathematics and science for the past four years. Trends in performance show that the school is maintaining the very high standards that it achieves in the core subjects.
50. National Curriculum assessment results for 2008 show that 77% of pupils achieve level 4 or above in the core subjects, which exceeds the national average of 74%. The percentage of pupils achieving the higher than expected level 5 was slightly above the national average in English and mathematics, and well above the national average in science.
51. Results over past years indicate that in most areas boys and girls have achieved with equal success. This is closely monitored by the school, with action taken when needed. For example, the school has recognized that in

previous years the presentation skills of girls exceeded those of the boys. Positive steps have been taken to address the issue, so that equal success is now achieved in the presentation of work, regardless of gender.

52. All pupils make good progress in developing their learning skills. Their attitudes to learning are very positive; they are eager to participate in lessons and respond with enthusiasm. Many younger pupils need support and encouragement in order to develop their independent learning skills but older pupils demonstrate that they are very independent learners. They make particularly good use of their problem solving skills.
53. All pupils focus well on their tasks and work together well, co-operating particularly well when they work with a partner. As a result of their continuous involvement in self-assessment, pupils have an exceptionally well developed awareness of their strengths and weaknesses. They consider carefully their understanding of the work they have covered and identify clearly areas where they are uncertain.
54. Pupils, regardless of their social, ethnic or linguistic background, make good progress and are well placed to move on to the next stage in their learning.
55. The behaviour of pupils is good. They are friendly and courteous to each other and adults in the school. They understand the behaviour expected of them, which is re-enforced with an effective reward system. There has been one exclusion in the last twelve months.
56. Average attendance over the three terms prior to the inspection was 94.3%, which exceeded their set target. This figure is good, and above local and national averages. Most pupils are punctual at the start of the school day and lessons start on time. Registers are taken effectively and in accordance with statutory procedures.
57. All pupils make good progress in their personal, social and moral development. They have good moral values, and demonstrate these regularly in the daily life and work of the school. Pupils display good social skills and take appropriate responsibility for their actions and their work. Staff and pupils share values, displaying kindness and respect for one another. Pupils show good awareness of equal opportunity issues and a respect for other faiths and cultural traditions.
58. Pupils have a good understanding of the world of work and their place in the community because they participate in a good range of projects and community events, as well as visits to appropriate places.

The quality of education and training

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

Grade 2: Good with no important shortcomings

59. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
60. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
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0%	88%	12%	0%	0%
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61. These figures are above the national picture reported by HMCI in his latest annual report 2006-2007 where the quality of teaching is Grade 2 or better in 80% of lessons.
62. Good features in lessons include:-
- Learning objectives shared with pupils at the start of lessons, so that they clearly understand the focus of their learning.
 - Good use of time limits to ensure appropriate pace.
 - Good variety in the range of teaching techniques used.
 - Effective questioning to check understanding, with good feedback to pupils to extend their learning.
 - Planned opportunities for pupils to develop their independence and reflect on their own learning.
 - Good classroom management, with well established routines.
 - Effective use of praise that ensures pupils remain motivated and focused.
 - The development of pupils' thinking skills through appropriate challenge.
 - High expectations based on a good knowledge of pupils' capabilities.
 - Good use of extension activities, particularly for the more able.
63. In the small number of lessons observed where teaching has shortcomings, there is an over-reliance on teacher direction, with a lack of opportunities for pupils to develop their independence, particularly in practical tasks; worksheets are used which lack differentiation, and opportunities are missed to allow pupils to use the interactive whiteboard in the presentation of lessons.
64. The level of respect between teachers and pupils is exceptional, and has a very positive effect on pupils' learning. Pupils know that teachers value their contributions, which raises their self esteem and motivation for learning. Teachers have very high expectations in terms of pupils' self-discipline.
65. Teachers take every opportunity to promote equality of opportunity. They ensure all pupils are treated fairly and with respect, encouraging boys and girls to work co-operatively together. They fully include all pupils with additional needs in the life and work of the school.
66. All teachers demonstrate good subject knowledge, and incorporate within their teaching many strategies linked to recent initiatives and their professional development. For example, the use of 'talking partners' to support and develop pupils' learning through discussion with their peers.
67. The planning of lessons is good throughout the school, with lessons set in well structured sequences, strong links to previous learning and clear objectives for all sessions. The development of pupils' key and basic skills are clearly identified in daily lesson plans. A strong feature in planning is the way in which activities are varied to support pupils' differing needs, either by providing a range of learning opportunities or by arranging additional adult support.

