

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

A Report on the Quality of Education in

**Henllan Community Primary School
Denbigh Road
Henllan
Denbighshire
LL16 5AW**

School Number: 6632127

Date of Inspection: 05/05/09

by

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Ysgol Gynradd Henllan 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 Ysgol Gynradd Henllan took place between 05/05/09 and 07/05/09. 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 **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. Henllan Community Primary School, which is maintained by Denbighshire Local Authority (LA) is situated in the village of Henllan, some three miles from the town of Denbigh. The school serves the village and the local agricultural community. Pupils' backgrounds and their attainment when they start school represent the full range of circumstances and attainment. 9 percent of pupils are registered as being entitled to receive free school meals. This is lower than the LA average of 12.8 percent and the percentage across Wales of 17.5 percent. English is the home language of about 90 percent of pupils. Baseline assessment results for the school are a little lower than the county average.
2. Currently, there are 59 pupils on the school register from reception age to year 6. Pupils are accepted to the school full-time, according to the policies of the LA, in the September following their fourth birthday. Children are accepted to the nursery for mornings only in the next full term that follows their third birthday; currently, six children attend the nursery part-time. 16 pupils have been recognised as having Special Educational Needs (SEN) including eight on 'school action plus' and four who have statements of Special Needs. No pupil in the school receives support for English as an Additional Language. One pupil is cared for by the LA.
3. The school has been through a period of linguistic change since October 2002 when the language policy and category of the school were changed from Category C to Category B, designating the school a Natural Welsh School, according to the guidelines of the Welsh Assembly Government (WAG). Every pupil in the Foundation Phase and years 1 and 2 experience learning areas through the medium of Welsh. Welsh is the main medium of teaching in key stage 2. English is formally introduced as a subject in key stage 2. The aim is to provide sufficient opportunities to ensure that pupils use both languages confidently by the time they transfer to the secondary school.
4. The head was appointed to her post in September 2005. As well as the head who has responsibility for a class for three days a week, there is one other full-time teacher. Additionally, there are two part-time teachers. The school was last inspected in July 2003.

The school's priorities and targets

5. The main objective of the school is to provide a safe and happy environment where every individual is appreciated. It aims to provide a first rate education, which reflects the needs of every pupil and enables each individual to reach his/her full potential. The need to prepare children to be full members of the bilingual society in which they live, is emphasised. The vision for developing pupils' bilingual competence is chronicled in the school motto:

'Hand in hand, two languages for life'.

6. In the School Development Plan (SDP) for 2008-09, priority is given to:
- incorporating the key skills more effectively into the curriculum in both key stages – especially in numeracy and Information and Communications Technology (ICT);
 - raising standards in Welsh reading in both key stages and English reading in key stage 2;
 - raising standards in mathematics in key stage 2;
 - revising mid-term plans according to the revised curriculum and assessment arrangements in Wales;
 - enriching the curriculum by working on the second year targets of the Healthy School, the Comenius Project and establishing the school as an Eco School; and
 - adapting the building and external play areas for the Foundation Phase.

Summary

7. Ysgol Henllan is a good school. There is a caring ethos and a very positive atmosphere based on good relationships and cooperation between all. This has an effective influence on pupils' achievement as they progress and develop to be confidently bilingual. The school has made good progress since the last inspection.
8. The findings of the inspection team match those of the school in all seven of the key questions.

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 2
7 How efficient are leaders and managers in using resources?	Grade 2

9. The number of pupils who take part in the NC assessments at the end of both key stages is too small to make meaningful comparisons with national data, subject by subject, on an annual basis. Statutory teacher assessments at the end of key stage 2 in 2008 show that 77.8 percent of pupils achieve the core subject indicator, i.e. the expected level in the three subjects of English or Welsh, mathematics and science, compared with a national average of 75.5 percent.
10. Considering data over a period of three years, and comparing the assessments for key stage 2 with the performance of the same pupils in key stage 1, their progress compares favourably with local and national progress rates. There is no significant difference between the performance of boys and girls.
11. Standards of achievement in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	83%	17%	0%	0%

12. These figures compare favourably with the national picture reported by Her Majesty's Chief Inspector in his annual report for 2007-2008. Nationally, standards are good or better (Grade 1 and 2) in 84% of lessons, and standards are outstanding (Grade 1) in 12% of lessons.
13. Overall, the quality of educational provision for children under five is appropriate to their needs, and children make good progress towards the results of the Foundation Phase.
14. In KS1 and KS2, in the subjects inspected, standards of achievement are as follows:

Inspection Area	Key Stage 1	Key Stage 2
Welsh	Grade 3	Grade3
Science	Grade2	Grade2
Information and Communications Technology	Grade2	Grade2
Art	Grade2	Grade2
Physical Education	Grade2	Grade2
Religious Education	Grade2	Grade2

15. Across the school, most pupils, including pupils with SEN, make good progress towards achieving their potential. The oral communication, reading and writing skills of the majority of pupils develop well in both languages. They use their mathematical, ICT, problem solving and creative skills effectively in several subjects. The bilingual

competency of the majority of pupils is very good. This is one of the strengths of the school.

