

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

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

**Penygelli Primary School  
Heol Glyndwr  
Coedpoeth  
Wrexham  
LL11 3HA**

**School Number: 6652266**

**Date of Inspection: 20 October 2008**

**by**

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5539**

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Penygelli primary 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 Penygelli primary took place between 20/10/08 and 23/10/08. An independent team of inspectors, led by Glyn William Gaskill undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

## Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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## Context

### The nature of the provider

1. The school serves the community of Coedpoeth, providing for boys and girls from the age of three to eleven. The number of pupils on roll is 260 which includes 26 children who attend half-time in the nursery. Children are admitted to the nursery in the September following their third birthday. The school has, very recently, introduced the Foundation Phase for nursery and reception children, that is children under the age of five.
2. The overall socio-economic background of the catchment area is described as neither prosperous nor economically disadvantaged but with areas of disadvantage. Seventeen per cent of pupils claim free school meals entitlement. This is above the average for the local authority [14.5 per cent] and similar to that for Wales [17.5 per cent] for all pupils aged five to fifteen. Some 20 per cent, a relatively high number, have special educational needs. Very few pupils join or leave the school during the school year.
3. Nearly all pupils use English as their home language. No pupils speak Welsh as a first language. A very small number of pupils use English as an additional language. Nearly all pupils are of white ethnic origins.
4. The school was last inspected in October 2002. In 2006, the school moved from its separated, two sets of buildings into the present purpose-built single building and grounds.
5. The school has received the silver *Eco Schools* award and the *Basic Skills Quality Mark* on two occasions.

### The school's priorities and targets

6. The school aims to provide a welcoming, caring atmosphere in which everyone is motivated and where pupils achieve to the best of their ability in their academic and personal development.
7. Current priorities for development include the implementation of current national initiatives regarding the curriculum and assessment, further developing sustainable development and global citizenship, aspects of staff management and gaining the *Healthy Schools* award.

## Summary

8. Penygelli primary school is a good school with many positive features. There is a very clear purpose from staff, governors and parents to provide the best for pupils. Across the school, pupils' behaviour is outstanding. Overall, standards achieved by the under-fives have outstanding features. The school has made good progress since the last inspection. The inspection team agreed with all the judgements made by the school in its self-evaluation report.

### Table of grades awarded

9. The inspection team judged the school's work as follows:

| 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?   | 2                |
| 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                |

### Standards

10. In the lessons observed for the subjects and areas of learning inspected, pupils' standards of achievement were judged as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------|---------|---------|---------|---------|
| 3%      | 97%     | 0       | 0       | 0       |

11. These overall standards compare very well with the most recent report from Her Majesty's Chief Inspector for Education and Training which states: *In primary schools, standards are good or better [grade 1 and 2] in 80 per cent of lessons and standards are outstanding [grade 1] in ten per cent of lessons.*
12. Standards in the seven areas of learning for the under-fives were judged as follows:

| Area of learning:  | Nursery and Reception |
|--|-----------------------|
| Personal and social development, well-being and cultural diversity | Grade 1               |
| Language, literacy and communication                               | Grade 2               |
| Mathematical development   | Grade 2               |
| Welsh language development   | Grade 2               |
| Knowledge and understanding of the world                           | Grade 2               |
| Physical development   | Grade 2               |
| Creative development   | Grade 1               |

13. 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.
14. Overall standards for under-fives and in the five subjects inspected were judged as follows:

| <b>Under-fives</b>    | <b>Overall grade 1</b> |                    |
|-----------------------|------------------------|--------------------|
| <b>Subject</b>        | <b>Key Stage 1</b>     | <b>Key Stage 2</b> |
| English               | Grade 2                | Grade 2            |
| Welsh second language | Grade 2                | Grade 2            |
| Design and technology | Grade 2                | Grade 2            |
| History               | Grade 2                | Grade 2            |
| Music                 | Grade 2                | Grade 2            |

15. Overall, pupils of all ages, abilities and backgrounds make good progress as they move through the school.
16. When children start in the nursery, many have the expected standards in their social and communication skills but a significant minority arrive with standards below expectations for their age. Overall, the under-fives make exceptionally good progress. In the remainder of the school, pupils' progress is good.
17. Over recent years, at key stage 1, the National Curriculum assessment average has risen slightly. In 2008, the school's average was below that for similar schools and well below that for all schools. A small number of pupils attained the higher level 3 in 2008.
18. At key stage 2, there has been a noticeable improvement in National Curriculum assessment results over the last four years. In 2008, the core subject indicator was just below the average for similar schools and well below that for all schools. Nearly all pupils met their targets. The overall percentage of pupils attaining the higher level 5 was about a half that of all schools.
19. Taking account of all available data presented by the school and lesson observations Inspectors' judge that pupils achievement is good in key stage 1 and 2 relative to their individual start points and varying ability and needs.
20. There is no significant trend in the relative performance of boys and girls. Across the school, pupils with special educational needs make good progress. The few pupils who use English as an additional language and the more able and talented pupils achieve well.
21. Throughout the school, pupils achieve good standards in the key skills of listening, reading and writing to promote their learning across the curriculum. The under-fives and key stage 1 pupils achieve good standards in their speaking. Key stage 2, pupils speak well in small groups but do not always speak clearly to the whole class.

22. In all classes, pupils make good use of the key skills of mathematics and problem solving to promote their learning across the curriculum. Standards in creativity are outstanding for the under-fives and good in the remainder of the school.
23. Across the school, pupils are skilled in using information and communication technology to promote their learning. During the inspection, pupils were making very little use of computers.
24. Pupils bilingual competence and their appreciation of the heritage and culture of Wales is good across the school.
25. Pupils' personal, social skills and learning skills are outstanding for the under-fives and good in key stages 1 and 2. Nearly all pupils are well motivated in school work. These aspects give a firm foundation for lifelong learning.
26. Nearly all pupils have a good understanding of sustainable development. Pupils' understanding of global citizenship is good for the under-fives and key stage 1 pupils but is limited in key stage 2.
27. Attendance has improved over the last three years. The average attendance over the three terms prior to the inspection was 93.6 per cent. This is better than the national average and just below the local authority average. A very small number of pupils arrive late in the mornings. Punctuality is very good during the day.

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

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

| <b>Grade 1</b> | <b>Grade 2</b> | <b>Grade 3</b> | <b>Grade 4</b> | <b>Grade 5</b> |
|----------------|----------------|----------------|----------------|----------------|
| 3%             | 94%            | 3%             | 0              | 0              |

29. The overall quality of teaching compares favourably with the most recent report from Her Majesty's Chief Inspector for Education and Training which states that in primary schools: *The quality of teaching is good or better [grade 1 and 2] in 80 per cent of lessons and the quality of teaching is outstanding [grade 1] in 14 per cent of lessons.*
30. Throughout the school, relationships between pupils and adults at all levels are very good. Teachers, learning support assistants and volunteer helpers work very closely together and know the pupils very well. This effectively promotes pupils' academic and personal development. Where teaching is outstanding there are very effective strategies to secure pupils' interest and pupils are given a choice from a range of relevant learning resources.
31. Across the school, planning for lessons is very thorough. In all classes the needs of pupils of all abilities and backgrounds are taken into account well. In nearly all lessons, teachers explain what is to be learned and lessons have a

good pace. Where learning objectives are not used to guide a lesson, the pace of the lesson slows down.

