

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

A Report on the Quality of Education in

**Perth Y Terfyn Infants School
Halkyn Road
Holywell
Flintshire
CH8 7TZ**

School Number: 6642023

Date of Inspection: 12 January 2009

by

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

The inspection of Perth Y Terfyn Infants School took place between 12/01/09 and 14/01/09. An independent team of inspectors, led by Edward Goronwy Morris undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **short** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Perth y Terfyn Infants school is situated a short distance from the town centre of Holywell in Flintshire. Almost all pupils live in or near to Holywell. Overall, the area is neither disadvantaged nor economically prosperous. English is the first language spoken in nearly all homes. No pupils speak Welsh as their first language. Thirty-six per cent of the pupils are registered as entitled to receive free school meals. This is much higher than the local education authority's (LEA) average of 11.8 per cent and the all-Wales average of 17.5 per cent. Pupils represent the full ability range. Information from baseline assessments indicates that pupils' attainment on entry to school is slightly below the LEA average.
2. There are currently 114 pupils on the school register from reception to Year 2. In addition, 32 pupils attend the nursery part-time. Nursery pupils are admitted to school in the academic year in which they are four years old. Twenty-five pupils have been identified as having additional learning needs (ALN), including ten on school action plus and one pupil with a statement of special educational need. One pupil is 'looked after' by the local authority. One pupil receives support in English as an additional language (EAL).
3. In addition to the head teacher, who teaches the nursery class every afternoon, there are five full-time teachers and one teacher who works part-time at the school. Pupils are arranged into five classes. The school also accommodates a nurture group. Currently five pupils attend the provision. Pupil numbers have declined since the school was last inspected in March 2003.

The school's priorities and targets

4. The school aims to provide each child with a secure and friendly environment, to offer stimulating materials and to create situations with opportunities for each child to develop at his/her own pace and level of ability. The school seeks to ensure that every child acquires the right attitude to work and play, to be self-reliant and secure in the knowledge that he/she can go with confidence to the next stage of education.
5. The school's priorities and targets for 2007-2010 are outlined in the school development plan (SDP). Priorities for 2008-2009 include:
 - (a) To continue to raise standards of pupil achievement, particularly in Basic Skills, bilingualism and assessment procedures for the Foundation Phase curriculum.
 - (b) To improve the transitional process between Key stage 1 and key stage 2.
 - (c) To achieve Phase 4 of the Healthy Schools Initiative.
 - (d) To improve the monitoring procedures undertaken by all the staff.
 - (e) To develop the outdoor learning environment for all pupils.

Summary

6. Perth y Terfyn School is a fully inclusive and caring community. Relationships within the school are very positive. This contributes to creating a happy and supportive learning environment where pupils feel secure and respected. Pupils benefit from the staff's dedication and commitment. Nearly all pupils display positive attitudes to learning and co-operate readily. This is a strength of the school and has a positive impact on the standards they achieve.

Table of grades awarded

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

7. The findings of the inspection team concur with the opinion of the school in its self-evaluation report in six of the key questions. In the other question the team awarded a lower grade.
8. Regardless of their social, ethnic or linguistic background, most pupils make good progress.
9. 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.
10. Statutory teacher assessments in 2008 indicate that pupil attainment is slightly below the national average but is in the top 50 per cent when compared with similar schools. Consideration of the data over the past three years indicates steady improvement.
11. Generally children under five make good progress in their communication skills although their speaking and information and communication technology (ICT) skills are less well developed. They make good progress in their Welsh language skills and in their personal and social skills.
12. Good features outweigh shortcomings with regard to pupils' standards and progress in the key skills in key stage 1. Most pupils make good progress in their listening, reading, numeracy, problem solving and creative skills. Standards in the key skills of speaking, writing and ICT have shortcomings.

Most pupils have a good understanding of everyday Welsh commands and greetings.

13. Overall the development of pupils' personal, social and learning skills is good. They understand the importance of keeping healthy. Pupils' behaviour is good. This contributes positively and constructively to the quality of life in the school. Attendance and punctuality are good.
14. Generally, pupils display positive attitudes towards their work and co-operate readily. However, although most pupils in key stage 1 work well on given tasks, their capacity for working independently is underdeveloped.
15. Pupils' awareness of equal opportunities is good. They display a responsible attitude, as well as respect towards the diversity of other faiths and cultural traditions. Most pupils have a good sense of belonging to their locality. They play an active role in the life and work of the local community.