16. Pupils' behaviour is good. This has a positive effect on the standards achieved. Attendance levels for the three full terms prior to the inspection are 95 percent. This is higher than LA and national averages. Punctuality is good.
17. The attitude of most pupils towards learning is good. They cooperate happily with each other. Nevertheless, pupils' ability to recognise for themselves how to improve their work, is insufficiently developed. This is recognised by the school.
18. Pupils of all ages make good progress in their spiritual, moral, social and cultural development. They show good appreciation of issues of equal opportunity.
19. Pupils' contribution to the life of the community is good. Their understanding of global citizenship is very good and one of the strengths of the school. All this gives them a sound foundation in the world of work and citizenship.

The quality of education and training

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

Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
10%	76%	14%	0%	0%

21. These figures are a significant improvement since the last inspection. The figures also compare well with the national picture reported by Her Majesty's Chief Inspector in his annual report for 2007-2008. Nationally, the quality of teaching is good or better (Grade 1 and 2) in 83 percent of lessons, and the quality of teaching is outstanding (Grade 1) in 16 percent of lessons.
22. In the lessons where teaching was judged outstanding, there are energetic introductions, exceptional questioning skills and language extension, as well as a range of teaching strategies which promote independent learning.
23. In the majority of lessons, there was evidence of thorough preparation and effective planning in response to the different ages and abilities within classes. In the few lessons where shortcomings were noted, there is an element of over-direction which affects the pace of lessons, and limits opportunities for pupils to plan and organise their own work.
24. Assessment, recording and reporting routines are good, operational and satisfy statutory requirements. The school recognises the need to include pupils more in the process of self-assessing their work.
25. The school offers a broad range of experiences which meet the needs and interests of pupils and satisfies statutory requirements. The development of key skills is given good attention. Provision for developing pupils' bilingual competencies is very good. Pupils' learning experiences are enriched by effective partnerships. Good attention is

paid to sustainable development and to developing pupils' understanding of healthy living. Provision for developing understanding of citizenship is one of the strengths of the school.

26. The quality of care, support and guidance offered to pupils is good. The school has clear policies and routines which contribute to pupils' well-being, health and safety whilst they are in the care of the school.
27. Provision for pupils' with SEN is good and meets the needs of the Code of Practice. Close attention is paid to their progress.
28. School routines pertaining to equal opportunities and maintaining good behaviour are operational and effective. This is reflected in the daily life and work of the school.

Leadership and management

29. The head offers clear leadership for the school. She receives good support from the deputy and the whole staff. Agreed aims and objectives are reflected well in the work and ethos of the school. The governing body is extremely supportive, hard working and thorough.
30. A culture of self-evaluation and planning for improvement exists within the school. The routines are comprehensive and inclusive, although they do not presently concentrate sufficiently on pupils' achievements. The priorities noted for improvement, on the whole, are suitable for the development of the school. Nevertheless, there exist insufficiently clear links between these priorities and the targets set for individuals and groups of pupils. This is recognised by the school.
31. The school has a sufficient number of teachers and support staff for the number of pupils. The commitment of the whole staff promotes the aims of the school effectively.
32. The space within the buildings and the site are sufficient for the number of pupils. Nevertheless, space does not fully meet the demands of the Foundation Phase. Displays within the school are attractive and stimulating, and create an environment which promotes teaching and learning.
33. There is an adequate supply of resources for all ages and they are used effectively for teaching and learning. The financial control of the school is good. The budget has been carefully overseen to ensure good value for money.

Recommendations

In order to improve, the school needs to:

- R1 continue to raise standards in Welsh in both key stages;
- R2 develop further the ability of learners to make decisions for themselves and become increasingly responsible for their own teaching;
- R3 enable pupils to understand what they need to do to improve their work and ensure progress;
- R4 create more structured opportunities for staff and the governing body to form a judgement as to how well pupils achieve;
- R5 refine the self-evaluation and planning process, in order to concentrate on raising the standards of specific groups of pupils; and
- R6 cooperate with the LA to ensure appropriate space for the Foundation Phase.

Recommendations R1, R2, R4 and R6 are already priorities in the self-evaluation report or the SDP.

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

34. The findings of the inspection team match the judgement of the school in its self-evaluation report.
35. The number of pupils who take part in the NC assessments at the end of both key stages is too small to make meaningful comparisons with national data, subject by subject, on an annual basis. Statutory teacher assessments at the end of key stage 2 in 2008 show that 77.8 percent of pupils achieve the core subject indicator, i.e. the expected level in the three subjects of English or Welsh, mathematics and science, compared with a national average of 75.5 percent.
36. Considering data over a period of three years, and comparing the assessments for key stage 2 with the performance of the same pupils in key stage 1, their progress compares favourably with local and national progress rates. There is no significant difference between the performance of boys and girls.
37. Standards of achievement in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	83%	17%	0%	0%

38. These figures compare favourably with the national picture reported by Her Majesty's Chief Inspector in his annual report for 2007-2008. Nationally, standards are good or better (Grade 1 and 2) in 84% of lessons, and standards are outstanding (Grade 1) in 12% of lessons.
39. Overall, the quality of educational provision for children under five is appropriate to their needs, and children make good progress towards the results of the Foundation Phase. They show positive attitudes towards learning, cooperate well together and undertake challenging tasks enthusiastically which strengthens and develops their learning.
40. In KS1 and KS2, in the subjects inspected, standards of achievement are as follows:

Inspection Area	Key Stage 1	Key Stage 2
Welsh	Grade 3	Grade3
Science	Grade2	Grade2
Information and Communications Technology	Grade2	Grade2

Art	Grade2	Grade2
Physical Education	Grade2	Grade2
Religious Education	Grade2	Grade2

41. Most pupils, whatever their age, sex, ability, social, ethnic or linguistic background, make good progress in acquiring skills, knowledge and understanding. They achieve agreed targets and aims. Pupils with SEN make good progress according to their ability.
42. Across the school, the oral communication skills of the majority of pupils with each other and with adults, develop well in both languages. The majority of pupils in key stage 1 listen well, communicate effectively with each other and read and write according to their age and ability. The majority are ready to contribute with understanding to class discussions. In key stage 2, the oral Welsh of the majority of pupils develop well. They listen closely to teachers and to each other and are very ready to discuss their work. They speak with increasing confidence with the most able group able to use relevant vocabulary effectively. Their ability to read in Welsh shows continued improvement across the key stage and the majority use reference books with understanding to gather information in several aspects of their work. The English reading skills of most pupils are good. By the end of the key stage, the majority read with understanding, a range of challenging texts. The majority use their writing skills effectively to record their work in both languages. Nevertheless, the quality of handwriting and presentation of several pupils does not reflect the standards achieved.
43. Across the school, the mathematical and problem solving skills of the majority of pupils develop well. They make effective use of their skills in several contexts, for example as they collect and analyse data. Most are very confident as they use ICT and make good use of their skills, for example as they collect and present information on different parts of the world, as they use a digital camera to develop their creative skills and as they use a sensor effectively in their science lessons.
44. The bilingual competencies of the majority of pupils are very good. They develop confident bilingualism and deal well with texts in both languages. This is one of the strengths of the school.
45. The attitude of most pupils towards learning is good across the school and this is reflected in the standards achieved. They contribute and concentrate well in their lessons. They cooperate happily with each other, and, across the school, they use their time effectively, taking evident pleasure in their experiences.
46. Pupils' ability to work independently under the direction of their teacher is good. Only a few of them show an appreciation of their level of achievement and are sufficiently confident to explain what they need to do to improve their work and aim for the improvement targets set for them. This is recognised by the school.
47. Pupils' behaviour is good. This has a positive effect on the standards achieved. They respect their teachers and also visitors who come to the school.

48. The school's attendance levels for the last three full terms are approximately 95 percent. This is higher than LA and national averages. Punctuality is good.
49. Pupils of all ages make good progress in their spiritual, moral, social and cultural development. They behave responsibly, respect each other and others, and show high levels of self discipline. They are able to cooperate successfully showing respect and care for others, their relationship with each other is good. They are aware of the need to keep healthy.
50. Pupils show good appreciation of issues of equal opportunity. They recognise, understand and respect a variety of faiths, aspects and cultural traditions within society.
51. Pupils' understanding of the world of work and the workplace is developing. Nevertheless, there is scope to develop further their entrepreneurial skills. Pupils have a number of opportunities to expand their understanding of the community and they take part in a broad range of community activities. They develop a very good understanding of the world around them. Their understanding of global citizenship is also very good and a strength of the school. All this gives them a sound foundation of the importance of the world of work and citizenship.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

52. The findings of the inspection team match the judgement of the school in its self-evaluation report.
53. In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
10%	76%	14%	0%	0%

54. These figures are a significant improvement since the last inspection. The figures also compare well with the national picture reported by Her Majesty's Chief Inspector in his annual report for 2007-2008. Nationally, the quality of teaching is good or better (Grade 1 and 2) in 83 percent of lessons, and the quality of teaching is outstanding (Grade 1) in 16 percent of lessons.
55. Teachers have good subject knowledge and are familiar with recent developments in the area by attending relevant courses. They have established very good relationships with pupils based on mutual respect and they create a climate which is commensurate with effective learning.
56. Teachers meet the language needs of pupils in both languages and ensure equal opportunities. Good use is made of the *athrawes fro* to promote the communication skills of linguistic latecomers.
57. In the lessons where teaching was judged outstanding, there are energetic introductions, exceptional questioning skills and language extension, as well as a range of teaching strategies which promote independent learning.
58. In the majority of lessons, there is evidence of thorough preparation and effective planning. There is a clear aim to the lesson, good guidance and a purposeful range of appropriate tasks which meet needs of the different ages and abilities within classes. There is a well-organised and positive atmosphere, good time management, and effective input by classroom assistants. Good questioning skills are used well and there is specific emphasis on improving pupils' language skills.
59. In the few lessons where shortcomings were noted, there is an element of over-direction which affects the pace of lessons, and limits opportunities for pupils to plan and organise their own work.
60. The school's assessment and recording routines are good, operational and satisfy statutory requirements. By means of teachers' continuous assessments, and the administration of regular standardised tests, effective use is made of the information to prepare appropriate work for individuals, and to check schemes of work if needed. The school analyses the results of NC assessments carefully and the data is used purposefully to improve the quality of teaching and raise standards.