68. The role of support staff is carefully considered. Teaching assistants provide extremely effective support for individuals and groups of pupils in all areas of the curriculum. They encourage pupils to be independent and provide clear direction which supports the focus of the lesson well.
69. At the time of the inspection all pupils at the school have English as their first language, however, the school does have pupils with English as an additional language on a regular basis. At those times the school successfully meets the language needs of pupils who are learning English as an additional language. All teachers show a good awareness of these pupils' needs, and plan carefully to ensure they are able to fully access all learning opportunities.
70. Although many adults provide a good model in their frequent use of incidental Welsh, they do not provide sufficient opportunities for the pupils to respond orally to the use of Welsh. This adversely affects the standards achieved by the pupils.
71. The school meets its statutory requirements for assessing and reporting on NC subjects. The accuracy with which teachers assess pupils' work against levels of the NC is supported by a good range of moderation work, which is done in the school.
72. The school's assessment procedures are well established and play a strong role in maintaining good standards. Records maintained are systematic, manageable and provide an accurate overview of pupils' achievements.
73. Teachers regularly gather information on all subjects in order to monitor pupils' progress. The level of detail in the assessment of English and mathematics is very good. The outcomes of assessment are very well used to monitor the progress made by all pupils.
74. Pupils' involvement in the assessment process is exceptionally well developed as a result of planned opportunities in lessons for them to evaluate their own and others learning, and their involvement in setting their own specific targets in a range of subjects.
75. Marking is undertaken regularly throughout the school. In the best examples marking is positive, constructive, with clear targets for future learning. However, there is inconsistency across the school, particularly in the guidance given to pupils on how to improve their work.
76. Parents are provided with an end-of-year report which meets statutory requirements. Reports are informative, providing a good level of detail on progress in each subject. The school holds regular meetings for parents to talk to teachers about their child's progress.

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

Grade 2: Good with no important shortcomings

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

78. The school successfully meets the needs and abilities of all pupils including those with ALN and those more able and talented. The school does much to effectively promote pupils' positive view of their own interests and abilities.
79. The curriculum meets statutory and local requirements. It is balanced, broad and equally accessible to all pupils. There are appropriate schemes of work for all subjects, which are currently being revised to take account of the updated NC and the Skills Framework. These serve as an effective basis to provide a variety of appropriate learning activities, meeting the needs of all pupils.
80. The planning of lessons gives clear reference to the specific inclusion of key skills. These are implemented effectively and contribute well towards raising standards.
81. The curriculum is greatly enriched by many varied and very relevant activities outside normal classroom lessons. These activities are particularly effective in the way they broaden pupils' social and cultural experiences.
82. A large number of pupils are enthusiastically involved in a variety of after school clubs and activities. There is a wide range of educational visits and visitors, which complement the curriculum. These activities enhance the work followed by pupils in the classrooms, bringing relevance and reality to many subjects.
83. The school is highly effective in extending pupils' awareness of their environment through their involvement in activities such as The Heritage Trail. This involves pupils in practical work around the locality, including studying the history of the local hospital and the development of Denbigh. These environmental activities are outstanding features of off-site provision, which effectively extend the quality of the classroom curriculum.
84. The school promotes pupils' personal development well, including spiritual, moral, social and cultural aspects. Planning for personal and social education (PSE) is good, with all aspects incorporated successfully into pupils' experiences across the curriculum.
85. Acts of collective worship meet statutory requirements. They are well structured and focus on all aspects of pupils' personal development, particularly their spiritual and moral development.
86. The school provides good opportunities to develop a sense of moral responsibility in the pupils. For example, many pupils are encouraged to support and guide younger pupils around the school. These initiatives successfully develop pupils' understanding of how to contribute positively towards establishing a sense of belonging to a community.
87. The school provides sex education appropriate to the age and understanding of the pupils. This is in keeping with the school's policy. Pupils' awareness of the dangers of drugs and substance abuse is well promoted through many aspects of the curriculum, and through talks by visitors such the police liaison officer or the school nurse.
88. Various activities help pupils improve their ability to work together as a team and promote pupils' social experiences well. Many pupils take part in football matches, and work well together as a team on visits to an adventure centre.