The quality of education and training

Grades for teaching

16. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	81%	19%	0%	0%

17. These figures are a significant improvement on the previous inspection. They are above the national picture reported by Her Majesty's Chief Inspector HMCI in his latest annual report 2006-2007 where the quality of teaching is good or better (grade 1 and 2) in 80 per cent of lessons but below the grade 1 figure which is 14 per cent.
18. Good teaching was observed in all classes. In the majority of lessons where teaching is good, teachers display good subject knowledge and sequence learning effectively. Classroom assistants make a significant impact on pupils' learning. Where there are shortcomings in teaching, learning objectives are not sufficiently clear to secure the active engagement of all learners and pupils are not challenged sufficiently to take responsibility for their own learning.
19. Good features outweigh shortcomings in the quality of the procedures for assessing, recording and reporting on pupils' progress. Although the school's procedures meet statutory requirements, current systems lack rigour. This limits the effectiveness of the information gathered to influence future planning for improvement. Pupils in key stage 1 are not sufficiently involved in the steps they need to take to plan for their own progress and improvement.
20. The curriculum meets legal and statutory requirements and responds well to pupils' learning needs. Pupils' personal development, including their spiritual, social, moral and cultural development is fostered very well. Daily acts of collective worship make a positive contribution to these aspects and enrich pupils' experience. Long and medium term plans are prepared to ensure appropriate progression in pupils' knowledge and understanding. Short term

plans, however, on occasions lack sufficient focus to ensure pupils move forward in a progressive manner or offer suitable challenge for the more able pupils.

21. The planning for key skills for the under-fives is good overall. In Years 1 and 2, planning for the progressive development of pupils' basic and key skills has good features that outweigh shortcomings.
22. The quality of care, support and guidance provided by the school is good. This is a strength of the school. An outstanding feature is the way the school makes use of various agencies and local groups to support and guide the pupils in its care. The school has clearly documented arrangements which appropriately contribute to pupils' well being when in its care. Children and pupils' additional learning needs are very clearly and carefully identified at an early stage. The provision for these pupils is good and conforms to the statutory requirements of the Code of Practice.
23. The school acknowledges and respects diversity well. All the pupils are respected and treated fairly.

Leadership and management

24. The head teacher provides caring and sensitive leadership. The staff are very committed to the school, work well as a team and are very supportive of each other. The head teacher recognises the need to review their management roles in the light of staff changes and the implications of the revised curriculum and assessment arrangements in Wales.
25. Good consideration is given to Welsh Assembly Government's priorities. The school has successfully implemented the Raising Attainment and Individual Standards (RAISE) initiative to target underachievement.
26. The governing body is very supportive; however, its role in monitoring standards achieved by pupils is underdeveloped.
27. Good features outweigh shortcomings in the school's procedures for self-evaluation and school development planning. Procedures for self-evaluation are inclusive but are continuing to evolve. Good use is made of performance data to identify under performance. The school recognises the need to be more systematic and to develop a greater focus on pupil achievement, what needs to be improved and specific performance indicators by which progress can be measured. Good features outweigh shortcomings with regard to progress in addressing the key issues for action identified in the previous inspection report.
28. Overall, the school is well resourced. The school has sufficient, qualified, specialist teachers. Classroom assistants, support and administrative staff make a significant contribution to pupils' learning. Accommodation is adequate and learning resources are utilised well. The outdoor learning environment does not fully meet the needs of children in the Foundation Phase.

Recommendations

29. In order to improve the school, the head teacher, governors and members of staff need to:
- R1 further improve standards in the key skills and in particular pupils' speaking, writing and ICT skills;
 - R2 make better use of assessment to further improve teaching and learning which supports pupils' development as independent learners;
 - R3 ensure curriculum planning fully supports continuity and progression of learning experiences across the age range;
 - R4 create more structured opportunities for staff and the governing body to make judgements about how well pupils achieve;
 - R5 define more clearly whole school priorities and actions to bring about further school improvement and
 - R6 work with the LEA to improve the outdoor learning environment.

The school has already identified R1, R2 and R4 as priorities within its own self-evaluation report and school development plan.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

30. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
31. Statutory teacher assessments in 2008 indicate that 80 per cent of pupils in key stage 1 achieved the core subject indicator (CSI), which is the expected level 2 in the three subjects of English, mathematics and science, compared to the national average of 80.7 per cent.
32. Consideration of the data over the past three years indicates steady improvement in pupil performance. National benchmarking data indicates that pupil performance in 2008 in English, mathematics and science is in the top 50 per cent when compared with similar schools (i.e. schools with similar numbers of pupils entitled to free school meals). The difference between the performance of girls and boys fluctuates annually indicating that there is no significant difference in the performance of boys and girls.
33. 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. They show positive attitudes to learning, co-operate well together and engage enthusiastically in challenging activities that strengthen and develop their learning. Generally they achieve good standards in their communication skills although their speaking and ICT skills are less well developed. Their Welsh language skills are developing well. They make good progress in their personal and social skills.
34. Across the school, regardless of their social, ethnic or linguistic background, most pupils make good progress. Pupils with additional learning needs, including those with SEN, those in the Nurture Group and those who require help to learn English as an additional language, achieve well, taking account of their ability and specific needs. Generally pupils make good progress towards meeting their potential and predicted levels of achievement. They are keen and ready to move on to the next stage of their learning. However, a very small minority of more able pupils do not achieve their full potential.
35. Standards in the key skills in key stage 1 have good features which outweigh shortcomings. Most pupils listen attentively and their reading skills progress well across the age range. Most have a very positive attitude to reading and read for pleasure as well as for information. They read with appropriate fluency and expression relative to their ages. Pupils' speaking and writing skills are less well developed. Whilst the majority ask and answer questions confidently, the oral skills of a significant number are underdeveloped. Few pupils, including the more able engage confidently in extended writing.