61. The portfolios in the core subjects contain samples of work which have been analysed and levelled through a process of moderation, and as such, give a clear picture of the child's level of attainment. Assessment and progress record books are used effectively and purposefully to record individual assessments.
62. The school marking policy is clear. Praiseworthy comments are offered often, but constructive comments to help pupils understand what is needed to improve their work, are inconsistent. The school is currently engaged in the practice of encouraging pupils to evaluate their own work in order to promote self assessment skills.
63. Reports to parents meet statutory requirements and, in the core subjects, clearly show what pupils have achieved. In foundation subjects, there is a tendency to concentrate too much on the experiences pupils have enjoyed rather than what they have achieved. Reports do not always clearly show the improvement targets for the future. There are three annual opportunities for parents to attend meetings to discuss the work of their children. Regular opportunity is given to parents by means of an open door to discuss any aspect of their children's work informally if needed. Parents appreciate these opportunities.

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

64. The findings of the inspection team match the judgement of the school in its self-evaluation report.
65. The school offers a broad range of experiences which meet the needs and interests of pupils, satisfies statutory requirements, and ensures equal opportunities for all
66. Overall, the quality of educational provision for children under five is appropriate to their needs, and children make good progress towards the results of the Foundation Phase. Every child is able to take full advantage of the experiences and opportunities planned, both within and outside. Planning in key stage 1 and key stage 2 in all subjects is thorough, gives a clear lead to teachers and ensures appropriate progression and continuity between the years. The school has begun to revise its plans in response to the Foundation Phase and to the revised curriculum and assessment arrangements for key stage 2 in 2008.
67. The requirements of the Cwricwlwm Cymreig are met. Good attention is paid to the study of modern Wales through the provision for the Cwricwlwm Cymreig which permeates the work of the school in several subjects. Pupils learn about the heritage of Wales through a study of leaders, e.g. Saint David and Bishop William Morgan.
68. The development of key skills is given good attention and they are carefully woven into plans. The school succeeded in renewing the Quality Mark of the Basic Skills Agency during 2006.
69. The school has a good range of extra-curricular, cultural and community activities such as fairs, concerts and other activities. These aspects of the work of the school are very evident. A number of pupils take part in the activities of Urdd Gobaith Cymru

and they evidently benefit from, and enjoy the experiences. Parents also contribute well and the 'Friends of the School' work hard in support of the school. A number help, including the community, in the work of the school. The school is very important within the village and the area. Regular visitors and speakers to the school have been carefully and purposefully arranged to expand and enrich pupils' experiences. The influence of these activities is seen in the good standards achieved.

70. Spiritual, moral, social and cultural development is nurtured very effectively. Appropriate consideration is given to the framework for Personal and Social Education. Collective worship sessions meet statutory requirements and are successful events where Christian, moral and spiritual feelings are shared. Pupils deal with different cultures and religions in a mature and conscientious fashion. 'Circle Time' sessions and class activities contribute well to pupils' understanding of moral and social issues. All this helps them to respect truth and justice. The school contributes regularly to community activities and charities. This enriches the education and personal development of pupils, and prepares them for becoming responsible members of their community.
71. Pupils' learning experiences are enriched by effective partnerships and good links and partnerships with parents and the community. Pupils play a prominent part in religious services, concerts and eisteddfodau.
72. The school responds well to the needs of employers and the wider community. The school has a good range of links with business to promote work related education and also vocational discoveries. Additionally, a number of people from the workplace, at times discuss their work with pupils as part of the educational programme.
73. Provision for developing pupils' bilingual skills is very good. The introduction of aspects of subjects through the medium of Welsh and English promotes their development very well.
74. The attention paid to sustainable development is good. The school has received the Bronze award for this work. The school is also an Eco school. Work has been completed on wildlife, landscape and rivers whilst recycling and saving energy are given deserved attention. The school is a Healthy School with good emphasis in promoting health. The school has just received the certificate for its second accreditation.
75. The Comenius Project is pioneering with exceptional links with a number of European countries such as Slovenia, Italy, Romania and others, which have included visits by teachers. The publication of the Comenius handbook is excellent, and includes the children's work. The booklet has been sold locally through a partnership with the village shop. A very substantial grant has been received from the British Council for the Comenius Project in the face of considerable competition. Additionally, there is a link with a Welsh establishment in Wisconsin in America. The head also has taken advantage of a visit to Japan with other teachers from Wales to study leadership and management. The contribution of this towards enriching pupils' education is very sound. Good attention is also given to Fair Trade. All this enriches the work and experiences of pupils and sets sound foundations for lifelong learning.

