

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

A Report on the Quality of Education in

**Ysgol Penmorfa
Dawson Drive
Prestatyn
Denbighshire
LL19 8SY**

School Number: 6632059

Date of Inspection: 30 June 2008

by

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Ysgol Penmorfa 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 Penmorfa took place between 30/06/08 and 03/07/08. An independent team of inspectors, led by Wil Williams undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **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. Ysgol Penmorfa is a very large primary school with 19 classes, centrally located in the town of Prestatyn, North Wales. The school's numbers on roll have declined steadily over the past four years and presently stand at 503 full-time pupils and 52 part-time nursery children. Most pupils who attend the school live in the immediate area.
2. Children are admitted into the school full-time at the beginning of the term following their fourth birthday. They are organised into nineteen mixed ability classes in key stages 1 and 2 and into three classes in the early years. Pupils are taught by 28 teachers, including the head teacher (23.3 full time equivalent), and two full time and twelve part time classroom support staff.
3. The school reports that approximately 75 per cent of pupils come from homes that are in the main, neither prosperous nor economically disadvantaged and that 25 per cent of pupils come from relatively disadvantaged backgrounds. There are 17 per cent of pupils eligible to receive free school meals which is similar to the local and national averages.
4. The pupil population is predominantly white and English-speaking with only a small proportion of pupils from a minority ethnic background. Less than 1 per cent of pupils receive extra support in learning English as an additional language (EAL). No pupils speak Welsh as their first language, but other languages spoken in a few homes include Bengali, Russian and French.
5. Baseline information shows that pupils enter the school with a profile that is consistently lower than the Local Education Authority (LEA) average. Approximately 28 per cent of pupils have additional learning needs (ALN) which is significantly higher than the national average, five of which have a statement of additional learning needs. Eight pupils are 'looked after' by the local authority.
6. The school was last inspected in June 2002. The present head teacher was appointed in September 1997.

The school's priorities and targets

7. The school's aims to be an inclusive school, establishing firm foundations for lifelong learning which provides its pupils with rich experiences that assist them to take full advantage of all their talents.
8. The school's main priorities and targets for the 2008-09 period include to:
 - implement changes to policies and schemes with the introduction of the Foundation Phase and the revised National Curriculum in September 2008;
 - raise standards in pupil performance at end of key stage 2 in the core subjects; and
 - increase the rigour of subject monitoring to further raise standards.

Summary

9. This is a good school which has high expectations of pupils and staff. The head teacher has a clear vision for improving and developing the school and is ably supported by the senior management team, staff and governors. They work very effectively as a team providing the school's development with a clear sense of direction.
10. Very good progress has been made in addressing all six key issues that were identified in the previous inspection report.

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

11. The school's judgements in its self-evaluation report agreed with the inspector's findings in all seven key questions.

Standards

12. In the subjects inspected, standards of achievement are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6%	78%	15%	1%	0%

13. These percentages are higher than the Welsh Assembly Government (WAG) target for 2010 and are comparable to the national picture reported by Her Majesty's Chief Inspector (HMCI) in the latest annual report.
14. The quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
15. Standards of achievement in the subjects inspected in key stage 1 and key stage 2 are as follows:

Subject	Key stage 1	Key stage 2
English	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Information technology	Grade 2	Grade 1
History	Grade 2	Grade 2
Art	Grade 2	Grade 2
Music	Grade 2	Grade 2

16. Pupils in both key stages, including those with additional learning needs, achieve good standards in their knowledge, understanding and skills.
17. Pupils of all ages make good progress in their communication and mathematical skills and in their information and communications technology (ICT) skills.
18. Pupils in most classes respond positively, to opportunities to speak Welsh and a small minority are willing to speak the language in informal situations. However, their ability to use Welsh confidently in different curricular contexts is limited.
19. Pupils' attainment at the end of key stage 1 in 2007 was significantly better than the local and national performance. Key stage 2 performance was generally comparable to local and national averages.
20. During the past three years key stage 1 attainment has been in the best performing 50 per cent of schools which have a similar percentage of pupils eligible to receive school meals. Key stage 2 attainment has generally been in either the lowest 50 or 25 per cent of similar schools.
21. Pupils of all ages make good progress in their personal social and learning skills. They show a good interest in their work, are well motivated and make good progress towards fulfilling their potential. Standards of behaviour in almost every class are very good.
22. Pupils' knowledge and understanding of the local community is good. However, they only have a limited awareness of the workplace.
23. Overall, the level of attendance averages around 94 per cent over the last three terms which is similar to the national average for all Welsh schools.