32. Pupils' work is routinely marked but does not always indicate how pupils can improve their work. Teachers make good use of incidental Welsh throughout the day.
33. Teachers have a good knowledge of the use of information and communication technology but little use of computers was seen during the inspection.
34. The school's arrangements for assessment and its use in planning and improving learning are good. There are several thorough systems for assessing and recording pupils' attainment. Effective use is made of this information to raise standards.
35. Parents appreciate the very good informal access they have to teachers to discuss their children's progress. However, formal parents' evenings are not always held at the best time in the school year so that parents can more fully support their children's learning.
36. The school meets the needs and interests of all its pupils with a broad and balanced curriculum, which meets statutory requirements. Educational visits and clubs bring particular relevance to learning. All pupils have full access to everything the school has to offer.
37. The school makes good provision for the development of pupils' spiritual, moral, social and cultural development. Healthy lifestyles and sustainable development are well provided for. Global citizenship is promoted well for the under-fives and in key stage 1 but less so in key stage 2. Links with parents, the community and other providers are good.
38. The quality of care, support and guidance provided for pupils is good. The school has clear and well documented arrangements which appropriately contribute to pupils' safety and well being when in its care. However, procedures for monitoring attendance and punctuality are not rigorous enough.
39. Provision for pupils with special educational needs is good. The school makes good provision to ensure the inclusive education of all pupils, regardless of their background and ability.

### **Leadership and management**

40. There is a common purpose amongst school staff, governors and parents to provide the best for pupils. The head teacher provides good, purposeful leadership. The two senior members of staff are most effective in their work. Teachers with subject and other responsibilities are successful in raising standards. Learning support assistants carry out their duties very efficiently. All staff work well together.

41. The continuing professional development of teachers is very well structured through performance management. Training for learning support assistants is effective but not linked to performance management.
42. The governing body is well organised, well informed and effectively meets its statutory duties. Overall, the school takes good account of national priorities.
43. The school's arrangements for self review and improvement planning are good. Gathering the views of all those with a direct interest in the school is very thorough. The school improvement plan is a useful document to guide the school's development and is used effectively to raise standards.
44. The school has an appropriate number of suitably qualified teachers and learning support assistants who are effectively deployed. Administrative and mid-day staff, the caretaker and cleaners all make an important contribution to the efficient running of the school and pupils' well being.
45. The provision and management of learning resources at key stages 1 and 2 is good and for the under-fives is outstanding.
46. The quality and use made of accommodation for key stages 1 and 2 is good and indoor accommodation for the under-fives is outstanding. The school gives good value for money.

## Recommendations

47. In order to further improve the school needs to:
- R1 In key stage 2, raise pupils' standards in global citizenship \*.
  - R2 Further develop the monitoring of pupils' attendance and punctuality.
  - R3 Extend formal continuing professional development to all staff \*

\* The school has identified these areas in its development planning.

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

48. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
49. In the lessons observed for the subjects and areas of learning inspected, pupils' standards of achievement were judged as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------|---------|---------|---------|---------|
| 3%      | 97%     | 0       | 0       | 0       |

50. Pupils' overall standards of achievement in these lessons compares very well with the findings in the 2006-07 Annual Report [primary] of Her Majesty's Chief Inspector for Education and Training which states: *In primary schools, standards are good or better [grade 1 and 2] in 80 per cent of lessons and standards are outstanding [grade 1] in ten per cent of lessons.*
51. Standards in the seven areas of learning for the under-fives were judged as follows:

| Area of learning:  | Nursery and Reception |
|--|-----------------------|
| Personal and social development, well-being and cultural diversity | Grade 1               |
| Language, literacy and communication                               | Grade 2               |
| Mathematical development   | Grade 2               |
| Welsh language development   | Grade 2               |
| Knowledge and understanding of the world                           | Grade 2               |
| Physical development   | Grade 2               |
| Creative development   | Grade 1               |

52. 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.
53. Overall standards for under-fives and in the five subjects inspected were judged as follows:

| Under-fives<br>Subject | Overall grade 1 |             |
|------------------------|-----------------|-------------|
|                        | Key Stage 1     | Key Stage 2 |
| English                | Grade 2         | Grade 2     |
| Welsh second language  | Grade 2         | Grade 2     |
| Design and technology  | Grade 2         | Grade 2     |
| History                | Grade 2         | Grade 2     |
| Music                  | Grade 2         | Grade 2     |

54. Overall, pupils of all ages, abilities and backgrounds make good progress as they move through the school.
55. When children start in the nursery, many have the expected standards in their social and communication skills but a significant minority arrive with standards below expectations for their age. Overall, children in the Foundation Phase make exceptionally good progress. In the remainder of the school, pupils' progress is good.
56. Over the last four years, at key stage 1, the National Curriculum assessment for English, mathematics and the core subject indicator has risen slightly but science has declined significantly. In 2008, the core subject indicator was below the average for similar schools and well below that for all schools. A small number of pupils attained the higher level 3 in 2008.
57. At key stage 2, there has been a noticeable improvement in National Curriculum assessment results over the last four years. In 2008, the core subject indicator was just below the average for similar schools and well below that for all schools. The overall percentage of pupils who attained the higher level 5 was about a half that of all schools in science and mathematics but well over half in English.
58. Working with the local authority, the school sets rigorous, statutory targets for the attainment of all pupils in National Curriculum assessments. These targets are consistently met. In setting these targets very careful account is taken of the attainment of all pupils, including the relatively high number of pupils with special educational needs in each year group. Taking account of all available data presented by the school and lesson observations, inspectors' judge that pupils achievement is good in key stage 1 and 2 relative to their individual starting points and varying ability and needs.
59. The relative performance of boys and girls varies considerably from year to year. In the 2008 National Curriculum assessments for key stage 1 boys under performed relative to girls. In the same year, key stage 2 boys performed better than the girls. This difference, at key stage 2, was much better than that of other schools, both locally and nationally, particularly in English.
60. Across the school, pupils with special educational needs make good progress towards the targets set for them in their individual education plans. The few pupils who use English as an additional language make good progress in their use of English. More able pupils and those with particular talents achieve well.
61. Throughout the school, most pupils achieve good standards in the key skills of listening, reading and writing. For example, many year 6 pupils use relevant skills to efficiently identify and record the important points in history texts. The under-fives and key stage 1 pupils achieve good standards in their speaking. In key stage 2, pupils hold thoughtful and clear conversations in small groups but do not always speak clearly to the whole class.

62. In all classes, almost all pupils make good use of their mathematics and problem solving to promote their learning across the curriculum. For example, key stage 1 pupils systematically investigate how bouncy different balls are and key stage 2 pupils correctly use binary identification keys. Pupils make good use of a wide range of mathematical tables and graphs in several subjects.
63. Across the school, the vast majority of pupils are skilled in using information and communication technology. The under-fives use computer programs to produce realistic artwork and key stage 1 pupils present their work clearly in graphs and by word processing. In key stage 2, most pupils successfully use a wide range of computer programs to effectively promote their learning in the whole curriculum, both in school and at home. Whilst pupils are very skilled in the use of information and communication technology to support their learning across the curriculum, little use of computers was observed during the inspection.
64. Standards in creativity are outstanding for the under-fives and good in the remainder of the school. Children under-five do exceptionally well in their role play and music. In key stages 1 and 2, pupils' performance in music and the quality of their art and design technology work is very good.
65. As they move through the school, most pupils make good progress in their bilingual competence. From the under-fives onwards, pupils show an improving understanding of routine questioning and commands with vocabulary and use of sentences developing well. In all classes, pupils have a good knowledge and appreciation of the culture and heritage of Wales.
66. Through the use of targets for learning and conversations with teachers and learning support assistants, pupils have a good idea of how well they are doing and what they need to do to improve. From year 1 onwards, pupils are very familiar with their own improvement targets in English and personal development. They correctly identify the progress they are making towards these targets.
67. Pupils' personal, social skills and learning skills are outstanding for the under-fives and good in key stages 1 and 2. Throughout the school, pupils' behaviour is exceptionally good. Pupils have a clear understanding of what is expected of them. Nearly all pupils are well motivated in school work. Children under-five show an exceptional application to the tasks they are set. These aspects give a firm foundation for lifelong learning.
68. Across the school, pupils are very considerate, courteous and relate very well to each other and to adults. The care the under-fives show others is outstanding. Nearly all pupils and parents feel that bullying or aggressive behaviour is extremely rare but should it occur the school will deal effectively and sensitively with any reported incidents.
69. Pupils across the school are well aware of equal opportunities issues. They appreciate that all pupils, whatever their background, can take part in any

suitable school activity. Nearly all pupils have a good appreciation and respect for different cultures.