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

Grade 2: Good features and no important shortcomings

76. The findings of the inspection team match the judgement of the school in its self-evaluation report.
77. The quality of care, support and guidance offered to pupils is good. Effective routines are in place, which ensure that these are implemented consistently and fairly. There is a caring happy ethos and a very positive atmosphere based on very good relationships and cooperation between everybody. All the staff know their pupils well and every learner, of whatever age and ability, receives every opportunity to develop educationally, personally and socially. Because of this, learners feel comfortable in their ability to turn to any member of staff for guidance or help.
78. Links with parents are good. The standard of communication, meetings, reports, letters, including information contained about activities, are good. The Home-School Agreement, Parents' Handbook, and the Annual Report of the Governors also meet requirements. The school has fostered a good partnership with other primary schools within the catchment.
79. The youngest children, when they start in school, settle quickly and receive good support from their teachers, assistants and the older children of the school. The arrangement for transferring year 6 pupils to local secondary schools is good with useful visits from transfer teachers.
80. The school provides personal support and guidance of good quality to all pupils. Useful sessions are held in school by specialists, e.g. the Children and young people's Health Advisor, the Police, psychologists and social workers. The support given to linguistic latecomers by the *athrawes fro* is very effective.
81. All policies and required routines are in place including an equality plan and a disability action plan. They are all comprehensive, and carefully designed. Registers and the attendant administration, with good recording, meet the requirements of WAG Circular 47/06. The monitoring of attendance, behaviour and pupil performance is effective. Routines for behaviour, discipline and anti-bullying are also good, with close supervision during break times. This was confirmed in the discussion with the School Council.
82. The school has clear policies and guidelines for child protection which are understood by all in the school. There are also policies and clear routines which contribute to pupils' well-being, health and safety whilst they are in the care of the school. Matters which are a cause for concern receive immediate and swift attention. The safety of the building is good. Traffic is effectively managed. Good attention is paid to healthy lifestyle and appropriate emphasis on what contributes to healthy eating.
83. Provision for pupils with SEN is good and meets the requirements of the Code of Practice. The school has appropriate routines for recognising pupils with SEN early, and providing additional appropriate support from them. Staff attitudes are positive and supportive and pupils with SEN have full access to the curriculum. There is good cooperation between teachers and learning assistants and this has a positive

influence on pupils' achievement. Pupils also benefit from support by other services which visit the school regularly. Close attention is kept regarding their progress and the school cooperates effectively with parents, agencies of the LA and the local secondary schools. The Individual Education Plans (IEPs) are of good quality and are regularly reviewed. The specific learning targets correspond appropriately to the needs of the individual pupil. There is clear evidence of the progress made by these pupils in response to the support.

84. The SEN coordinator keeps a detailed eye on all routines to ensure a high quality service. She has detailed information on the needs of pupils and cooperates well with all teachers. The cases and targets of individual pupils are discussed regularly with everybody contributing to the detailed records which are kept. There is an useful and purposeful link with the nominated governor.
85. School routines which concern good behaviour, eliminating oppressive behaviour and promoting good relationships between all pupils are implemented. Although only a small number of pupils evidence behavioural problems, the staff recognise the appropriate skills and strategies to respond effectively to any incidence. Full and effective use is made of external agencies if required.
86. The school supports and guides effectively to ensure equality of opportunity, race and cultural diversity. Every child, of whatever background, is respected and treated equally, with equal access to school activities. The routines and policies of the school are fully inclusive. The School Council is operating promisingly but has not yet fostered sufficient confidence and initiative to contribute fully to the life of the school.
87. No example of stereotyping was seen during the inspection. Specific steps are taken to eliminate differentiation of any kind. This judgement is supported by pupils during their discussions with inspectors. By means of projects such as Comenius, pupils show a good understanding of the situations of people and children in other countries and learn to respect and accept differences and similarities in races. The school is successful in encouraging pupils to understand people's way of life in other countries.

Leadership and management

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

Grade 2: Good features and no important shortcomings

88. The findings of the inspection team match the judgement of the school in its self-evaluation report.
89. The head has sound values and offers clear leadership for the school. She receives good support from the deputy and all the staff. Appropriate aims and policies have been drawn up which concentrate on the needs of pupils. These are reflected in the daily life of the school. High expectations and common values regarding learning, behaviour, relationships and equal opportunities are shared. This has a beneficial effect on pupils' achievement.
90. Good consideration is given to national and local priorities with good emphasis on the principles of a Healthy School and a Green School. The school has succeeded in gaining the second accreditation of the Quality Mark from the Basic Skills Agency in 2006, and Investors in People in February 2009. The school has responded positively in preparing for the Foundation Phase and in revising termly schemes of work in response to the revised curriculum and assessment arrangements for pupils in key stage 2. There is good cooperation with other local schools within the cluster, for example in developing aspects of Physical Education and Games, and in moderating KS2/KS3 assessments.
91. The school has an appropriate means of setting whole school targets at the end of the two key stages. The targets are realistic and achievable. Nevertheless, there is no obvious link between these targets and the targets noted for individuals and groups of pupils, nor clear strategies for achieving the targets set.
92. Staff shoulder a good proportion of responsibilities for aspects of the curriculum. They contribute and cooperate effectively to the development of the school. Effective performance management has been established for improving staff's skills and competencies. Good opportunities are provided for staff to attend appropriate courses. The school is aware of the need to expand opportunities for staff to share good practice within the school and further afield.
93. The governing body is extremely supportive of the head, works hard and is thorough. Regular meetings are arranged and minutes of their discussions and decisions are kept in a correct and orderly fashion. By means of the termly reports of the head and visits by individual governors, the governing body has a clear picture of the activities of the school. Nevertheless, the role of the governing body in monitoring standards which pupils achieve is insufficiently developed. This is recognised by the school.
94. The governing body satisfies all the statutory duties set upon them and the appropriate policies are in place. The Annual Report of the Governors to parents meets requirements.