The quality of education and training

24. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
10%	75%	14%	1%	0%

25. The number of lessons where teaching is Grade 2 or better is slightly higher than the WAG target for 2010 that 80 per cent of teaching should be Grade 2 or better. They are also comparable to the national picture reported by HMCI in her latest annual report where 14 per cent of teaching nationally was Grade 1, 66 per cent Grade 2 and 18 per cent Grade 3.
26. Teaching in the under-fives is consistently good with a wide range of activities that motivate children and which are clearly linked to the Desirable Outcomes for Children's Learning.

27. Where there are outstanding features in teaching class organisation is extremely effective and the tasks provided fully motivate and involve all pupils.
28. Good features include well planned use of ICT and tasks that meet the needs of learners of all abilities and interest.
29. Where there are shortcomings in teaching the use of Welsh is inconsistent and not all pupils are suitably encouraged to be fully engaged in their learning.
30. Generally systems and procedures for assessing, recording and reporting pupils' progress have good features that outweigh shortcomings.
31. Progress of the under-fives is regularly reviewed and careful well documented records are kept. Children's progress from baseline assessment is monitored systematically in all areas of learning to good effect.
32. The recently revised assessment systems at key stage 1 and 2 are mainly based on published tests and data analysis for English, mathematics and science. Teachers keep systematic records of the progress of pupils in their class but there is no clear whole-school system for tracking pupils' progress.
33. As pupils move through the school, there are systematic procedures for recording their progress.
34. Pupils in each class have individual targets but many are too vague to impact directly on learning.
35. End of year written reports comply with statutory requirements and, in most instances, give useful information about progress in individual subjects.
36. The curriculum meets the needs of a range of pupils. It is equally accessible to all and meets statutory requirements.
37. There are appropriate arrangements to ensure that all pupils develop the key skills of language and communication, using and applying mathematics and ICT.
38. Provision for out-of-hours activities and the enrichment of the curriculum through a wide and varied range of clubs, both cultural and sporting is good.
39. Good provision is made for promoting pupils' spiritual, moral, social and cultural development. It is effectively integrated into the daily life of the school. Many worthwhile opportunities are provided for pupils to discuss sensitive issues and to take responsibility for various aspects of school life.
40. The school actively promotes pupils' cultural development, especially the culture of Wales.

41. The school's partnership with parents is very good. There is an active Home/School Association and parents and other family members regularly volunteer to support pupils' learning.
42. Good links have been established with the community, other neighbouring primary schools and the local secondary school.
43. The school acts in a sustainable way and is working towards the Eco Award. Suitable attention is given to global citizenship within the geography curriculum.
44. Arrangements to manage the care and support provided for pupils are good with no important shortcomings. As a result all pupils, including the most vulnerable, are well supported by the adults who work in the school, as well as by a good range of external agencies. Adults know pupils well and in discussion pupils confirm they feel safe and able to ask any adult for help.
45. The school council is well established and effectively represents pupils' opinions. It provides them with a voice and as a consequence their views can be heard, listened to and acted upon when appropriate.
46. There are clear policies and appropriate procedures to ensure everyone's health, safety and well-being.
47. The quality of provision for pupils with additional learning needs is good. Well-focused early intervention is a strength of the school and ensures that appropriate support is put into place as soon as pupils' needs are assessed.
48. Support for pupils whose behaviour impedes their progress is good and there are clear policies to promote equal opportunity, gender and racial equality. There is a detailed Disability Equality Scheme which is accompanied by a well-focused action plan.

Leadership and management

49. Common values about learning, behaviour and relationships are shared by all teaching and support staff. This contributes effectively towards giving the team a common purpose and a sense of unity.
50. The roles and responsibilities of governors are clearly understood by all. Governors are well informed about the school's needs and priorities and contribute effectively to strategic planning. They are fully involved and knowledgeable about the work of the school and have effective link roles with teaching staff.
51. The head teacher, senior managers, staff and governors have a good overview of the work of the school and are committed to raising standards. The self-evaluation process, which informs school improvement planning, is effective and impacts directly on standards and provision.