89. The curriculum is effective in ensuring that the pupils become aware of their own and other cultures. This is achieved well through subjects such as art, religious education, history and geography, and through participation in folk-dancing events. Visits to eisteddfodau, mosques, churches, and museums successfully promote pupils' respect for diversity of cultures, beliefs and background, both within Wales and beyond.
90. The quality of partnership with parents and the community is good. The headteacher is in the forefront of establishing strong relationships with parents. The open and honest approach to addressing any concerns that arise is well respected by parents. The school ensures that the parents receive relevant information regularly.
91. There are good links with initial teacher training institutions, colleges and with the local secondary school. The school regularly accepts students on training courses and work placements.
92. Work-related education is good, and well established throughout the school. The school has established strong links with local businesses and employers. These links are used effectively to develop teaching and learning.
93. The school successfully promotes Y Cwricwlwm Cymreig through the inclusion of important aspects of Welsh history, both locally and nationally. Pupils make residential visits to Glan Llyn, which further promote their understanding of Welsh culture. The pupils' involvement in establishing a Welsh Heritage Trail is an outstanding feature of promoting an understanding of the locality and its environment.
94. There is a good range of bilingual posters around the school, and pupils are rewarded through the use of Tocyn Iaith (Language Tokens) for their use of spoken Welsh. However, pupils' bilingual skills are not developed progressively throughout the year groups.
95. The school places enormous value on ensuring that all pupils receive full opportunities and access to all of the school's activities. This emphasis is reflected well in pupils' responses to life in school.
96. The successful partnership with various individuals and organisations, such as the church, community police, emergency services and the school nurse have a positive effect on pupils' personal development and the tackling of social disadvantage. The school works very closely and effectively with a wide range of other agencies to support pupils and their family's social and emotional well-being. This provision has had a significant impact on helping to raise pupil's confidence and self-esteem.
97. The school's approach and provision towards tackling social disadvantage is exceptional and serves as a solid foundation on which all aspects of the school's activities are built.
98. Sustainable development and global citizenship are in the early stages of development. There is an enthusiastic eco committee which is working towards the bronze eco award. All year groups are involved in various international links, including raising funds to support a Ugandan boy receive full time education.
99. Entrepreneurial and other skills needed to support economic development are good. In discussions with the school council it was evident that pupils were

actively involved in fund raising events, decision-making and budgeting. The decision on how to spend prize money from three major heritage awards was well planned, involving the whole school.

100. The school plays an active role in laying the foundations for life long learning and community regeneration. National priorities such as Investors in People and the Basic Skills Quality Mark have been achieved, whilst involvement in the Healthy Schools initiatives and Eco-Schools awards, although in their early stages, are taken on with enthusiasm. Community regeneration is a strength of the school, in particular the very successful project to develop a nearby wooded area.