70. Nearly all pupils carry out their given duties conscientiously and effectively. For example, they regularly carry out the 'Helpwr Heddiw' duties as monitors. They take their duties on the school council and Eco council very seriously. Through these and other activities, pupils have a good understanding of sustainable development, the democratic process and community involvement. Through role play, visits and visitors, nearly all pupils are effectively prepared for participation in the work place and the community. In key stage 1, pupils have a good understanding of global citizenship, however, in key stage 2 pupils' understanding is limited.
71. Attendance has improved over the last three years. The average attendance for pupils of compulsory school age over the three terms prior to the inspection was 93.6 per cent. This is better than the national average 93.1 per cent and just below the local authority average of 93.8 per cent. Most pupils are punctual at the start of the school day but a very small number arrive after the register is closed. Punctuality is very good during the day.

## The quality of education and training

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

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

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

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

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------|---------|---------|---------|---------|
| 3%      | 94%     | 3%      | 0       | 0       |

74. The overall quality of teaching across the school compares favourably with the findings of the 2006-7 Annual Report [primary] of Her Majesty's Chief Inspector of Education and Training which states: *The quality of teaching is good or better [grade 1 and 2] in 80 per cent of lessons and the quality of teaching is outstanding [grade 1] in 14 per cent of lessons.*

75. Throughout the school, relationships between pupils and adults at all levels are very good. This promotes pupils' positive response to their learning very well. Teachers, learning support assistants and volunteer helpers work very closely together and know the pupils very well. This results in successful working, which effectively promotes pupils' academic and personal development. Learning support assistants are well briefed and provide valuable support for pupils. This is particularly the case for the under-fives where teachers and learning support assistants plan together very effectively and efficiently to share the teaching.

76. Across the school, planning for lessons is very thorough. In all classes the needs of pupils of all abilities and backgrounds are taken into account well. This is particularly seen where pupils are in ability groups for subjects and work is set at appropriately different levels within each group. Pupils are successfully challenged to think for themselves and talk about their work, which effectively promotes their better understanding. Homework is extremely well organised, effective in promoting pupils' progress and valued by many parents.

77. Teachers apply their good subject knowledge to produce well planned lessons. In nearly all lessons, teachers share the main learning objectives with the class, make sure the objectives are being followed during the lesson and review the progress of the class at the end of the lesson. This is very effective in ensuring pupils know what they are to learn. Nearly all lessons proceed at a good pace with pupils' purposely involved.

78. Teachers have a good knowledge of the use of information and communication technology but computers are not used routinely to support

learning on a day-to-day basis. Teachers make good use of incidental Welsh throughout the day to promote pupils bilingual development.

79. In outstanding teaching, the above positive features are consistently present together with: very effective strategies to secure and maintain pupils' interest; giving pupils' choice from an appropriate range of learning resources and leading by enthusiastic example. The rarely seen shortcomings in teaching involve too much work being planned for a lesson, learning objectives not being effectively used and the pace of the lesson slows down.
80. Overall, the schools arrangements for assessment and its use in planning and improving learning are good with no important shortcomings. There are well established structures for formal assessment and informal assessment features well. One particular success of the use of assessment is raising standards in English for boys at key stage 2.
81. Throughout the school the attention given to recording pupils progress is most thorough. There are several systems for recording the progress of pupils. At the suggestion of the local authority, the school has recently introduced a whole school overview or tracking system. This system gives a very clear picture of the attainment and progress of all individual pupils and of all year groups, from nursery to year 6, in the three core subjects. The school is making very good use of this information to help raise standards.
82. Assessment for the under-fives is very systematic and used very well to promote children's progress. Thorough assessments are carried out shortly after children enter the nursery and then at termly intervals. Results of these assessments regularly maintained to the end of year 2 in an ongoing record book for each pupil. Good use is made of these records to promote progress.
83. Assessment procedures for the core subjects in key stages 1 and 2 are very rigorous. The school goes to great lengths to make sure there is agreement within the school about National Curriculum levels attained. This is formally done on a termly basis using a good range of standard tests and meticulous internal standardisation of pupils' work against National Curriculum levels descriptions. The remaining subjects are regularly assessed against National Curriculum levels. The school puts a great deal of thought into the continuing manageability and impact of assessment procedures. Previous systems are phased out and new ones introduced in a rational manner.
84. The school has meetings planned with the associate secondary and primary schools to strengthen teacher assessment at key stages 2 and 3. Effective standardisation and moderation of National Curriculum levels of attainment between these schools has not taken place.
85. Pupils' work is regularly marked, often with encouraging comments. However, marking does not give sufficient guidance on what pupils need to do to improve or to promote a pupils' recorded response.

86. Parents appreciate the very good informal access they have to teachers if they need to raise issues about their children's personal or academic development. Formal access to staff, such as on parents' evenings, is less effective. There is one parents' evening each term but the one in the spring term is held late in the term. Parents feel that this is too late, should support at home be needed and inspectors agree. Annual reports to parents on their children's progress meet requirements but do not always clearly indicate the next steps for pupils' academic development.

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

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

87. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
88. The school responds very well to pupils' learning needs and provides equal access for all pupils to a broad and enriched curriculum. The curriculum meets legal requirements, is well planned and uses pupils' individual needs as a starting point. As a result, pupils are motivated to learn during most lessons. The curriculum caters appropriately for pupils of all abilities and backgrounds, including pupils using English as an additional language and pupils with special educational needs. The school has clear plans to implement the changes made to the National Curriculum at key stage 2.
89. 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. Learning experiences provided for the under-fives are broad and rich. The curriculum is very firmly based in the seven outcomes of learning. Very good regard is given to each outcome in daily and weekly planning.
90. The school has successfully reviewed how the key skills and common requirements of the National Curriculum are planned for and taught. This has resulted in the thorough planning for these skills and requirements across the curriculum through schemes of work and detailed teachers' planning.
91. A rich variety of out-of-school-hours activities within the school and off-site visits, enrich learners' experience very well. A notable feature is the organisation of a termly educational visit by each class to a place, which is relevant to pupils' learning. For example, visits to Erddig and Chirk castle help pupils better understand particular periods in history. There are ample opportunities for extra curricular sport, music and art activities. Older key stage 2 pupils take part in outdoor adventurous activities at Plas-y-Brenin, Snowdonia. Extra curricular activities are well attended. There is very good attendance and excellent singing by key stage 2 boys and girls in the choir. A small number of pupils benefit from instrumental lessons by the school and

- visiting teachers. These aspects have a positive effect on pupils' learning and help to promote their social development.
92. The school makes good provision for the development of pupils' spiritual, moral, social and cultural development.
  93. In all aspects of school life, pupils are given a comprehensive understanding of honesty, fairness and respect. They are taught to take responsibility for their own actions in and around the school. Cultural development is effectively promoted in several areas of the curriculum, notably in geography, history, music and religious education. Pupils work with local artists, theatre groups and authors. Pupils' spiritual development is effectively supported through collective worship and their studies in music and art. Collective worship meets statutory requirements, but there is sometimes limited time to reflect on the very relevant issues raised.
  94. Provision for the study of the heritage and culture of Wales, through '*Y Cwricwlwm Cymreig*' meets requirements. It features well throughout the school but is especially strong in art, history and physical education. Incidental Welsh is well promoted across the curriculum and throughout the day to ensure that pupils develop their bilingual competence well. A number of activities, including school eisteddfodau and the local jambori, also enrich the curriculum.
  95. Personal and social education is well promoted across the school through well established policies and procedures. Pupils are given clear guidance on acceptable behaviour and positive attitudes to work and to each other. The school actively challenges social disadvantage and stereotyping.
  96. Links with parents, community and other providers are good. Through occasional newsletters, parents consider they are well informed of events happening in school. A minority of parents would like more information about what is being taught and inspectors feel this is a reasonable request. Parents and other volunteers are welcomed to help in the classroom and on school visits. The Parents and Friends Association, although small in number, raise considerable funds for school. There are close links with the local church. The school choir entertain members of the community in the village hall each year. A recent joint concert with the Brymbo Male Voice Choir was a sell-out. These activities have a positive impact on pupils personal and social development.
  97. The school is currently working with the new community centre next door to create a sensory garden linking the two sites. On occasion, the local youth club help with tidying the school grounds. There are good links with the Welsh medium primary school in the village and also with other primaries in the consortium. These aspects strengthen pupils understanding of the local community. Strong, established links with the feeder high school ensure pupils' confidence on transfer. There are productive links with Glyndwr University, Yale College and Clywedog High School for teacher training placements and work experience.