52. The school self-evaluation report is well structured, clear and comprehensive. Its judgements are well founded and supported by a good range of evidence. It is closely aligned with the school development plan which is of good quality.
53. The school is adequately staffed and has a good range of quality resources which are used effectively and efficiently by staff and pupils.
54. With the exception of the demountable classroom which is extremely drab, the accommodation is of good quality.
55. Spending priorities are well matched to school priorities. Financial management is rigorous.
56. The school provides value for money.

Recommendations

57. In order to move the school forward, the governing body and staff need to:

R1 * raise standards in pupil performance at end of key stage 2 in English and science;

R2 * improve pupils' bilingual competency;

R3 * continue to develop the procedures for assessing and reporting pupil progress; and to

R4 raise the quality of teaching to that of the best practice in the school.

** already identified as a priority in the current 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

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

59. In the subjects inspected, standards of achievement are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6%	78%	15%	1%	0%

60. These percentages are higher than the WAG target for 2010 which states that the quality of learning should be Grade 3 or higher in 98 per cent of lessons. They are also comparable to the national picture reported by HMCI in the latest annual report where nationally standards in 10 per cent of lessons were Grade 1, 70 per cent Grade 2 and 19 per cent Grade 3.

61. The quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.

62. Standards of achievement in the subjects inspected in key stage 1 and key stage 2 are as follows:

Subject	Key stage 1	Key stage 2
English	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Information technology	Grade 2	Grade 1
History	Grade 2	Grade 2
Art	Grade 2	Grade 2
Music	Grade 2	Grade 2

63. Pupils in both key stages achieve good standards in their knowledge, understanding and skills. Pupils with additional learning needs make good progress and achieve their individual targets.

64. Early years' children make good progress in their communication and mathematical skills. They speak confidently, listen intently to their teachers and peers and use basic mathematical skills well in practical situations. They use ICT equipment confidently to enhance their learning.

65. Key stage 1 and key stage 2 pupils' achieve good standards in their communication and literacy skills. They use the appropriate subject vocabulary confidently when discussing their work, and apply their reading and writing skills effectively across a range of curricular contexts.

66. Pupils in both key stages use and apply their mathematical skills skilfully in different curricular contexts especially when undertaking problem-solving activities.
67. Pupils at both key stages use their ICT skills effectively for a variety of cross-curricular purposes.
68. Pupils in most classes respond positively to opportunities to speak Welsh and generally have an appropriate passive understanding of the language. Although a small minority are willing to speak Welsh in informal situations, their ability to use the language confidently in different curricular contexts is limited.
69. Pupils' creative skills across the school are good. The under-fives use their imagination well during play and creative activities, and key stage 1 and 2 pupils work creatively during art lessons and role play situations.
70. In 2007 at the end of key stage 1 over 90 per cent of pupils attained Level 2 or better in the core national curriculum subjects of English, mathematics and science with almost three in every ten attaining Level 3. This performance was significantly better than the local and national averages.
71. Pupil attainment at key stage 2 was generally comparable to local and national performance in all three subjects.
72. During the period 2005 – 2007 attainment in key stage 1 has been in the best performing 50 per cent of similar schools. Key stage 2 attainment has generally been in either the lowest 50 or 25 per cent of schools which have a similar percentage of pupils eligible to receive school meals.
73. Although there is no significant gender difference in pupils' performance in key stage 1, girls generally perform better than boys in key stage 2.
74. Pupils of all ages make good progress in their learning. They respond readily to challenges, acquire new knowledge and skills confidently and make effective use of their study and investigational skills when working independently. They are alert to ask questions and are willing to learn from their mistakes and successes.
75. The practice of enabling pupils to set their own targets in ICT contributes significantly towards developing pupils' ability to evaluate their own work and to identify areas for improvement in the subject. However, this practice is not common to most other subjects and pupils' self-evaluation skills are generally underdeveloped.
76. Pupils have positive attitudes to learning, show a good interest in their work and maintain high levels of concentration during lessons. They are well motivated and show great enthusiasm for their schoolwork and related activities. This has a positive effect on the standards they achieve and the quality of life in school.