36. Generally pupils' numeracy, problem solving and creative skills develop well across the school. Although pupils make some good use of ICT to support their learning in some subjects for example in mathematics, generally they do not make consistent use of ICT to enhance their learning across the curriculum.
37. Most pupils have a good understanding of everyday Welsh commands and greetings. The majority respond appropriately to questions about themselves and the weather.
38. Most pupils make good progress in acquiring new skills and developing their understanding and knowledge. However, pupils in key stage 1 are only beginning to develop an understanding of their strengths and what they need to do to improve their work.
39. Nearly all pupils are well behaved, considerate and courteous. This contributes positively to the quality of life in the school. They demonstrate respect for each other, members of staff and the school environment. Most pupils enter and move around the school in a quiet, orderly and purposeful manner settling into their classroom areas quickly. Their developing self-confidence helps them take a degree of responsibility for their own attitudes and behaviour.
40. In discussion, pupils indicate they understand what standard of behaviour is expected of them and agree that good behaviour is recognised and frequently rewarded. They respond appropriately to these expectations. There are very few reports of recent incidents of bullying or inappropriate behaviour with two temporary exclusions during the last year.
41. The average level of attendance for the three terms prior to the inspection is 92.2 per cent. This is the same as the national average for schools with similar free school meals entitlement but below the local authority (LA) and national average figures for all schools. The cause of the majority of pupil absence is sickness. There are no unexplained variations in attendance. Unauthorised absences, at around one per cent is typical.
42. Overall, punctuality is good throughout the school day allowing sessions to start promptly. A few pupils regularly arrive late for registration in the mornings.
43. Generally, pupils display positive attitudes towards their work and co-operate readily. This is a strength of the school. Children under five are good at making informed choices and developing their appropriate independent learning skills as they take advantage of the many opportunities available to re-enforce learning through play activities and develop the skills necessary for lifelong learning.
44. Pupils in Years 1 and 2 enjoy their learning and most persevere and work hard at their set tasks. They further develop their problem-solving and decision-making skills. However, a significant minority have not yet developed the

appropriate skills to enable them to recognise how they can improve their own learning. This limits their capacity to function as independent learners, consolidate the skills required for life-long learning and move on to the next stage in their learning.

45. Most pupils further extend their personal and social skills as they thrive in an ethos that values the individual, promoting honesty and fairness throughout the school day. During "Circle Time" pupils further develop their spiritual and moral values as they discuss such topics as 'friendship' and the needs of those less fortunate than themselves. Nearly all are able to use appropriate quiet moments throughout the school day to reflect, develop their own personal values and begin to take responsibility for their own actions. They have a good understanding of the importance of keeping healthy.
46. All pupils appreciate equal opportunities, diversity and racial issues within the context of the school setting. They are developing an appropriate awareness of the culture and traditions of Wales and other countries; for example, when they study the customs relating to Hanukkah and Divali.
47. Most pupils identify with and have a good sense of belonging to their locality as they visit the Greenfield Park Heritage Centre and attend functions at the local hospital and church. They involve themselves in community events such as "Wales in Bloom" and carol singing in the locality. They are developing a good awareness of the working world through visits to appropriate places of work and visitors from the community who bring their expertise into school.

The quality of education and training

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

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, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	81%	19%	0%	0%

50. These figures are a significant improvement on the previous inspection. They compare favourably with the national picture reported by HMCI in his latest annual report 2006-2007 where the quality of teaching is good or better (grade 1 and 2) in 80 per cent of lessons but are below the grade 1 figure which is 14 per cent.

51. Teachers have established very good working relationships that foster effective learning. The effective involvement of classroom support assistants has a very positive impact on pupils' learning. Teachers and support staff are fully aware of the needs of individual pupils and provide good support. Pupils with additional learning needs are fully included in all lessons.

52. Generally teachers have good subject knowledge and understanding of the subjects and areas of learning they teach. They recognise the need to update their knowledge in relation to the revised curriculum and assessment arrangements. They increasingly use Welsh to promote pupils' bilingual skills.

53. Good teaching was observed in all classes. Where the teaching is good, lessons are well planned and have clear learning objectives that are challenging and well suited to the needs of all pupils. Teachers use resources purposefully, sequence learning effectively and ensure that pupils are actively involved in their learning. Good questioning skills are used to assess pupils' understanding.

54. Where there are shortcomings in teaching, learning objectives are not sufficiently clear to secure the active engagement of all learners. In these lessons the pace of learning is slow with the result that some pupils, especially the more able, are not challenged sufficiently to take responsibility for their own learning.