98. Work-related education is good and well established in the early years and key stage 1. However, in key stage 2 work-related education has declined due to the closure of traditional industries in the area.
99. Sustainable development is promoted well through the school's successful involvement in the Eco awards. The school acts is a sustainable way, for instance, paper is regularly recycled and signs around the school encourage lights and taps to be turned off. There is a compost bin, which is added to daily. The under-fives have grown their own vegetables, cooked and eaten them. Global citizenship is suitably developed in early years and key stage 1. In key stage 2 it is at the early stages of development with a recently established link with Cameroon.
100. The school council have very successfully organised a disco and raffle using the proceeds to buy agreed play equipment. However, the school acknowledges that entrepreneurial skills needs further development across the whole school. The school is committed to laying the foundations of life-long learning and community regeneration.

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

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| <b>Grade 2: Good features and no important shortcomings</b> |
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101. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
102. The school offers good care, support and guidance to all pupils. It is a happy community where pupils feel cared for and valued. In discussions, both pupils and parents said they would be happy to go to any member of staff with concerns, knowing they would be dealt with sympathetically and sensitively.
103. The partnerships with parents and carers are good. Previous questionnaires sent out by the school to parents, carers and pupils showed a very positive view of the school. The responses resulted in changes to the end of the school day and the provision of new games for the playground. Most of the returned inspection questionnaires were also positive in their support with 98 per cent stating their child likes school. Pupils receive very positive support from home in such matters as encouraging the completion of homework and listening to reading.
104. There is a well established and effectively run school council which meets regulations. The council has high status and pupils are very familiar with their roles as councillors.
105. Induction programmes to help children settle quickly into the school are good. There are strong links with the local playgroup, the playgroup leader frequently assists with the mid-day supervision in school. This helps to ensure a smooth move into the nursery class. New entrants arriving outside normal admission

times are successfully integrated into school life by the allocation of a pupil 'buddy' and a positive welcome by staff and pupils alike.

106. Teachers know their pupils well which enables them to effectively monitor each child's needs and progress. Personal and social education, assemblies and circle time all successfully contribute to the support and guidance of pupils. Effective use is made of specialist services such as police, health and the educational social worker when required.
107. Procedures for monitoring behaviour and performance are effective, but procedures for monitoring attendance and punctuality are not rigorous enough. There are no formal practices in place to monitor pupils' attendance, which in turn impact on class and whole school attendance levels. The monitoring of punctuality is inconsistent throughout the school.
108. The school has clear and well documented arrangements which appropriately contribute to pupils' safety and well being when in its care. Risk assessments, including fire risks and safety audits, are undertaken regularly and are appropriately documented.
109. The school has appropriate arrangements in place to encourage pupils to develop healthy eating and lifestyles. Although not a part of the Healthy Schools initiative, many of its practices are a part of school life. There is a good choice of healthy school dinners, healthy snacks are available at break times and pupils are encouraged to drink water throughout the day. However, there is no provision for shelter from the sun. This is particularly relevant in the early years outdoor learning area. The provision, by the school, of free-standing gazebos as shelters has had to be abandoned. This is because the frequent high winds on the exposed school site have blown them over.
110. There are two named first aiders and all staff have received emergency first aid training. Specialist services have given suitable advice to staff in order to support pupils with particular medical needs. Events or visits from the emergency services and school nurse make a good contribution to pupils' personal health and safety.
111. The head teacher is the nominated person with responsibility for child protection. He has appropriately carried out his duties for several years regularly attends update training. All staff are aware of signs, of child abuse and know the procedures to follow. There is a named governor with responsibility for child protection. Appropriate checks are carried out on all adults who work with pupils. There is a child protection policy, which meets current good practice.
112. All pupils, whatever their social, educational, ethnic or linguistic background are well supported and treated with dignity and respect. They all have equal access to all lessons and activities. The school book stock has been audited to ensure that the books reflect our multicultural society and interest both boys and girls. Appropriate statutory policies are in place. Good race relations are promoted and the school recognises and respects diversity of race and

culture. This is evident from the high standard of displays and artefacts around the school. Pupils from faiths other than Christian are provided with the opportunity to celebrate their own beliefs.

113. The school has appropriate measures in place to eliminate oppressive behaviour, including racial discrimination, bullying and harassment. The police liaison officer is a regular visitor to school and helps pupils to develop strategies in how to deal with issues such as bullying and keeping themselves safe. 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.

### **Additional Learning Needs**

114. The quality of provision for pupils with special educational needs is good with no important shortcomings and meets the requirements for the Special Educational Needs Code of Practice for Wales. The special educational needs co-ordinator is very familiar with local procedures for the provision of pupils with special educational needs.
115. The special educational needs co-ordinator makes effective use of the school's assessment data to identify pupils' with special needs. This is systematically carried out shortly after children enter the nursery, when children may be put on an early concerns register. This good early intervention results in appropriate individual education plans being produced from the reception year onwards. Relevant documentation is very systematically maintained. Information and communication technology is used to good advantage in the administration of special educational needs. But has limited use in promoting day-to-day learning.
116. Individual education plans are written by class teachers with effective support from the special educational needs co-ordinator. The plans are clearly written with practical strategies to attain realistic targets for improvement. Progress against these targets is formally reviewed twice a year and, where appropriate, new targets are added to the individual education plan. Parents are kept well informed through invitations to review meeting and receiving a copy of their child's current individual education plan. Pupils' know their targets well and they are effectively used in class. Pupils' progress is carefully tracked and pupils removed for the register when appropriate but their continuing progress is monitored.
117. The school can call on effective support from outside agencies for appropriate educational, behavioural and pastoral support. The school values the prompt and effective support given by the speech and language advisor. However, there is a long wait for the services of a speech and language therapist. The school has very effective strategies to deal with the very small number of pupils whose behaviour may impede their own or other pupils' progress. There are no statements of special educational needs but the school actively

pursues the different stages or cycles following school action to obtain specialist support.

118. Pupils with special educational needs are well supported in mainstream classes and in small withdrawal groups. Learning support assistants play a crucial role in ensuring that the learning and social needs of pupils are fully met.
119. There is good support for pupils from the English as an additional language service. This is carefully planned so that particular specialist vocabulary used in mainstream lessons is covered when pupils are withdrawn for support. Where necessary, help is made available for parents who use English as an additional language when they attend parents' evenings.
120. Good provision is made for pupils who are considered to be more able or talented. This covers academic, sporting, musical and performing arts activities. Pupils who are just above the need for special education provision are carefully identified through the school relatively new tracking system. These pupils are placed in small 'booster groups' and given appropriate teaching, mainly from learning support assistants. The school ensures that pupils who are looked after by the local authority receive appropriate provision and support.
121. The school takes all reasonable steps to ensure equal treatment of disabled pupils. Disability access to the site is good with appropriate disabled facilities. There is a clear Disability Access Plan and the school is currently working on a Disability Equality Scheme and action plan. The school makes good provision to ensure the inclusive education of all pupils, regardless of their background or ability.