77. Pupils of all ages generally work at full capacity and make good progress towards fulfilling their potential.
78. Standards of behaviour in almost every class are very good. Pupils are considerate and courteous and are respectful towards each other, members of staff and the school environment. They move around the school in an orderly and purposeful manner, settling into their classrooms quickly. Their developing self-confidence helps them take a degree of responsibility for their own attitudes and behaviour.
79. From a young age, pupils make good progress in their ability to work independently. They increasingly develop their decision-making, problem-solving and team-working skills.
80. Across the school, pupils make good progress in developing their personal, social, and learning skills. The very good relationships between pupils and adults enable pupils to become secure and confident in their learning.
81. Pupils show care for those that are less fortunate than themselves and as they mature, develop an appropriate understanding of right and wrong.–
82. Pupils adopt mature attitudes, and understand and recognise the need to consistently treat every person fairly and without discrimination. They have a good realistic understanding of equal opportunities and of differences and similarities between cultures and customs around the world.
83. Pupils' knowledge and understanding of the local community is good. They discuss knowledgeably the different work people do and the ways in which people look after and care for their community. They only have a limited awareness of the workplace.
84. Overall, the level of attendance averages around 94 per cent over the last three terms which is similar to the national average for all Welsh schools.
85. Punctuality is good at the start of, and throughout, the school day allowing lessons to start promptly without delay or disruption.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

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

87. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
10%	75%	14%	1%	0%

88. The number of lessons where teaching is Grade 2 or better is slightly higher than the WAG target for 2010 that 80 per cent of teaching should be Grade 2 or better. They are also comparable to the national picture reported by HMCI in her latest annual report where 14 per cent of teaching nationally was Grade 1, 66 per cent Grade 2 and 18 per cent Grade 3.

89. Teaching in the early years is consistently good with a wide range of activities that motivate children and which are clearly linked to the Desirable Outcomes for Children's Learning.

90. Where there are outstanding features in teaching;

- class organisation is extremely effective;
- resources of high quality are used imaginatively to enhance pupils' learning;
- the tasks provided fully motivate and involve all pupils; and
- learning support assistants are used very effectively to support individual pupils and groups.

91. Good features that are evident in the vast majority of teaching include;

- good working relationships between teachers and pupils;
- the promotion of positive attitudes to learning and the consistent use of praise to encourage and motivate pupils;
- the practice at the start of lessons of sharing with the pupils the learning objectives and key skills to be taught;
- well-planned use of ICT to support pupils' learning;
- lessons that are generally well structured and actively engage pupils through the use of good questioning techniques; and
- tasks that meet the needs of learners of all abilities and interest, including those with additional learning needs.

92. Where there are shortcomings in teaching:

- the use of incidental Welsh is inconsistent;
- tasks are not well matched to pupils' ability;
- teachers lack the necessary subject expertise; and
- whole class introductions do not engage and maintain pupils' interest.

93. The school meets statutory requirements for assessing, recording and reporting pupils' progress. Generally systems and procedures have good features that outweigh shortcomings.
94. Progress of the under fives is regularly reviewed and careful well documented records are kept. Children's work is carefully annotated with informative notes which give a clear picture of what they can do and are used consistently to identify targets for the next stage in their learning. Children's progress from baseline assessment is monitored systematically in all areas of learning to good effect.
95. The recently revised assessment systems at key stage 1 and 2 are mainly based on published tests and data analysis for English, mathematics and science.
96. Subject portfolios contain a range of informative notes which give an indication of a particular National Curriculum level achieved. Meetings to moderate standards of work are at an early stage of development.
97. Teachers keep systematic records of the progress of pupils in their class but there is no clear whole-school system for tracking pupils' progress.
98. Pupils in each class have individual targets but many of these are too vague to impact directly on learning. Pupils' involvement in self-assessment and in identifying and evaluating their own targets is under-developed.
99. The quality of marking pupils' work varies widely within the school. Where there is good practice, comments enable pupils to move forward with their learning and to consider the next step, but often comments refer to completion of work or to encouragement.
100. End of year written reports comply with statutory requirements and, in most instances, give useful information about progress in individual subjects. Parents and carers of pupils with additional learning needs are well informed and have full access to consultation and reviews. However, reports vary in practice in the inclusion of appropriate well-defined targets for individual pupils to achieve in the forthcoming academic year.

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

101. The inspection team's findings match the school's judgement in its self-evaluation report.
102. The curriculum meets the needs of a range of pupils. It is equally accessible to all and meets statutory requirements.