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

Grade 1: Good with outstanding features

101. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
102. The care that pupils receive at the school is outstanding. Every pupil is valued, supported, guided and helped with great consideration given to their varying needs.
103. The school pays high regard to ensuring that pupils' emotional and social well-being is developed to the full. The school seeks additional and appropriate help and guidance from a wide range of external agencies. Many parents value the support the school gives, not only to their children, but also to them as families. They will often turn to the school for advice on many matters, especially if these affect the well-being or education of their children.
104. The school council is at an early stage of involving pupils in decision-making. However, council members have had a positive effect on establishing a safer system of play arrangements at break times, through ensuring that ball games are not played in areas where younger pupils gather. They have also been instrumental in getting more play resources for pupils at break times. The school cook sought the views of the school council on aspects of healthy eating, and their views were taken into account.
105. The school has established a highly effective induction programme for new pupils coming to the school. It has a good relationship with the adjoining infant school, as well as the local high school. This ensures that transition arrangements for pupils starting in Y3 are effective and that all members of staff are aware of each pupil's needs. At the end of the pupils' time at the school, similar well-planned procedures ensure that staff at the high school become fully aware of the progress made by pupils, and of any targets identified for them as they move onwards.
106. The day-to-day care, support and guidance pupils receive are good. Pupils are known to all adults within the school. This helps to ensure very secure and friendly relationships throughout the school which gives pupils the confidence to ask for help, discuss various concerns, asking for help if they should need it. As a result, pupils' confidence and self-esteem improves, helping them to achieve good standards.

107. There are good procedures in place to monitor punctuality, attendance and behaviour. Absences are followed up promptly. The educational social worker is in regular contact with the school and works with families where attendance and punctuality are concerns. Realistic targets have been set for improvement, with pupils regularly made aware of them during assemblies. Regular attendance is encouraged by letters sent home.
108. There are clear procedures for assuring the health and safety of pupils throughout the school. Appropriate risk assessments are regularly carried out before any out-of-school activities are undertaken. Pupils are well supervised at all times and clear procedures are in place to deal with any accidents and emergencies.
109. Pupils are becoming increasingly aware of the importance of healthy living. There are good and effective procedures to promote a lifestyle that encourages fitness, well-being and healthy eating. This is complemented by displays of pupils' work, which emphasise the importance of keeping fit, and lists activities which the pupils consider to be beneficial to them. The school council has instigated positive changes to encourage healthy eating at the school.
110. The headteacher is the person with responsibility for child protection, and has been trained to the appropriate level. All staff have received training and are aware of the procedures if they suspect a child may need protection. There is a child protection policy in line with local and all Wales procedures.
111. The quality of provision for pupils with ALN is outstanding. The school's procedures for identifying pupils with ALN early are excellent. Strong links have been established with the nearby feeder infant school, and each pupil's needs are fully identified and addressed when they move to their new school. The school consolidates its information through carrying out a series of tests in order to identify starting points for support, and to set out appropriate support groups for the pupils.
112. Pupils' individual education plans (IEPs) are thorough and clear. They identify specific targets and suggest ways in which the pupils may be supported, indicating appropriate resources to achieve this. The school plans well to adapt aspects of the work for the pupils. This may be in the form of suitable work, appropriate resources, or specific support from a learning assistant. The adaptation of work or support is carefully matched to each pupil's needs. This greatly enhances pupils' self-confidence and social skills, through making them realise that they are achieving well at their tasks.
113. The management of pupils whose behaviour may impede their progress is outstanding, through the provision of an extremely supportive environment. The school employs two learning assistants who work with pupils on behavioural issues. They provide excellent support to the pupils through suggesting appropriate alternative strategies to address and improve their behaviour. This is highly effective and appreciated by the pupils' families.
114. Where pupils have specific or other complex learning difficulties, the school make effective use of LEA support and specialist staff. This ensures that these pupils receive the correct level and quality of support. Programmes of work offered by specialist support agencies are reinforced appropriately. The

provision of the Catch Up reading programme improves specific pupils' reading standards.