## Leadership and management

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

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

122. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
123. There is a positive common purpose amongst all staff, governors and parents to provide the best for its pupils. The school's traditionally good ethos has been enhanced by the move to a new building. The school has been managed the move well with care and attention to detail.
124. The head teacher provides good, purposeful leadership and is fully dedicated to maintain and also further develop all aspects of the life of the school. He works closely and very effectively with the two senior members of staff in a very efficient management team, which knows all areas of the school very well. The senior member of staff responsible for key stage 2 plays a crucial role in the improvement of the school. She effectively deputises for the head teacher when needed and successfully promotes general well being. The senior member of staff for early years/key stage 1 successfully applies her significant knowledge of her area of responsibility to extremely good effect. Together, this team has a positive effect on provision and standards.
125. Teachers with leadership and management responsibilities know their roles well and are given management time to carry out their duties. They are very familiar with standards and provision in their areas of responsibility. All are involved in regular meetings during the school year to effectively consider the progress of all pupils in all aspects of their work. This has a positive effect on standards.
126. Learning support assistants work very efficiently and play an important role in raising standards. This is particularly the case for the under-fives where there is full involvement in planning and teaching. Several learning support assistants have been very recently appointed but good communication with teachers has settled them into their roles very quickly. All learning support assistants consider themselves, rightly, to be valued and a part of the school team.
127. Performance management procedures for teachers are well established, providing development and training for both personal and professional development linked to priorities in the school improvement plan. Courses are made available for the continuing professional development of learning support assistants but they are not involved in formal performance management. The school has clear plans to extend performance management to all staff.

128. With the local authority, the school sets and meets rigorous targets for pupils' attainment at the end of key stage 2. The realistic targets in the school improvement plan are successfully met.
129. The governing body is well organised with a clearly laid out programme of meetings for the whole body and sub-groups. Governors are well informed about provision and standards through regular reports from the head teacher. In addition, individual governors have a growing involvement with particular subjects and aspects of the school's work. Governors make regular use of the school improvement plan, recording how well particular priorities have been addressed. There is a particular astuteness with financial matters. Overall the school takes good account of national priorities. The governing body effectively meets its statutory duties.

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

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| <b>Grade 2: Good features and no important shortcomings</b> |
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130. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
131. The self-evaluation process is good and all stakeholders are involved. Good account is taken of the opinions of staff and governors. Parents' views are canvassed through questionnaires, which are very thorough. Pupils throughout the school contribute to the evaluation process through well-focused questionnaires. The views of the school council are also taken into account.
132. Teachers with leadership and management responsibilities effectively monitor pupils' standards in their areas of responsibility. They do this by regularly making good use assessment data and sampling pupils' books on a monthly basis. They keep systematic audits of learning resources, taking in to account the views of their colleagues.
133. The information gathered through the self-evaluation process is used well by the senior management team, in consultation with governors, to shape the school's school improvement plan. Areas needing improvement are appropriately prioritised in order of greatest need. They are then included as targets in the school improvement plan. Priorities are suitably costed and monitored during their life in the school improvement plan. Improvement targets are realistic but challenging. Success criteria are clear but lack a quantitative consideration. This makes it difficult to judge measurable improvements.
134. The self-evaluation report produced for this inspection is laid out against Estyn's seven key questions but does not always systematically focus on the particular issues within each key question. The inspection team's judgements agree with those made by the school in all seven key questions. Good

progress has been made since the last inspection, particularly standards in music and aspects of early years.

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

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| <b>Grade 2: Good features and no important shortcomings</b> |
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135. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
136. The school is staffed by an appropriate number of suitably qualified teachers. There is a significant number of learning support assistants, including several who are well qualified. Teachers and learning support assistants work together as a very close team and this has a positive effect on standards.
137. All teachers and learning support assistants are effectively deployed across the school. The school has made good use of part-time teachers to provide for cover and, in key stage 2, smaller teaching groups for English and mathematics. Visiting specialist teachers, such as for pupils using English as an additional language and for music, make a positive contribution to standards. In both key stages, all classes benefit from being taught by the subject leader for music in each key stage.
138. The school has advertised, without success, for a specialist teacher for special educational needs. As a result, the school has worked hard to recently recruit several learning support assistants who effectively provide for pupils with special educational needs; the support they provide is good.
139. Administrative and mid-day staff, the caretaker and cleaners all make an important contribution to the efficient running of the school and pupils well being.
140. The quantity and quality of learning resources is good in key stage 1 and key stage 2 and effectively supports the delivery of the curriculum. Learning resources are very well organised, easily accessible and used effectively to support teaching and learning.
141. The quality, quantity and use of resources in the Foundation Phase are outstanding. This provides a rich learning environment in which, overall, children make outstanding progress in their learning.
142. Overall, the quality of the accommodation and the use made of it is good. In key stages 1 and 2, classroom and associated working/circulation areas are used efficiently for whole class and small group teaching. A notable recent development is the establishment of a specialist learning area for English and a separate one for mathematics in key stage 1. This arrangement effectively stimulates pupils' learning.

143. The under-fives benefit from outstanding indoor accommodation in which teachers and learning support assistants have created outstanding areas to effectively promote children's learning. Children also benefit from having secure outside areas in which to pursue their outdoor learning. However, there is no shelter in these areas for the comfort of children in extremes of weather.
144. The computer suite has a generous bank of computers and is timetabled for use by the various year groups. The school libraries are very well organised, easily accessible by pupils and contain attractive and interesting collections of books. Throughout the school, display is of a high standard and provided a stimulating environment for learning. The school grounds provide ample space for a wide range of outdoor activities. The provision ensures the healthy physical development of pupils.
145. 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 effectively used to provide support for teachers and meets statutory requirements.
146. The finance committee of the governing body meet regularly. They monitor the priorities in the school improvement plan and broadly generally keep school expenditure under review. The governors appreciate the support they receive from the local authority finance officer. This ensures that the budget is well managed and that expenditure is prudently used to meet the school's priorities for development. The school gives good value for money.

## Standards achieved in subjects and areas of learning

### Under 5s

147. The school has, very recently, introduced the Foundation Phase for nursery and reception children, that is children under the age of five.

#### **Overall grade for the U5s - Grade 1: Good with outstanding features**

148. 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.
149. Nearly all children make very good progress particularly in their personal and social development and creative skills where development is outstanding.

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

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

##### **Outstanding features**

150. Nearly all children throughout the Foundation Phase are exceptionally well behaved and motivated. They show outstanding self-control and carry out given tasks without fuss. Children are clearly happy about coming to school and engage in learning enthusiastically. They respond extremely well to adults and to one another. They concentrate very well and work hard.
151. The consideration nearly all children show one another is exceptional. This ensures that within the Foundation Phase there is inclusion for all children including the very few with behavioural problems.
152. Through role-play older children become exceptionally aware of their own and other cultures. For example, when they order Italian food they remember the enjoyment they get from eating spaghetti in real life. Nearly all children understand what a Chinese banquet is and are familiar with the idea of different world religions. All children are actively involved in St David's day celebrations and take a significant part in the school eisteddfod. By these means, children gain a secure understanding of the culture of Wales.

##### **Good features**

153. New children settle very quickly into the routines of their schoolwork. They develop good relationships with others and soon work together sharing materials and equipment without disagreement. This spirit of co-operation ensures that all children make good progress in learning in line with their ability and develop good levels of confidence in carrying out the tasks set them.

154. Throughout the Foundation Phase, nearly all children show good levels of concern for the environment. For instance older children tell of the harmful effect leaving litter around can have upon animals.

### **Shortcomings**

155. There are no important shortcomings.

## **Language and Literacy**

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

#### **Good features**

156. Across the foundation phase, nearly all children listen to adults very well. They enjoy listening to stories and show good levels of attention as they do so. Children respond well to the stories they hear, at times, expressing excitement or humour or by relating their own experiences to the events in the story.
157. In their learning tasks children in mixed aged groups listen to one another with interest whether talking about what they are doing or when sharing anecdotes about everyday events. Most of them carry out instructions well because they listen carefully and absorb the detail of what they are being asked to do.
158. As they progress through the Foundation Phase, nearly all children make good progress in the ability to express themselves and make themselves understood. They effectively explain to an adult what they are doing in their work, the less able simply, the more able using more extended speech.
159. In role play older children begin to understand that the form of spoken language can change according to the scenario of the time. Role-play of daily family life is most realistic. Many children use times with "Doli Coch" to express their thoughts and feelings. Older and more able children are beginning to use extended language to consciously connect with the needs of their listeners.
160. Many younger children are beginning to retell familiar stories accurately sequencing events in the order they happen. For example, in sharing a 'Big Book' or in dramatic enactment's such as that of Goldilocks and the Three Bears.
161. Nearly all children enjoy looking at storybooks. Younger children look at the pictures with pleasure and are beginning to see that there is a relationship between picture and text.
162. Most older children understand that the appearance of text can describe, for example, drama in the way that speech is represented, whether words are spoken loudly or softly. They are also aware that fairy stories often begin in the same way.