55. The consistency, accuracy and balance of assessment strategies and methods of recording pupils' progress and achievements have good features that outweigh shortcomings. The procedures comply with statutory requirements and are well understood by all stakeholders. Current systems, however, lack rigour and do not always reflect precisely the achievement and

progress made by each pupil. This limits the effectiveness of the information gathered to influence future planning for improvement.

56. Test results are accurately analysed and the information is used to help identify progress and areas requiring additional support. Statutory requirements are met in relation to pupils with additional learning needs and those in the Nurture Group.
57. The majority of pupils are aware of their individual targets relating to personal and social skills as well as in the core subjects and areas of learning. They discuss these targets with their teachers and support staff on a regular basis. However, a significant number of pupils in key stage 1 do not readily understand the process of assessment or what they need to do to improve their work and make progress.
58. The marking of pupils work is undertaken regularly. Written comments are generally reflective and often include praise and encouragement. Frequent verbal feedback to pupils is good and usually indicates a way forward.
59. Reports to parents are comprehensive. The reports are clear and indicate areas of progress in each subject and across the areas of learning. Targets for further improvements are identified in English, mathematics and science.
60. All parents/carers have regular, formal and informal opportunities to discuss their child's progress and end of year reports with members of staff. The comprehensive system of reports produced for pupils in the Nurture Group contain specific reports from various outside support agencies such as the Speech and Language Service.

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

61. Overall the findings of the inspection team match the judgements made by the school in its self-evaluation report.
62. The overall quality of educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes. The curriculum is broadly skill-based and covers each area of learning in a progressive manner.
63. Overall pupils in Years 1 and 2 are provided with an appropriate curriculum that is accessible to all and meets their individual needs. The curriculum complies with all statutory requirements including those for pupils with additional learning needs and for those in the Nurture Group. The curriculum is broad and balanced and builds systematically on what pupils already know and can do. It is sufficiently flexible for the future incorporation of the Foundation Phase and has a developing skill-base. Detailed long and

medium term plans are prepared to ensure appropriate progression in pupils' knowledge and understanding. However, on occasions short term plans lack sufficient focus to ensure pupils move forward in a progressive manner or offer suitable challenge for the more able pupils.

64. The planning for key skills for the under-fives is good overall and include the requirements of the Foundation Phase very well. Children are encouraged to apply their skills across all areas of learning. In Years 1 and 2, planning for the progressive development of pupils' basic and key skills has good features that outweigh shortcomings.
65. A variety of activities outside the school day positively promote pupils' learning and offers equal opportunities for all. The school makes effective use of the locality. These visits help the pupils to interact socially, have a positive impact on their self-esteem and confidence and develop their respect for their community.
66. The school promotes pupils' personal development, including the spiritual, moral, social and cultural aspects, well and pays due regard to the Personal and Social Education Framework. The school's interpretation of the principles of the "Healthy Schools Initiative" has played an instrumental role in implementing personal and social education at Perth-y-Terfyn. Opportunities occur throughout the day for pupils to reflect on important issues and feelings. This has a positive influence on pupils' spiritual awareness and understanding.
67. Teachers successfully encourage positive moral values and there are good opportunities for pupils to show that they are kind and considerate to one another. Collective worship is of a broadly Christian nature and meets statutory requirements. Assemblies help foster pupils' personal development, encourage them to reflect and recognise achievements in an appropriate manner. Pupils successfully celebrate a variety of festivals and faiths. The school effectively develops pupils' knowledge and understanding of the cultures of the world. All traditions are valued and racial harmony is promoted well.
68. Parents are made very welcome at the school. They are kept informed of all activities through a school brochure, regular newsletters and various information booklets. All the parents who replied to the pre-inspection questionnaire were supportive of the school. A few of parents help at the school throughout the day. The parents support the school financially through organising fund-raising activities in order to purchase prioritised items. Their efforts contribute well towards raising standards.
69. Pupils' awareness of the community is enhanced by visits from various members of the locality who talk to them about their life and responsibilities. For example, pupils benefit greatly in aspects of their personal and social education and problem-solving skills from links with a local potter who has worked at length with the whole school to produce impressive ceramic displays.

70. Generally, there are good links with the local cluster of schools and the adjoining junior school in particular. This helps with the transition of pupils and has led to the introduction of moderated assessment processes for Year 2. Established links with a sports coach provide extra-curricular opportunities of good quality for both boys and girls.
71. The school has established good links with the local college of further and higher education. It accommodates students on their school placements and supports them well in acquiring relevant teaching experiences. The school meets course and legal requirements.
72. The schools' personal and social education (PSE) programme, based on national guidelines, effectively promotes pupils' well being. This programme, together with other aspects of the curriculum, provides good opportunities to broaden and enrich pupils' work related education. The links with local industry/businesses are generally effective. Several teachers have undertaken industrial placements, in conjunction with Careers Wales and used their experiences to enhance the curriculum.
73. The schools' *Cwricwlwm Cymreig* ensures that pupils' are given good opportunities to acquire knowledge and understanding of the tradition, culture and history of Wales. Arrangements to promote bilingualism are progressing well.
74. Children are actively encouraged to recognise and respect religious and cultural diversity through activities linked with such events as the Chinese New Year. Library books and toys reflect many cultures and different religious festivals are celebrated throughout the year.
75. The school's tackles social disadvantage and stereotyping effectively ensuring equality of opportunity and access for all.
76. The provision made for sustainable development and global citizenship has good features that outweigh shortcomings. The school has been awarded the Bronze Eco Award for its work in this area. Pupils, led by the Eco Committee, are beginning to understand the need to recycle waste, save our limited energy resources and take care of our environment.
77. Opportunities to develop pupils' entrepreneurial skills, such as buying, selling and marketing are limited and the provision across the whole school is underdeveloped. Developing pupils' entrepreneurial skills is an area of further development identified by the school.
78. The school is fully committed to promoting pupils' skills for lifelong learning and economic regeneration. As they progress through the school pupils are encouraged to take more responsibility for their own learning, and to be actively involved with community based activities. Nearly all pupils respect and appreciate their surroundings, both locally and further afield.