115. The school holds appropriate annual reviews of pupils with statements of SEN. Parents are invited to discuss their children's progress and to contribute towards these reviews. They are also invited to discuss the reviews of their children's IEPs, which are conducted each term. The procedures for assessing, recording and reporting on pupils with SEN meet statutory requirements.
116. The school has planned and implemented improvements for accessibility for disabled pupils and adults. There is a suitable accessibility plan in place. The requirements of the Disability Equality Scheme are appropriately met.
117. Pupils from all backgrounds are equally accepted and supported well. They integrate successfully into school life and take part in all activities. Traveller children, pupils who learn English as an additional language and those who are looked after by the local authority, all receive outstanding support and guidance by all members of staff. The principle of social inclusion for all pupils ensures the best possible support for children and their families.
118. All pupils have equal access to all lessons and activities, with stereotyping challenged by staff. Appropriate statutory policies are in place. Good race relations are promoted successfully. The effective measures in place to eliminate oppressive behaviour, including racial discrimination, bullying and all forms of harassment are evident in the pupils' good behaviour. The police liaison officer visits three times a year and pupils are taught how to deal with and report bullying. Pupils report that they know how to deal with any issues related to bullying and are confident that any incidents would be dealt with quickly and fairly. The school council works with staff in making school and playground rules.

Leadership and management

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

Grade 2: Good with no important shortcomings

119. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
120. As a result of strong leadership and the full support of all staff, standards have risen since the last inspection. The headteacher provides exceptional leadership and a very purposeful sense of direction for the school. He is well supported by the deputy headteacher, and a committed team of teachers and support staff who work very closely together.
121. The school has a clear focus on the values which underpin its philosophy. All policies and practices are clearly based on the school's agreed aims. The inclusive nature of the school very successfully promotes equality of opportunity and a respect for all which is evident in its everyday life.
122. Subject co-ordinators have clear responsibilities which they undertake conscientiously. They work closely with colleagues and generally provide effective leadership.

123. The school takes good account of national priorities. It has achieved the Basic Skills Quality Mark on two occasions, Investors in People status, and a Healthy School's award. The school is developing its involvement with the Eco-Schools project and its links with schools in other countries, as part of the Comenius project. The school has won three Welsh Heritage Awards in recent years.
124. The school works closely with other providers of education, including colleges of further education. Strong links exist with both the neighbouring infant school and the local high school. Effective links have also been firmly established with community groups, for example the Denbighshire Business Group.
125. A range of challenging targets is set within the school based on high expectations of individual pupils' progress. Clear targets related to a number of initiatives are also set within the SDP, with progress monitored and reviewed regularly.
126. All staff have clear areas of responsibility appropriately outlined in job descriptions. Procedures in place for undertaking the performance management of teaching staff are well established and used very effectively to support the aims of the school. Support staff meet annually with the headteacher in order to review their performance. They receive constructive and regular feedback on their performance.
127. All staff are involved in on-going training and are well supported by the management of the school. Strong links are evident between staff training and many of the good features identified during the inspection.
128. The school has responded fully to the requirements of workforce remodelling and for reducing teachers' workload. The way in which the school has arranged planning, preparation and assessment (PPA) cover for teaching staff supports the raising of standards across the school.
129. The governors are very supportive and aware of their responsibilities in setting the strategic development of the school. They are involved and contribute to both the SDP and the self-evaluation report. They set targets for attainment in consultation with the headteacher and the LEA.
130. Governors are regular visitors to the school. They are well informed about issues which affect the performance of the school and use this information to make appropriate decisions. They meet regularly as a whole governing body in preference to having sub committees. Several governors have particular areas of responsibility.
131. The governing body meets all regulatory and legal requirements. The Governors' Annual Report to Parents and the school's prospectus also meet statutory requirements. An appropriate complaints procedure is in place.