163. Children throughout the Foundation Phase develop their writing skills progressively. Younger children enjoy a range of activities, such as stitching, to enhance their pre-writing manipulative skills. They use a range of writing implements to make marks and clearly enjoy the possibilities that large pieces of blank paper present.
164. Many older children successfully make letter shapes and are beginning to arrange letters together to represent words. By the end of the Foundation Phase, the more able children write simple texts for different purposes including news writing, using readable handwriting.

### **Shortcomings**

165. There are no important shortcomings.

## **Mathematical Development**

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

#### **Good features**

166. Across the Foundation Phase, all children make good progress in understanding mathematical language and terminology. At the beginning of the day children are eager to be chosen to count the number of children present in the class. Many older children are successful in counting up to twenty-five, careful to ensure that no number is missed out in the sequence.
167. Nearly all younger children develop their early mathematical concepts of big, small, tall and short quickly. All children enjoy counting activities and join in with enthusiasm number rhymes, songs and counting games.
168. Many of the older children and a few of the younger children correctly count to ten in Welsh. Younger children are beginning to make regular patterns using blocks of two colours. With practice, many carry out this task successfully. Most older children can distinguish between patterns of different types. For example dotty and line patterns and understand what is meant by repeat pattern. They successfully identify patterns they see in nature, such as the markings on snakes and the seed heads of the sunflowers they have grown.
169. Through role-play children gain good understanding of money such as through shopping experiences. Most younger children recognise that items in their shop carry labels with their price and older children carry out money exchange activities successfully.
170. Children sort shapes and correctly indicate the odd man out in sequenced patterns. Older children name a wide range of two-dimensional shapes and describe their properties. They gain a good understanding of the concept of capacity describing when vessels are full, empty and half full.

### **Shortcomings**

171. There are no important shortcomings.

## **Welsh language development**

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

#### **Good features**

172. Children across the Foundation Phase make good progress in their Welsh language development and enjoy using the language during discussion and sharing times. They recognise that they can refer to aspects of their experience using words from two languages and enjoy using Welsh pronunciation, which is often accurate.
173. Most children correctly use Welsh words to describe things they see around them in. For example, they describe the colour of leaves in autumn and the more able know the name of the current month when the leaves are changing colour. They listen to their teachers carefully and readily respond in Welsh when required to do so.
174. Nearly all children understand simple commands using the Welsh language and so carry out simple tasks that are asked of them, such as in physical education lessons.
175. Children are making good progress in extending their Welsh vocabulary and in their approach to oracy in the language. Children make good use of books written in Welsh with their reading skills developing well.
176. All pupils join in enthusiastically with songs and rhymes in Welsh. They are familiar with prayers in Welsh that they use as part of their daily routines.

#### **Shortcomings**

177. There are no important shortcomings.

## **Knowledge and Understanding of the World**

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

#### **Good features**

178. Throughout the Foundation Phase children show curiosity in many aspects of the activities in which they engage. In their work on "Old and New", older children are fascinated with implements found in homes in bygone times. In their sorting work many older children accurately separate artefacts into separate groups. They use their reasoning powers well explaining that the electric iron is new because it uses electricity whilst the flat iron needs to be heated up on the fire.
179. Children across the foundation phase know how animals, including humans, grow. They know that tadpoles develop from frogspawn and that they themselves have grown from being babies. They understand that as they grow older their bodies change.

180. Most older children correctly sequence a time line identifying the an individual's progression to old age. They recognise that they can do considerably more now than when they were babies, when they needed much care and attention.
181. Younger children have a developing understanding of the seasons of the year and recognise that in autumn, leaves change colour and fall from the trees. They collect leaves on their autumn walk and talk about the different shapes they find. In their recording work they experiment with rubbing techniques to capture the shape and texture of leaves and correctly identify the type of tree.
182. Children gain a good understanding of how food is grown from their work in their school garden. Following preparation of the soil, with the help of older pupils, and seed sowing, children watch and talk about how their vegetables grow. They accurately describe simple characteristics of the different vegetables.
183. Through their role-play children develop a good understanding of the world of work. Using their 'travel agency', many older children to reflect upon holiday places, plan things to do and explore locations on maps. Dressed up as nurses, younger children use their imagination well, to act out the doctor-patient relationship. From visits to an optician and a beautician, children gain a good insight into the services provided by such establishments.

### **Shortcomings**

184. There are no important shortcomings.

### **Physical Development**

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

#### **Good features**

185. Most younger children in the Foundation Phase make good progress in the development of their manipulative skills control of body movements. Many show a good development of control in their early writing and drawing skills. They control their bodies effectively when using the wealth of outdoor play equipment. Many children show good levels of co-ordination when moving and balancing appropriate to their age.
186. Older children continue to move with good levels of control and increasing confidence in their outdoor physical activities. A few are quite adventurous in what they attempt to do on the outdoor equipment.
187. All children enjoy their organised physical activity lessons in the school hall. Many of the older children dress and undress themselves. They are aware of the importance of warm-up activities before starting the main part of the lesson. Younger children are beginning to respond well to clear and concise instructions in their physical education lessons and show great enjoyment in physical activity as they move about. They are starting to be aware of the need for space and safety at such times.

188. Children use their bodies expressively when representing the clock and mouse in the nursery rhyme. They run in an appropriate posture and most stop quickly when told to do so. They are aware of different ways of moving and hop, skip and jump as alternatives to running.

### **Shortcomings**

189. There are no important shortcomings.

## **Creative Development**

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

#### **Outstanding features**

190. Nearly all children across the foundation phase develop their imagination exceptionally well through the purposeful role-play, which is a regular and integral part of their learning experiences. Children improvise scenes from stories to which they have listened to good effect. They put great purpose and action into the characters they create and use props to effectively enhance their performance. This aspect of children's creative development is outstanding.
191. Across the Foundation Phase, children's response to music is outstanding. In action songs, nearly all children sing and co-ordinate words and actions in time to the music very well. Nearly all the older children are well aware of the different sounds they can make using their bodies. Nearly all older children sensitively select musical instruments when representing animal sounds. For example, using a two-chime bar for a cuckoo. They eagerly perform their simple compositions in front of other children. Most children have a very good understanding of different musical instruments. They know that a piccolo makes high sounds and that a violin plays scratchy sounds. They have a very good knowledge that some instruments make long sustained sounds. Nearly all children recognise high and low pitched notes.

#### **Good features**

192. Children across the Foundation Phase use a wide variety of tools and materials in their creative work correctly selecting items to express their ideas. Older children demonstrate considerable skill when modelling clay, rolling, pinching and manipulating it until they are satisfied with the finished object. Most competently cut and stick fabrics to make interesting patterns.
193. Younger children successfully use modelling tools on play-dough to create cakes for the three bears. They shape the cakes imaginatively and say how the bears might respond when eating the cakes. Children carefully use a wide variety of objects to create printing patterns. They thoughtfully experiment with autumn leaves shapes to create the best effect.