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

Grade 2: Good features and no important shortcomings

79. The findings of the inspection team agree with the judgement made by the school in its self-evaluation report.
80. The way in which the school plans and manages its care arrangements for all pupils, including those with additional learning needs is good. An outstanding feature is the way the school utilises various agencies and local groups to support and guide the pupils in its care. Support services are very well used to provide good quality care and guidance. Health needs for example, are well catered for particularly in the Nurture Group. Speech and language and behaviour support are effective throughout the age range. Those learning English as an additional language receive very good support. Links with the police, the educational psychology service and social services are all in place and bring benefits to many. Pupil care plans offer good support across a range of needs. Pupils and parents express confidence in the school that it provides a good quality of care, support and guidance.
81. Perth-y-Terfyn pupils have full access to all the activities and experience fair and equal treatment throughout the school day. The school fulfils its aim to provide a place where pupils are “Happy and secure as they learn together”. Relationships are very positive and pupils see their teachers and teaching assistants as being very kind and supportive. All adults working in the school provide good role models for pupils.
82. Relationships between staff, parents, members of the local community and nearly all pupils are strong and constructive. The head teacher operates an “open-door” policy and parents are invited to attend three meetings per year to discuss their child’s progress or any other matter related to their educational welfare. These meetings are relatively well attended. Good links exist with parents and ensure the school clearly understands their views about many aspects of school life. Parents’ views are noted and occasionally sought via the use of questionnaires. Although the school has no formal parents’, teachers’ and friends association, parents are supportive of the school and organise events to raise valuable sums of money to support educational provision. The school has organised courses for parents/carers to help them work with their children and understand the learning process. The school has established a good home-school agreement.
83. The school council comprises of only Year 2 pupils who are selected by ‘picking names out of a hat’. As a result pupils do not experience the democratic process of elections and are unable to further develop their problem-solving and decision-making skills in this context.
84. A family atmosphere and positive ethos exists in the school that quickly helps settle pupils into school life and routines. The school has regular liaison with the adjacent playgroup from which many children move to the school’s

nursery. There are established and effective induction arrangements for children starting in the nursery and also pupils joining later in the year. There are well developed transfer arrangements for pupils moving from Year 2 to the junior school and a co-ordinated 'moving-up-day' for pupils moving up from one class to the next.

85. Pupils are well known to all staff within the school and their personal needs are identified and addressed at the earliest possible opportunity. These are kept under constant review and all progress monitored by the appropriate adult. Personal and social education ensures suitable attention is given to sex education and substance misuse, appropriate to the age of the pupils. The school also ensures that healthy lifestyles are promoted well though topics within the curriculum.
86. The school expects pupils to attend regularly and punctually and the system for recording attendance is effective. Registers are marked promptly at the start of the morning and afternoon sessions. Pupils' attendance is electronically recorded and the monitoring and follow-up procedures are generally effective. However the recording, monitoring and follow-up procedures relating to punctuality lack rigour, an appropriate level of robustness and accuracy. Attendance targets have been established. Good attendance, punctuality and behaviour are recognised and celebrated.
87. The school has high expectations of good standards of behaviour and has effective measures for dealing with bullying or inappropriate behaviour. Bullying is not seen as a problem by parents or pupils and they have confidence that, should instances arise, they will be dealt with effectively. Pupils who display challenging behaviour are well supported. All behaviour related policies are consistently applied throughout the school.
88. The school has clearly documented arrangements which appropriately contribute to pupils' well being when in its care. Risk assessments are appropriately undertaken and well documented. Nearly all members of the school staff are trained in emergency first aid. The schools personal and social education programme contains 'health and safety' related topics, and as a result pupils have an appropriate awareness of health and safety. Procedures are in place to fully meet the needs of pupils who are unwell or who have suffered an injury whilst in school. Pupils indicate they are familiar with these procedures.
89. Child protection arrangements meet current good practice with designated named and appropriately trained persons and a nominated governor. All staff are aware of the signs of possible child abuse and the specific procedures they must follow. Relevant complaint and appeal procedures are in place.
90. A well structured programme for personal and social education is fully established which gives a big emphasis on healthy eating and keeping fit and healthy. This is enhanced by visits from such people as the school nurse. Lunchtime arrangements for the provision of meals and those bringing sandwiches support the principles of healthy eating.