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

Grade 2: Good features and no important shortcomings

95. The findings of the inspection team match the judgement of the school in its self-evaluation report.
96. The head and staff show complete commitment to high standards and are increasingly active in the process of self-evaluation. They are aware of the strengths of the school and aspects for development.
97. Comprehensive self-evaluation routines have been established. A number of means are included within routines including looking at learning plans, discussing examples of pupils' work, observing teaching and carefully analysing the results of formal assessments. Nevertheless, the process to date has not concentrated sufficiently on evaluating standards achieved by pupils and what needs to be done to improve. This is recognised by the school.
98. The process is inclusive and the school is active in seeking the opinions of learners, staff, pupils and governors. Parental and pupils' responses to questionnaires are analysed carefully. Pupils are also able to voice opinion through the school council.
99. The self-evaluation report drawn up by the school before the inspection is comprehensive and honest. It reveals strengths and areas for development. The findings of the inspection team match the judgement of the school in the seven key questions.
100. The priorities set in the SDP, on the whole, are appropriate to the development of the school. Methods of implementation are noted under the respective priorities along with the expected outcomes and the proposed monitoring. Also noted are the responsibilities for action and resources are allocated for supporting developments. Nevertheless, the success criteria are not sufficiently specific in terms of the achievements of groups of pupils. This is recognised by the school.
101. The school has made good progress since the last inspection. Appropriate action steps were taken to respond to all the key issues. The steps taken have had a positive effect on pupils' standards of achievement in Welsh, science and in religious education. The organisation for current planning ensures that the key skills of numeracy and ICT are clear in schemes of work. The school recognises the need to continue to develop consistency in marking and the monitoring role of curriculum leaders.

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

Grade 2: Good features and no important shortcomings

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

103. The teacher-pupil ratio is good. The qualifications of teachers and assistants are appropriate to their responsibilities. They attend in-service trainings meetings to update their knowledge and transfer appropriate aspects effectively to improve the school and teaching. The school ensures that support staff work effectively by planning, teaching and recording pupils' progress in cooperation with teachers. They all work well as a team.
104. Classrooms offer sufficient space for the number of pupils. Displays of pupils' work make rooms look attractive and show that the school appreciates the achievements of pupils. There is considerable space in the hall for holding practical activities and whole school meetings and effective use is made of it. Outside space is very attractive for the nursery and reception class but limits the flexibility of pupils in years 1 and 2 to respond to the challenge of the Foundation Phase.
105. The school is kept and maintained well, and standards of hygiene are high. The school environment is in very good condition. It is neat and well kept. The environment of the school includes a garden and play field and is a lovely resource. It is used exceptionally well. The yard is sufficiently large and well surfaced. Appropriate attention is given to any structural issue which is a cause for concern. Traffic, at the start and the end of the day is managed effectively. Safety is also effective. The building, for the most part, is suitable for pupils with disabilities.
106. There is a good supply of resources in the school for all ages. They are of good quality, accessible to pupils and teachers and meet the needs and requirements of the curriculum. New resources are provided according to the priorities in the development plan.
107. The school operates according to statutory requirements to remodel the workplace and to allow non-contact time for teachers. Teachers have a fair allocation of responsibilities and administrative tasks are kept to a minimum. Effective use is made of the time for planning, preparing an assessing. This has led to improvements to the educational provision in general.
108. The financial management of the school is good. The head and the governing body oversee the budget carefully and review the needs of the school regularly to ensure good value for money.

Standards achieved in subjects and areas of learning

Welsh first language

Key stage 1: Grade 3: Good features outweigh shortcomings

Key stage 2: Grade 3: Good features outweigh shortcomings

Good features

109. The majority of pupils across key stages 1 and 2 make good progress in speaking, listening, reading and writing skills.
110. In key stage 1, pupils display the ability to listen closely to the teachers and to each other's contribution. The majority, according to their ability, use appropriate vocabulary to convey their ideas and experiences clearly.
111. By the end of the key stage, the majority of pupils read simple texts sensibly and correctly, and begin to use appropriate strategies successfully to attain meaning. The most able pupils are ready to express opinions on what they read and repeat parts of the text correctly. They are able to relate to experiences which are within the story.
112. The writing skills of the majority of pupil develop appropriately. They develop appropriate vocabulary and syntax in their work and by the end of the key stage, the most able pupils are able to link and sequence sentences successfully. They spell well on the whole and they have an increasing appreciation of punctuation.
113. In key stage 2, the majority of pupils respond very confidently to teacher's questions as they take part in a variety of oral presentations across the curriculum. All the pupils speak naturally with adults and visitors regarding their work. By the end of the key stage, a good number are able to discuss a range of subjects confidently and in an extended fashion.
114. Pupils in key stage 2 read independently at levels which are commensurate with their age and ability. They are enthusiastic readers with some able to discuss their favourite authors. The most able pupils show good confidence and expression. They use a range of sources, including the internet, in order to recall and collate information in their studies across the curriculum.
115. Pupils in key stage 2 make consistent progress in writing according to their ability. By the end of the key stage, the majority of pupils write confidently using a range of different styles for the purposes of different audiences. They have an increasing understanding of the conventions of grammar and sentence structure. Most punctuate correctly. The spelling of the majority is accurate.