### **Shortcomings**

194. There are no important shortcomings.

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| <b>English</b> |
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**Key Stage 1 - Grade 2: Good features and no important shortcomings**

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

**Good features**

195. Standards in speaking and listening are good in both key stages. Nearly all pupils listen very carefully to what is being said by adults and other pupils. They politely ask for clarification when instructions or questions have not been understood.
196. In both key stages nearly all pupils explain their point of view or raise questions in a thoughtful manner. This aspect develops very well as pupils move through the school. Considering their age and ability, most pupils in both key stages speak clearly and good use of vocabulary when talking to an individual or a small group. When talking to the whole class most pupils, in key stage 1 and a majority in key stage 2 make themselves clearly understood by the use of a confident voice. By year 6, pupils put forward well reasoned arguments regarding relevant issues, such as the use of mobile phones.
197. Standards in reading are good in both key stages. Pupils of all ages have good reading routines with key stage 2 pupils selecting appropriate reading books and all setting time aside for reading. In both key stages, most pupils apply successful strategies to read less familiar words.
198. More able year 2 pupils know how to find information in a reference book. By year 6, most pupils are very familiar with the book numbering index in the school library and successfully find specific information. These oldest pupils also routinely make use of the Internet at home to thoughtfully select and read world news. Pupils' use of a dictionary and thesaurus develops well from year 2 onwards.
199. Standards in writing are good at both key stages. Many pupils in year 1 develop a good understanding of the use of full stops and capital letters. Most correctly put events in the correct order, produce neat lists and know simple rhyming words. In year 2, many pupils have a good understanding of the different types of writing. The more able write letters to fictional characters clearly conveying meaning and using good imagination. Most write simple instructions well, such as for making porridge. By the end of key stage 1, there are several examples of pupils writing independently with well good letter formation and overall presentation. Pupils' spelling and punctuation develops with increasing accuracy.
200. In year 3 nearly all pupils correctly sequence instructions to make a cup of tea or a sandwich. Most use good redrafting skills to effectively improve the quality of their writing. Many pupils in year 4 have a good understanding of verbs and their use. The more able make correct use of capital letters and basic punctuation. In year 5, many pupils make good use of descriptive adjectives. They produce clearly laid out short play scripts. By year 6, many pupils have developed a good understanding of the mechanics of writing. For

example, many know several needed features in their persuasive writing and make appropriate use of technical terms, such as alliteration. Handwriting develops well and for most pupils at the end of key stage 2 is clearly laid out and easy to read.

### **Shortcomings**

201. There are no important shortcomings.

|                              |
|------------------------------|
| <b>Welsh second language</b> |
|------------------------------|

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

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

### **Good features**

202. In both key stages, nearly all pupils make good use of incidental Welsh throughout the school day. Pupils have a growing awareness that Welsh can be used for a range of purposes. As pupils move through the school, their enthusiasm for and confidence in the language grows. Their levels of understanding, pronunciation and intonation skills develop well. In both key stages, most pupils read relevant text with good understanding.
203. In key stage 1, most pupils develop a good range of vocabulary including colours, names of venues and food. They interchange familiar phrases appropriately when describing their families and correct each other when mistakes are made. They use simple phrases and sentences correctly when greeting each other.
204. Key stage 1 pupils show a good grasp of several sentence patterns in the short pieces they write in response to various stimuli. They label correctly and their spelling of familiar words is good as they write about likes and dislikes.
205. In key stage 2, many pupils extend their range of Welsh vocabulary and sentence patterns as they write for a variety of purposes. They use the present tense to write party invitations and have a good vocabulary relating to shopping for food.
206. Many pupils in key stage 2 use the past and present tense of verbs to express feelings and to describe a range of weather conditions accurately. They listen well to each other, ask and answer questions relating to information about themselves, using relevant vocabulary.

### **Shortcomings**

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

207. In both key stages, all pupils work effectively as individuals or in groups to design and complete pieces of work. Their work is well organised and they make effective use of the learning resources and work areas. As they move through the school, pupils make good use of a wide range of materials for many purposes.
208. Pupils show good skills in researching, designing, planning making and evaluating. They are very familiar with these aspects. Their work follows the given design brief very well. Their evaluations are well structured, thoughtful and correctly linked to the design brief.
209. Nearly all pupils have a good awareness of safe working. They develop appropriate skills in using a range of hand tools to measure, mark shape, cut and join a range of materials. When handling food, they follow basic hygiene procedures very well.
210. Most younger pupils in key stage 1 have a good understanding of what makes a strong shape when they make playground structures. Older key stage 1 pupils successfully design and make puppets, using a variety of fabrics and shapes so that the puppets have recognisable characteristics. When making sandwiches, nearly all the youngest pupils in key stage 2 consider the likes of who will eat it and make their sandwiches carefully. They sensitively report how they taste.
211. Many of the younger pupils in key stage 2 have a good knowledge of how to make Easter egg boxes which are attractive and of individual design. Most older pupils in key stage 2 pupils select appropriate materials to design and construct battery operated rides for a fairground. They make good use of the electrical components and mechanical constructions modifying them as necessary. In their construction work, these older pupils carefully match the properties of different materials to their use.

### Shortcomings

212. There are no important shortcomings.

## History

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

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

### Good features

213. In both key stages, all pupils make effective use of a wide range of primary and secondary sources such as educational visits, visitors to the school, books and the Internet. Many pupils are developing a meaningful

understanding of chronology in the process. Appropriate to their age and ability, nearly all pupils have a good understanding of the processes of historical enquiry.

214. Nearly all pupils in key stage 1 have a good understanding of lifestyles of the past and the differences with the way they live now. For example, correctly identifying how children's bedrooms have changed since the 1950s and how hygiene has changed over the years.
215. Most pupils in key stage 1 have a good knowledge of famous people. For example, the exploits of Grace Darling, Bishop Morgan's translation of the Bible into Welsh and Laura Ashley's promotion of commerce in Wales.
216. Following a visit from an actor of playing parts from Roman times, many younger pupils in key stage 2 develop a good knowledge of the status of slaves and the significance of clothes and jewellery worn by Roman citizens.
217. Many pupils in key stage 2 interpret history well and identify the impact of influential people on society. For example, through their research, they know the work of Lord Shaftesbury and Doctor Barnado in improving the lives of the Victorian poor. They gain good insight into different times in the history of Wales from the Tudors at Chirk Castle to 20<sup>th</sup> century workers in the steel works at Brymbo.
218. As they move towards the end of key stage 2, pupils make very good progress in their using a wide range of sources in their research work and in their recording techniques. They use writing frames effectively to gather information and use this information well when writing texts.
219. By the end of the key stage 2, many pupils correctly use time-lines to pinpoint events, such as those associated with the life of Queen Victoria. They carefully study objects and correctly set them with events in history such as those from the time of the Second World War. They present their findings very clearly using a good range of formats.

### **Shortcomings**

220. There are no important shortcomings.

|              |
|--------------|
| <b>Music</b> |
|--------------|

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

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

#### **Good features**

221. In both key stages the overall quality of singing is good. Pupils sing in tune and understand the need for good body posture from an early age. They know a good range of songs in English, Welsh and other languages.
222. In year 2, most pupils appreciate the use of musical rests and, with guidance, put good accents into their singing. As pupils move through the school their

sense of rhythm, use of dynamics and control of pitch improves. Pupils are very familiar with having their performances recorded. A group of year 3 pupils have performed a '*Musical Element Song*' with clear diction and a consistent pulse. Year 4 pupils brightly sing a short two-part harmony based on '*If You're Happy And You Know It*'. At the end of year 6, pupils produce good, clear and expressive choral singing to mark their leaving the school.

223. Throughout the school, all pupils compose their own music using appropriate musical scores to set out their work. In key stage 1, pupils make good use of simple lines with symbols on [a graphic score] to represent different percussion instruments. In year 2, with guidance, nearly all pupils correctly identify the symbol for a single beat rest on a conventional musical score. As pupils move through key stage 2, their use of graphic scores becomes more sophisticated. The more able year 6 pupils are successfully starting to write different sections of music to a formal sequence. A very few use conventional stave notation.
224. In both key stages, pupils successfully compose and confidently perform music using a variety of tuned and untuned instruments. The music accurately reflects a wide range of settings ranging from the story of Gelert to performers in a circus. Pupils of all ages listen very carefully to music and make perceptive comments on mood and quality.

### **Shortcomings**

225. There are no important shortcomings.

## School's response to the inspection

The governors, staff and pupils of Penygelli School welcome the findings of the inspection team and are particularly pleased that Penygelli is described as a good school with many positive features.