91. The provision for pupils and children with additional learning needs both in the mainstream and the Nurture Group is good. Arrangements fully meet the Special Educational Needs Code of Practice for Wales.

The Nurture Group

92. Provision for pupils in the Nurture Group is very good. Staff show a strong commitment to the pupils in their care and maintain very good communication with parents and careers. Pupils are very well supported and effective learning experiences cater well for their needs. Staff have a very good understanding of their needs and employ appropriate strategies to ensure that pupils make good progress particularly with regard to their personal and social skills. Positive strategies have been adopted for the inclusion of pupils from the Nurture Group in all aspects of school life.
93. Throughout the school pupils' additional learning needs within the mainstream school are very clearly and carefully identified at an early stage. Pupils with additional learning needs are withdrawn from classes for teaching in small groups. Within these groups, pupils benefit from high quality teaching by both teaching and support staff. Staff are trained in various strategies such as Catch-Up and Reading and Maths Recovery. Their progress is rigorously monitored as they move through the school. Full and useful records are kept in a simple but effective system which provides information for planning the next steps in their learning.
94. One of the notable features of the provision is the extensive effort made to match activities to learning needs and differentiate the curriculum accordingly. Pupils' individual educational plans are very useful documents and set clear achievable targets for improvement. They are closely linked to pupils' needs and used effectively in the classroom to support and monitor progress. The school works successfully with pupils and parents to involve them in their programmes.
95. The provision for pupils identified as more able and talented is less well developed.
96. The provision for pupils who are identified with emotional and behavioural problems is good. The school has well developed and effective strategies to deal with pupils whose behaviour impedes their own progress and that of others. Pupils identified with behaviour problems make rapid progress in meeting targets set for them in their individual behaviour plans (IBP) and benefit from the good models of behaviour provided by the other pupils in the life and work of the school.
97. The school has good quality, relevant policies and procedures in place to support and guide pupils taking into account their social, educational, ethnic and linguistic backgrounds. Policies and practices positively promote gender and race equality and this is observed in all areas of the school's provision. There are processes to log any incidents and record suitable action taken. All children are treated fairly and consistently and encouraged to avoid stereotype

choices as they take part in selecting their own tasks. The school provides equal opportunities for all to participate in every activity.

98. The school makes reasonable adjustments to secure equal treatment of disabled children and has prepared a Disability Equality Scheme. This indicates regular reviews, actions taken and future plans. There are currently no children with mobility disabilities in school.
99. The school makes good provision to ensure the inclusive education of all pupils, regardless of their background and ability.

Leadership and management

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

Grade 2: Good features and no important shortcomings

100. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
101. The head teacher provides caring and sensitive leadership and successfully promotes shared values about learning, behaviour and relationships. Explicit aims and values are equally promoted by all staff ensuring that the school is a happy, secure and inclusive community. Relationships between members of staff and between members of staff and pupils are very positive and impact well on pupils' personal, social and educational development. The opinions of pupils of all ages are respected.
102. All staff are very committed to the school and the pupils in their care. They work well together as a team. Teachers shoulder significant responsibilities as subject leaders for aspects of the curriculum. They fulfil this role conscientiously. They are committed to raising standards of attainment in the subjects which they lead and have worked hard to review policies and schemes of work. The head teacher recognises the need to review teachers' managerial and school improvement roles in the light of staff changes and the implications of the revised curriculum and assessment arrangements in Wales. Classroom Assistants make a significant contribution in supporting teaching and learning. Administrative, support and caretaking staff make a positive contribution to the effective daily routines.
103. Good consideration is given to Welsh Assembly Government's priorities and to working with colleagues from neighbouring schools. The school has successfully implemented the Raising Attainment and Individual Standards (RAISE) initiative to target underachievement. The school has gained accreditation through the Basic Skills Agency Quality Mark, Investors in People and the Healthy and Eco Schools schemes. These initiatives have a positive effect on pupil achievement.
104. Appropriate, challenging and realistic challenges have been set to improve performance in the end of key stage assessment results.
105. Performance management arrangements are in place and agreed performance objectives are set and reviewed annually with all teaching staff. Relevant professional development opportunities are accessed, shared and discussed. At present, however, the process is not challenging enough and does not concentrate sufficiently on pupils' achievements.
106. The governing body is very supportive of the school and is provided with a wide range of information about the work of the school through the head teacher's report at each full governing body meeting. Governors help set the

school's strategic direction each year and contribute in discussion to whole school self-evaluation report and school development planning. The governors' involvement as effective 'critical friends' is at an early stage of development.

107. The governing body's role with regard to monitoring standards achieved by pupils has not been developed sufficiently. Currently governors are not effectively involved in evaluating the successes of whole school strategies, the quality of provision and the standards pupils achieve.
108. Governors fully satisfy all regulatory and legal requirements. All statutory policies, documents and procedures have been adopted and implemented.