Shortcomings

116. The ability of pupils in key stage 1 and 2 to write in an extended fashion is insufficiently developed.
117. Not enough pupils in key stage 2 read more challenging books.

118. Although some pupils in key stage 2 understand the purpose and process of discussing, drafting, redrafting and paragraphing, these elements are not evident in the current work of the majority of pupils.

Science

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

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

Good features

119. Pupils in key stages 1 and 2 discuss their work confidently and show an increasing mastery of scientific vocabulary. They use equipment safely and are aware of the need to pay attention to factors of health and safety.
120. Pupils in key stage 1 show increasing understanding and knowledge of science by exploring the familiar world around them. They make detailed observations by sorting, grouping and comparing different objects and materials. They make simple records of their findings in drawings and simple sentences.
121. The majority name the main parts of the body correctly and discuss with understanding what is needed for human beings to keep alive. They are able to discuss their work with understanding.
122. The majority of pupils in key stage 2 find and use a range of scientific evidence, knowledge and ideas. They organise and express their findings using appropriate scientific vocabulary and display these in simple tables and graphs.
123. Across the key stage the majority are increasingly aware of fair testing and they plan their research in an organised fashion making their own decision on the variable to change and what to measure. They make detailed observations and measurements. They use ICT equipment skilfully for example as they use a sensor to make measurements of sound and light.
124. The majority communicate their findings effectively using their ICT skills to record data and create simple graphs. They come to sensible conclusions on the basis of their research and observations and are able to offer explanations for what they have found.

Shortcomings

125. There are no important shortcomings

Information 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

126. In key stage 1, most pupils create effective pieces of writing on screen, and adapt the text according to what is required. The majority save their work with help, and the most able save, recall and adapt it before printing. They correctly input information into a ready data base, and represent this in graph form.
127. Pupils in key stage 1 are confident as they use the mouse to move objects across the screen. They use art packages effectively to create pictures and patterns. They have a basic understanding of controlling movement by inputting instructions into a floor toy. They discuss their work confidently.
128. The skills of most pupils in key stage 2 in terms of organising, adapting and presenting information, are good. Across the key stage, pupils are increasingly competent as they use electronic means of sharing and exchanging information. They discover information from a range of sources including websites and adapt this to specific purposes. They become increasingly confident and independent, saving and recalling their work and adapting it by changing the font and setting borders.
129. By the end of the key stage, the majority of pupils show secure mastery of a word processor and they use a wide range of techniques confidently in order to set, edit and create an effect, for example as they create a story in pictures. They are skilful as they move text from one document to another, and as they prepare a multi-media presentation.
130. They make effective use of computer equipment to extend their work in several aspects of the curriculum. They make very effective use of a digital camera and art package to record their visit to a nearby forest. They also make effective use of a light sensor to further their experimental work in science. Their skilful use of an animation package is striking.
131. The majority of pupils in key stage 2 are aware of the use that can be made of ICT to record data and to organise this in graph form.
132. Older pupils make effective use of the learning platform and they are confident as they search for websites and send email messages. They responsibly discuss matters which are to do with internet safety.

Shortcomings

133. There are no important shortcomings

Art

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

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

Good features

134. In both key stages, pupils use a broad range of media and techniques to produce work of good quality. The great majority investigate, experiment and analyse well the techniques of artists which work in different media. They are able to discuss the

properties of the work of these artist and emulate their styles effectively in their own work.

135. In key stage 1, pupils make good use of a broad range of resources and media as they draw, paint and create from observations and from memory. They observe portraits carefully and experiment creatively as they create portraits of each other, beginning to show an appreciation of visual elements such as tone and line.
136. They display good cutting and gluing skills. They research effectively how to create patterns, for example in the style of Henri Matisse, and they are aware of the effects that can be created.
137. In key stage 2, pupils show good appreciation of line, tone, pattern, texture, shape and form. They record images and ideas effectively in several media on the basis of observation, experience and the imagination. They review and change their work when they recognise the need, and do so confidently and successfully.
138. They respond imaginatively as they create landscapes using a variety of equipment and techniques skilfully. They make good use of the environment and of the work of a local artist to create two and three dimensional images. They make very effective use of computer equipment to experiment with different artistic techniques to create original and creative products. Their ability to appraise their work and discuss the good features and shortcomings is developing well.
139. The varied displays seen on the walls of every class and in the corridors exhibit the good work which is produced by pupils.

Shortcomings

140. There are no important shortcomings

Physical education

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

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

Good features

141. In key stages 1 and 2, pupils work energetically and respond well to instructions, and concentrate well as they work. They show good appreciation of the requirements of safety as they move across the hall.
142. They are very aware that exercise is important for health and fitness. They work as individuals and in pairs, experimenting and evaluating their work confidently.
143. In key stage 1, pupils show good control of basic body management skills as they move. They show good appreciation of the skills of throwing, catching and moving with bean bags. They make very good use of space and they move confidently, sequencing movements effectively.