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

Grade 2: Good with no important shortcomings

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

133. The headteacher, staff and governors are committed to maintaining and improving standards. The process of self-evaluation and planning for improvement is firmly based on this principle and is well established within the school.
134. Subject co-ordinators are generally developing a sound knowledge of standards in the subjects for which they are responsible. They evaluate standards and the quality of teaching through the monitoring of planning and the scrutiny of pupils' work. The results of monitoring are used effectively to produce annual subject reports which identify strengths and some areas for development. Subject co-ordinators do not as yet undertake lesson observations to ensure they are fully aware of strengths and weaknesses in the subjects for which they are responsible.
135. The current self-evaluation report is concise and comprehensive. Strengths and areas where improvements are needed are clearly identified. The report draws on first-hand evidence of the quality of teaching and learning, as well as judgements based on performance data and trends over time.
136. The inspection team agree with the judgements made by the school in the self-evaluation report for all seven key questions.
137. The school's self-evaluation process involves all members of the teaching staff in reviewing the school's provision and standards. The governing body has discussed and approved the current self-evaluation report.
138. Although pupils are aware that they can voice their opinions through the school council, systems are not sufficiently developed to ensure that their views are canvassed as part of the self-review process. Similarly, any issues or suggestions which are brought to the attention of the school by support staff, parents or the community are acted upon and used to inform the self-evaluation process, but the school is not sufficiently proactive in seeking the views of all interested parties.
139. Clear links are evident between the outcomes of self-evaluation and the SDP. The current SDP is a three-year strategic document with detailed action to address areas identified for improvement in the current year and a brief outline of development areas for the following two years.
140. For the current year, the plan contains a good level of detail, identifying action to be taken, timescales and success criteria. The acquisition of resources is accurately costed and linked to the school's priorities. Clear monitoring procedures to evaluate progress against the plan are also included.
141. The SDP is an effective document and recent improvements in standards, particularly in developing boys writing skills and improving all pupils' presentation skills, are the direct results of actions taken by the school, based on its development planning.
142. The school has made good progress in addressing issues raised following the last inspection. Leadership is now strong and providing a strong sense of direction for the school.

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

Grade 2: Good with no important shortcomings

143. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
144. The school has a sufficient number of well-qualified and experienced teaching and support staff to ensure that all aspects of the NC are taught to all the pupils. The learning assistants provide very good support to specific groups of pupils. They work closely with teachers and are fully aware of the pupils' individual targets and needs.
145. The school secretary manages the day-to-day procedures efficiently and the school caretaker ensures that the building and grounds are well maintained, safe and in good condition. All staff have been checked by the Criminal Records Bureau.
146. The quality and quantity of resources is sufficient for all subjects. Subject co-ordinators and class teachers ensure that relevant materials are up-to-date and reflect the topics studied across all age groups.
147. The school library has a wide range of books available to support pupils' research into specific topics. The school makes effective use of the LEA library service to extend the range of books available for specific topics. Many pupils make good use of the library to develop their research skills on various topics studied in their classes.
148. All classrooms provide adequate space for teaching and learning. Each class has access to ICT facilities. These provide pupils with appropriate access for individual and group research into relevant topics. Pupils make good use of these to further extend their knowledge.
149. The school has adequate playground facilities. The school field is spacious and provides good facilities for games, sports and other extra-curricular activities. The school makes effective use of local facilities such as museums, theatres woodland and sports centres, to extend the pupils' learning experiences outside the school's environment.
150. The organisation of teachers' PPA time is well managed and meets the requirements. Teachers use this time productively to ensure that lesson plans are kept up-to-date. The school makes efficient use of money allocated for workforce re-modelling. However, no specific leadership time is allocated to members of the senior management team.
151. Teachers make good use of training courses to enhance their expertise and to ensure that they keep up-to-date with priorities identified in their professional development review.
152. The governing body oversees expenditure regularly and effectively. They meet regularly with the headteacher to identify and review the varying needs and priorities of the school. Appropriate resources are identified and purchased within the school's well-managed budgetary provision.
153. The school provides good value for money.

School's response to the inspection

The governors of Heulfre Junior School would like to express its respect and gratitude to the inspection team on carrying out a thorough insight into the working of our school.

Our school, in its wider sense, is working hard for the children and the community on a day to day basis. The staff work hard inside and outside school hours to make a difference to the lives of the children which impacts greatly on the way in which the community responds to this type of report.