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

Grade 3: Good features outweigh shortcomings

109. The findings of the inspection team do not match the judgement made by the school in its self-evaluation report. The inspection team identified shortcomings in the way performance is monitored and evaluated and in the effectiveness of planning for improvement. At present the process does not draw systematically on regular quality assurance procedures. These considerations resulted in the team awarding a lower grade.
110. Procedures for self-evaluation are continuing to evolve as the staff become more experienced and confident in this aspect of their work. Currently self-evaluations carried out by members of staff are based on informal discussions, reviewing assessments, scrutinising examples of pupils' work and visits by advisers. At present the process is not sufficiently systematic and does not concentrate specifically enough on evaluating standards achieved by pupils and what needs to be done to improve.
111. National Curriculum assessment information is carefully recorded and analysed to identify areas of under performance and the progress of specific groups of pupils, for example those involved in the RAISE initiative is carefully tracked. Subject leaders have begun to create portfolios to exemplify the range of work achieved in the some subjects. The school acknowledges, however, that insufficient use has been made of them to standardise the work to improve the quality of teaching and learning.
112. Members of staff and governors were involved in producing the school's self-evaluation document produced for this inspection. The views of parents were sought through questionnaires. The school council provides valuable opportunities for pupils to make their views known on a number of issues. The report is comprehensive and indicates strengths and areas for development, which on the whole, correspond to the judgement of the inspection team. However, it does not refer sufficiently to the standards pupils' attain and is not sufficiently explicit about what needs to be improved. It matches the grades

awarded by the inspection team in six of the key questions. In the other key question the inspection team awarded a lower grade.

113. The school development plan sets out a three year programme covering the period 2007-10. Whilst the key priorities identified for 2007-08 are generally appropriate to the school's development they do not focus sufficiently on pupil achievement, what needs to be improved and specific performance indicators by which progress can be measured. As a result the plan does not provide an effective tool for school improvement. The link between the self-evaluation process and the priorities listed in the school development plan is unclear.
114. Good features outweigh shortcomings with regard to progress in addressing the key issues for action identified in the previous inspection report. Although good progress has been made in addressing a number of the shortcomings identified in the previous report, planning for the progressive development of key skills and procedures for monitoring and evaluation have not been sufficiently developed.

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

Grade 2: Good features and no important shortcomings

115. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
116. The adequacy, suitability and use made of staffing, learning resources and accommodation is good. There are sufficient numbers of well qualified teachers who possess a good range of specialist knowledge to provide for the needs of pupils, including the under-fives and those with additional learning needs. Teaching assistants successfully support teachers and pupils throughout the school day and are valued members of the school community.
117. Teachers have a wide range of knowledge, experience and expertise which is used effectively to promote learning across the curriculum. Regular opportunities are taken to share expertise between all staff particularly, when new professional training related to the Foundation Phase takes place. Members of staff regularly extend their knowledge and expertise through relevant courses and visits to other schools. Courses are always linked to their continuing professional development needs and priorities in the school development plan. Overall the training has a positive impact on developments across the curriculum.
118. Teachers and support staff fulfil the duties outlined in their job descriptions well. The school has used the workforce remodelling resources effectively to extend management responsibilities. This has facilitated consistency in the day to day organisation throughout the school and impacted well on the standards of teaching and learning.

119. The school secretary, the caretaker and lunchtime staff all make a good contribution to the smooth running of the school. Lunchtime is a social occasion that is used to reinforce healthy eating habits.
120. Generally, appropriate, good quality learning resources for each area of the curriculum are easily accessible to all. Resources for bilingualism and multiculturalism are sufficient and developing well. However, the number and quality of the ICT resources are insufficient for the children and pupils on roll. Overall, economic and effective use is made of all available resources.
121. Teachers and pupils make good use of the school's restricted accommodation. The colourful displays around the inside of the school enhance and help provide a stimulating learning environment. The classrooms, although sufficient in number for the total number of pupils on roll, are small. This restricts pupils' participation in the full range of activities available; particularly in the light of the principles of the Foundation Phase. The hall is light and spacious but cluttered with equipment and resources. Generally, there is a lack of storage facilities throughout the school. The buildings and grounds are maintained to a good standard. Access to the school premises for those with physical mobility disabilities is limited.
122. The small soft play area for nursery children is well marked out for a good range of activities. With the exception of the nursery classroom none of the classrooms have ready access to the outside learning environment. Overall the outside learning facilities are limited.
123. Staff experience and expertise are used well for the benefit of all pupils. Appropriate arrangements enable teachers and support staff to keep up to date with current educational initiatives and new ideas in their areas of responsibility. Teachers also make good use of their planning, preparation and assessment time. Teaching assistants are managed and developed effectively and make a very good contribution to school life.
124. The head teacher and governing body carefully consider financial decisions with support from LEA officers. The investment in equipment and resources is suitably matched to targets in the school development plan. The head teacher has been innovative in utilising supplementary funding streams, for example the RAISE grant, to improve the quality of provision. This has had a substantial impact on learning skills throughout the school. The use of resources, including staffing, is regularly audited and reviewed to provide value for money. The school is aware of the need to draw up specific plans to eliminate its budget deficit and build a contingency reserve to provide for any unexpected or unplanned expenditure.