We feel the report rightly acknowledges that Penygelli is a happy community where pupils feel cared for and valued and are firm in their belief that bullying or discrimination of any kind would not be tolerated. The report also highlights the pupils' outstanding behaviour, the fact they are well motivated and relationships between pupils and adults at all levels are very good.

A particularly pleasing feature of the report is the fact that it has been acknowledged that statutory targets for pupils in National Curriculum assessments are vigorous and are being consistently met. This is further complemented by the overall quality of teaching comparing favourably with the most recent report from Her Majesty's Chief Inspector for Education.

Staff would like to thank the registered inspector and his team for the most professional way that the inspection was conducted.

The school governors will put an action plan in place to address the recommendations of the report and our school improvement plan will be amended accordingly. This will involve raising standards in global citizenship at key stage 2, the further development of monitoring pupils' attendance and punctuality and extending the continuing professional development to all staff on a formal basis.

A copy of the action plan will be sent to all parents and the local authority. The governors' annual report to parents will report on progress made in addressing the inspection recommendations.



## Appendix 1

### Basic information about the school

|                     |                                      |
|---------------------|--------------------------------------|
| Name of school      | Penygelli Primary                    |
| School type         | Community                            |
| Age-range of pupils | 3 to 11                              |
| Address of school   | Heol Glyndwr<br>Coedpoeth<br>Wrexham |
| Postcode            | LL11 3HA                             |
| Telephone number    | 01978 722160                         |

|                      |                       |
|----------------------|-----------------------|
| Head teacher         | Mr Stephen Lewis      |
| Date of appointment  | September 1986        |
| Chair of governors   | Cllr Gareth Griffiths |
| Registered inspector | Mr Glyn Gaskill       |
| Dates of inspection  | 20 – 22 October 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                    | 13      | 38 | 29 | 22 | 40 | 26 | 39 | 40 | 247   |

| Total number of teachers |           |           |                            |
|--------------------------|-----------|-----------|----------------------------|
|                          | Full-time | Part-time | Full-time equivalent (fte) |
| Number of teachers       | 10        | 3         | 11.5                       |

| Staffing information   |      |
|--|------|
| Pupil: teacher (fte) ratio (excluding nursery and special classes) | 22.3 |
| Pupil: adult (fte) ratio in nursery classes                        | 8.7  |
| Pupil: adult (fte) ratio in special classes                        | N/A  |
| Average class size, excluding nursery and special classes          | 26.0 |
| Teacher (fte): class ratio   | 1.2  |

| Percentage attendance for three complete terms prior to inspection |      |      |                |
|--|------|------|----------------|
| Term   | N    | R    | Rest of School |
| Summer 2008  | 86.9 | 92.5 | 93.2           |
| Spring 2008  | 90.1 | 91.9 | 94.6           |
| Autumn 2007  | 90.6 | 92.1 | 93.2           |

|  |       |
|--|-------|
| Percentage of pupils entitled to free school meals             | 17.0% |
| 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: |   | 39 |    |    |
|---|--------------------|----------|-------------------------|---|----|----|----|
| Percentage of pupils at each level              |                    |          |                         |   |    |    |    |
|   |                    |          | D                       | W | 1  | 2  | 3  |
| English:  | Teacher Assessment | School   | 0                       | 0 | 21 | 74 | 5  |
|   |                    | National | 0                       | 4 | 14 | 63 | 19 |
| EN: Reading                                     | Teacher Assessment | School   | 0                       | 0 | 20 | 72 | 8  |
|   |                    | National | 0                       | 4 | 15 | 55 | 26 |
| EN: Writing                                     | Teacher Assessment | School   | 0                       | 0 | 23 | 72 | 5  |
|   |                    | National | 0                       | 5 | 16 | 68 | 11 |
| EN: Speaking and listening                      | Teacher Assessment | School   | 0                       | 0 | 26 | 69 | 5  |
|   |                    | National | 0                       | 3 | 11 | 63 | 28 |
| Mathematics                                     | Teacher Assessment | School   | 0                       | 0 | 15 | 85 | 0  |
|   |                    | National | 0                       | 2 | 11 | 65 | 22 |
| Science   | Teacher Assessment | School   | 0                       | 0 | 20 | 80 | 0  |
|   |                    | National | 0                       | 2 | 9  | 66 | 23 |

D- disappled or absent.

W- working towards level 1

| Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment |    |           |    |
|---|----|-----------|----|
| In the school:  | 77 | In Wales: | 81 |

### National Curriculum Assessment Results End of Key Stage 2:

| National Curriculum Assessment KS2 Results 2008 |          |   | Number of pupils in Y6: |   | 25 |   |   |    |    |    |
|---|----------|---|-------------------------|---|----|---|---|----|----|----|
| Percentage of pupils at each level              |          |   |                         |   |    |   |   |    |    |    |
|   |          | D | A                       | F | W  | 1 | 2 | 3  | 4  | 5  |
| English   | School   | 0 | 0                       | 0 | 0  | 0 | 0 | 28 | 52 | 20 |
|   | National | 0 | 0                       | 0 | 1  | 1 | 3 | 16 | 51 | 29 |
| Mathematics                                     | School   | 0 | 0                       | 0 | 0  | 0 | 8 | 16 | 64 | 12 |
|   | National | 0 | 0                       | 0 | 1  | 1 | 3 | 15 | 51 | 30 |
| Science   | School   | 0 | 0                       | 0 | 0  | 0 | 0 | 24 | 60 | 16 |
|   | National | 0 | 0                       | 0 | 1  | 1 | 2 | 11 | 54 | 32 |

| Percentage of pupils attaining at least level 4 in mathematics, science and English or Welsh (first language) according to teacher assessment |     |           |     |
|---|-----|-----------|-----|
| In the school:  | 72% | In Wales: | 76% |

- 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

The inspection was carried out by a team of four inspectors who spent a total of ten inspector-days in school. In addition, there was a peer assessor who spent three days in school.

Before the inspection:

- The school produced a self-evaluation report.
- Separate meetings were held with the head teacher, members of staff, governors and parents.
- Forty-six questionnaire responses from parents were analysed.
- All documentation made available by the school was examined.
- A pre-inspection commentary outlining preliminary views from the inspection team was shared and discussed with the school.

During the inspection:

- Pupils were observed several times throughout the school day.
- Thirty-three lessons or part lessons were observed covering all classes.
- Inspectors had formal and informal conversation with pupils about school life and listened to several reading.
- Inspectors had formal and informal conversations with members of staff regarding different aspects of the school.
- Registration sessions and assemblies were observed.
- Samples of pupils' work from all classes were examined.
- Attendance and budget data, pupils' records and other evidence made available by the school were examined.
- The head teacher was the school's nominee and was present when inspectors held meetings.

After the inspection:

- Findings were shared with the school staff and the governing body in separate meetings.
- The school received a near final draft of the report for comment and response before final publication.

## Appendix 5

### Composition and responsibilities of the inspection team

| <b>Team member</b>                      | <b>Responsibilities</b>   |
|---|---|
| Mr Glyn Gaskill<br>Registered Inspector | Context.<br>Summary and Recommendations.<br>Key Question 5.<br>Contributions to Key Questions 1, 2 and 4.<br>English and music. |
| Mr Kerry Knapper<br>Team Inspector      | Key Questions 6 and 7.<br>Contributions to Key Question 1.<br>Under-fives and history.  |
| Mrs Lowri Evans<br>Team Inspector       | Contributions to Key Questions 2 and 3.<br>Welsh second language and design<br>technology.<br>Bilingualism.                     |
| Mrs Justine Barlow<br>Lay Inspector     | Contributions to Key Questions 1, 3 and 4.  |
| Mrs Helen Vernon<br>Peer assessor       | Observing lessons and discussions with pupils.<br>Examining pupils' work.   |
| Mr Stephen Lewis<br>School's nominee    | Liaising between the inspection team and the<br>school.<br>Provision of information.  |

#### **The contractor was:**

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#### **Acknowledgement**

The inspection team would like to thank the governors, head teacher, members of staff, parents, other members of the community and pupils for their co-operation and courtesy throughout the inspection.