There are a good number of complimentary statements regarding our school and we are extremely proud of these. The recommendations are fair, four of them we are carrying out as part of our school development so it was good to know that we as a school were moving in a good direction together as a whole team. We were particularly pleased to see the statement included which states that we are a good school providing outstanding support, care and guidance for our pupils.

We also work hard on establishing links between the school, parents and community. The level of respect between teachers and pupils being marked as exceptional has made us very proud indeed.

The inspection team have noticed that the school does an awful lot outside school hours and we have been complemented on this. We feel that the school can not operate just between normal school day. The extracurricular activities, long hours at night, weekend work of the staff has paid huge dividends in the lives of our children. We are very proud that the inspection team reflected that our support for pupils through close arrangements and the close work we do with parents and the induction programmes to settle the children in quickly were outstanding and that the health and safety of the pupils throughout the school and children with learning needs is outstanding.

The staff have worked hard to ensure that the behaviour of the children at all times is appropriate and the strategies used to help the children towards these goals are always very positive and these have been seen by the Inspectors.

We as governors work very hard to support the headteacher and staff in all that they do and it was nice to see that our performance was complimented in this report. The governors were pleased to see that the quality of leadership was considered to be outstanding and the support of the deputy headteacher and all staff contributed to the smooth and effective running of the school.

We were pleased to note that the findings of the inspection team matched those of our own regarding the school self evaluation and we are now in a position to move forward positively and with confidence that what we are doing is considered to be good practice.

The grading for the seven questions are fantastic for the community that our school serves. Once again we would like to thank the inspection team for being so thorough but also to Tony Jones our school improvement officer for his valuable support throughout the process.

Appendix 1

Basic information about the school

Name of school	Heulfre Junior School
School type	Junior
Age-range of pupils	7–11 years
Address of school	Gwaenynog Road Denbigh Denbighshire
Postcode	LL16 3RU
Telephone number	01742 812391

Headteacher	Mr Colin Roberts
Date of appointment	1 st September 1995
Chair of governors	Mr David Ansell Jones
Registered inspector	Mrs Linda Jane Williams
Dates of inspection	29 th - 30 th September 2008

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	0	0	0	0	21	15	19	23	78

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	4	1	4.8

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	N/A
Pupil: adult (fte) ratio in nursery classes	N/A
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	19.5
Teacher (fte): class ratio	1.2:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2007	N/A	N/A	94%
Spring 2008	N/A	N/A	93%
Summer 2008	N/A	N/A	94%

Percentage of pupils entitled to free school meals	35%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results

End of key stage 2:

National Curriculum Assessment KS2 Results 2008							Number of pupils in Y6		30		
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	0	23	47	30
		National	0	0	0	0	1	4	16	50	29
Mathematics	Teacher assessment	School	0	0	0	0	0	0	13	53	33
		National	0	0	0	0	1	3	15	50	30
Science	Teacher assessment	School	0	0	0	0	0	0	7	43	50
		National	0	0	0	0	0	2	12	52	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	77%	In Wales	74%

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

Appendix 4

Evidence base of the inspection

Three inspectors spent a total of five inspector days in the school and met as a team before the inspection.

These inspectors visited:

- 16 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 and eco club.

The team also considered:

- The school's self-evaluation report;
- Seven 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

Team member	Responsibilities
Mrs Linda Jane Williams Registered Inspector	Context Summary and recommendations Contributions to Key Questions 1, 2, 5 and 6
Mr Glyn Griffiths Team Inspector	Contributions to Key Questions 3, 4 and 7.
Mrs Justine Barlow Lay Inspector	Contributions to Key Questions 1, 3, 4 and 5.
Averil Upham Peer Assessor	Contributions to all questions by providing information.
Mr Colin Roberts Nominee	Team support and contributions to team meetings.

Acknowledgement

The inspection team would like to thank the headteacher, staff, governors, pupils and parents of the school for their co-operation and courtesy throughout the inspection.

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