School's response to the inspection


The Governing Body, staff and pupils of Perth Y Terfyn Infants School would like to thank the inspection team for the thorough, professional and approachable manner in which they conducted the inspection. The team recognised that this is a good school with many strengths.

We are pleased that our Self-Evaluation closely matched the findings of the team and that the report also recognises that the school has made good overall progress since the last inspection.

We are very proud that the inspection team acknowledges that pupils feel secure within the caring, inclusive community which has been created. The skill and dedication of teachers and the care of support staff are duly acknowledged within the report. The inspection team also commented on the team spirit in the school, stating that teachers work very well together as an enthusiastic dedicated team committed to the vision of the school.

-In concluding our response to the inspection report, we would like to add that the recommendations and areas for further development will be incorporated into a new action plan. We will involve pupils in the self-evaluation of their work and continue to develop our assessment systems. A copy of the action plan in response to the inspection recommendations will be sent to all parents. The Governors' annual report to parents will report on the progress we are making on the inspection recommendations.

The Governing Body and staff are committed to maintaining the good standards already achieved and will continue to monitor and evaluate in order to further the success of Perth Y Terfyn Infants School for the benefit of all our pupils.



Appendix 1

Basic information about the school

Name of school	Perth Y Terfyn Infants School
School type	Primary inc Foundation Phase
Age-range of pupils	3-7
Address of school	Halkyn Road, Holywell Flintshire
Postcode	CH8 7TZ
Telephone number	01352 711417

Head teacher	Mrs. Yvonne Barker
Date of appointment	April 2001
Chair of governors/ Appropriate authority	Mrs. Karin Davies
Registered inspector	Mr. Goronwy Morris
Dates of inspection	12-14 January 2009

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	16	39	30	45	N/A	N/A	N/A	N/A	130

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	6	0.4	6.4

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	21:1
Pupil: adult (fte) ratio in nursery classes	8:1
Pupil: adult (fte) ratio in special classes	6:1
Average class size, excluding nursery and special classes	28.5
Teacher (fte): class ratio	1.1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2008	82.3%	91.0%	92.7%
Summer 2008	80.4%	89.4%	92.2%
Autumn 2008	81.6%	91.1%	91.8%

Percentage of pupils entitled to free school meals	36%
Number of pupils excluded during 12 months prior to inspection	2

Appendix 3

National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2008			Number of pupils in Y2:		25		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0.0	0.0	17	71	13
		National	0.2	3.5	13.8	63.0	19.4
En: reading	Teacher assessment	School	0.1	4	21	50	25
		National	0.2	4.8	14.9	55.2	25.5
En: writing	Teacher assessment	School	0.0	0	21	79	0
		National	0.2	4.8	15.9	67.8	11.3
En: speaking and listening	Teacher assessment	School	0.0	0	13	67	21
		National	0.2	2.4	10.7	62.8	23.8
Mathematics	Teacher assessment	School	0.0	0.0	12	60	24
		National	0.2	2.0	10.9	65.2	21.6
Science	Teacher assessment	School	0.0	0.0	12	72	12
		National	0.2	1.6	8.5	66.3	23.4

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	80%	In Wales	80.7%

- D Pupils who are disapplied under statutory arrangements from part or all of the National Curriculum (0.1% of pupils were also not awarded a level for other reasons)
- W Pupils who are working towards level 1

N.B. The general expectation is that the majority of 7 year olds will attain level 2.

Appendix 4

Evidence base of the inspection

Three inspectors spent six inspection days at the school. The head teacher attended team meetings as nominee on the inspection team.

The inspectors visited:

- 16 lessons or parts of lessons;
- every class; and
- daily acts of collective worship.

Members of the team met as a team at the start of the inspection and with:

- members of staff, governors and parents prior to the inspection; and
- the head teacher, teachers, support staff, the school council and groups of pupils during the inspection.

The team also considered:

- the school's self-assessment report;
- 24 responses to a parents' questionnaire;
- comprehensive documentation prepared by the school prior to and during the inspection; and
- a wide range of pupils' previous and present work.

After the inspection, meetings were held with members of staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr. Goronwy Morris Registered Inspector	Context Summary and Recommendations Key questions 1, 2, 5 and 6
Mr. Kerry Jones Lay Inspector	Contributions to Key Questions 1, 3, 4, 5 and 7
Mrs. Jean Hannam Team Member	Key question 3, 4 and 7; and contributions to Key Question 1 and 2
Mrs. Yvonne Barker Nominee	Contributions to all questions by providing information.

Contractor

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Acknowledgement

The inspection team would like to thank the governors, the head teacher, the staff, pupils and parents for their co-operation during the inspection.