144. In key stage 2, in the gymnastics and athletics lesson, pupils' body management technique is developing well. Everybody cooperates well individually and in groups showing good self discipline.
145. Pupils make good use of space as they move confidently around the hall, sequencing movements and shapes in an effective manner. Pupils have good knowledge of the properties of basic gymnastic shapes. Their ability to work creatively using large equipment is a good feature. They maintain balance successfully through a range of effective movements.

Shortcomings

146. There are no important shortcomings

Religious education

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

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

Good features

147. In key stages 1 and 2, pupils are aware that the Bible is a holy book. They have good information about Bible stories. They are able to relate stories from the Old Testament and the New Testament successfully. They write personal prayers for specific purposes and they understand the purpose of prayers.
148. Pupils in key stage 1 have visited local places of worship, and this has added considerably to their knowledge and understanding of Christian practises. They discuss Church symbols confidently. They begin to understand that there are other religions apart from Christianity that are practised around the world.
149. In key stage 2, pupils understand that Christianity is the main religion in Wales and are able to talk about some features of the life of the Christian. They are able to discuss a religious service effectively. They know about the Christian festivals and can knowledgeably discuss e.g. the purpose of baptism and the events of Christmas and Easter. Their knowledge and understanding of Christian practises have benefited significantly from a visit to the Cathedral at St Asaph.
150. Their knowledge of other religions is developing well and they are able to discuss the main features and ways of life of the Hindu and Jew. They are able to name and describe different objects that are used, explaining their purpose and meaning.
151. They express opinion well on subjects such as faith, care and friendship, and they are aware of the life circumstances of people who are less fortunate than themselves. They confidently discuss the importance of looking after the world and their role in the process.
152. They describe the features in the lives of famous people who have been important leaders, such as St David and Bishop William Morgan.

Shortcomings

153. There are no important shortcomings.

School's response to the inspection

154. The head, staff, governors and pupils of Ysgol Henllan wish to thank the inspection team for the professional manner and courtesy shown as they inspected the school. They came to understand and know the school in a short space of time, identifying and recognising its strengths. This gives confidence and motivates the staff and governors to develop the vision further for the benefit of pupils and the community.
155. Inspectors agreed with the self-evaluation of the school and the recommendations of the report will be incorporated into the School Development Plan. A copy of the school action plan in response to the recommendations will be sent to all parents and the annual report of the governors will report on the progress achieved.

Appendix 1

Basic information about the school

Name of school	Ysgol Gynradd Henllan
School type	Primary inc Foundation Phase
Age-range of pupils	3 - 11
Address of school	Ffordd Dinbych, Henllan
Postcode	LL16 5AW
Telephone number	01745 812959

Headteacher	Mrs Menai Baugh
Date of appointment	1.09.05
Chair of governors/ Appropriate authority	Mrs Fiona DuPays
Registered inspector	Mr Goronwy Morris
Dates of inspection	5-7.05.09

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	3	7	11	4	4	7	6	17	59

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	2	3.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	18:1
Pupil: adult (fte) ratio in nursery classes	5:1
Pupil: adult (fte) ratio in special classes	NA
Average class size, excluding nursery and special classes	18
Teacher (fte): class ratio	1.1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2008	90%	95.6%	95.4%
Autumn 2008	96.2%	93.1%	95.0%
Spring 2008	87%	90.8%	92.5%

Percentage of pupils entitled to free school meals	9
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	4
As the number of pupils eligible for assessment at the end of key stage 1 was fewer than five, summary information is not included		

National Curriculum Assessment Results End of key stage 2:

National Curriculum Assessment KS2 Results 2008	Number of pupils in Y6	9
As the number of pupils eligible for assessment at the end of key stage 2 in was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by teacher assessment			
In the school	77.8%	In Wales	75.5%

- 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

Three inspectors spent an equivalent of six inspection days in the school. Additionally, a peer assessor was part of the team.

Inspectors visited:

- 25 lessons or part sessions;
- every class;
- collective worship

Team members held a meeting at the start of the inspection and had meetings with:

- staff, governors and parents;
- the head and teachers, the school council and groups of pupils during the inspection;

The team also considered:

- The school self-evaluation report;
- 15 responses to a parental questionnaire;
- comprehensive documents provided by the school before and during the inspection;
- a broad range of pupils' previous and current work;

The head in her role as nominee attended all team meetings.

Following the inspection, the inspection team held meetings with 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 Science Information and Communications Technology Art
Mr William Owen Lay Inspector	Contributions to Key Questions 1,3, 4, 5 and 7
Mr Merfyn Lloyd Jones Team Inspector	Key Questions 3, 4 and 7, and contributions to key questions 1 and 2. Welsh first language Physical Education Religious Education
Mrs Annwen Watkins	Contributions to all questions.
Mrs Menai Baugh	Contributions to all questions by providing information.

Acknowledgement

The inspectors who visited the school would like to thank the governors, head, and staff for the cooperation and courtesy shown to them during the inspection.

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