103. The stimulating experiences provided for the early years ensures the successful development of their knowledge, understanding and skills well in all areas of learning. They have access to a well-planned and meaningful range of learning activities, both indoors and outdoors. These allow them to make choices and become independent learners.
104. Key stage 1 and 2 pupils' curriculum experiences are planned and structured carefully. Schemes of work show progression and short-term plans are detailed and matched to the particular learning needs of pupils.
105. There are appropriate arrangements to ensure that all pupils develop the key skills of language and communication, using and applying mathematics and ICT. The key skills are identified in planning and are discussed with pupils during lessons. Appropriate time is allocated for developing the basic skills.
106. Provision for out-of-hours activities and the enrichment of the curriculum through a wide and varied range of clubs, both cultural and sporting, is good. The curriculum is further enhanced by visits to places of educational interest and by residential visits provided for year 5 and 6 pupils. Visits by artists, who share their expertise and experiences with pupils, further stimulate their learning.
107. Provision for promoting pupils' spiritual, moral, social and cultural development is good and is effectively integrated into the daily life of the school. Collective acts of worship make a positive contribution to pupils' spiritual development and good opportunities are provided for pupils to reflect quietly on matters relating to their own lives and caring for the natural world. Links with churches and chapels, and the valuable contributions made by local clergy, contribute effectively to further developing pupils' spiritual awareness.
108. Arrangements for the development of pupils' personal and social education is good. These aspects of their development are promoted well through regular opportunities provided for pupils to discuss sensitive issues in a supportive and caring environment. The school provides pupils with a strong sense of right and wrong.
109. Pupils are encouraged to behave as responsible members of their local community and of the wider world, and this is further developed by pupils' efforts to raise money for good causes both nationally and internationally. The school provides many good opportunities for pupils to be responsible for various aspects of school life, to take initiative and to make decisions when representing their fellow pupils on the School or Eco council.
110. The school actively promotes pupils' cultural development. Pupils' awareness of the culture of Wales is effectively enhanced through visits, membership of, and participation in, Urdd eisteddfodau and activities, and through the celebration of St. David's Day.
111. The school's partnership with parents is very good; ninety-nine per cent of responses in the parents' pre-inspection questionnaires were positive. There

is an active Home/School Association which raises substantial funds for the purchase of extra resources, such as the recent provision of large toys for the under fives. Parents and other family members regularly volunteer to support pupils' learning both in the classroom and on visits. They are kept well informed of school life through regular newsletters, bulletins and information booklets. The well-established Family Learning programmes and workshops further strengthen links with parents.

112. Visitors from the local community, members of the police force and the young people's health advisor have a positive effect on pupils' learning and provide a range of valuable experiences from the outside world.
113. Good links have been established with other neighbouring primary schools through Behavioural Support initiatives and the moderation of pupils' work. Transition links and arrangements with the local comprehensive school are good and developed through visits, sharing of information and curriculum bridging units. These ensure that pupils move to the next stage of their education with confidence.
114. Provision for work-related education has good features that outweigh shortcomings. Pupils have a sound range of opportunities that enable them to gain an insight into the working world; these are linked to the topics they study. However, for pupils in Years 3 to 6 these lack variety. Staff placements to business or industry have not taken place as part of the school's continuing professional development programme. The school recognises the need to develop its arrangements further so that pupils gain a broader insight into the working world.
115. All adults ensure that pupils have equal opportunity to access the curriculum offered and to take part in all areas of school life whatever their ability, gender or background. Arrangements to tackle social disadvantage are good.
116. The school has identified the need to further extend its provision to promote education for sustainable development and global citizenship; the current provision has good features that outweigh shortcomings. The school acts in a sustainable way and is working towards the Eco Award. Suitable attention is given to global citizenship within the geography curriculum. Good links have been established with a school in Nepal and this is helping to raise pupils' understanding of wider global citizenship issues.
117. Arrangements to develop pupils' entrepreneurial skills are underdeveloped and the school acknowledges this is an area to address.

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

Grade 2: Good features and no important shortcomings

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

119. Arrangements to manage the care and support provided for pupils are good with no important shortcomings. As a result all pupils, including the most vulnerable, are well supported by the adults who work in the school, as well as by a good range of external agencies. Adults know pupils well and in discussion pupils confirm they feel safe and able to ask any adult for help.
120. The school works closely with parents and carers. Wherever possible they are consulted about the care and support needed for their children. Parents express confidence in the care and support their children receive.
121. Arrangements to settle children into the early years classes are good. As a result children soon adapt to the routines of school life. Arrangements to ensure pupils settle into school life at a later stage of their education are equally well managed.
122. Day-to-day care and guidance for pupils is good. Personal and social education is good throughout the school, suitable attention is given to sex education and substance misuse, appropriate to the age of the pupils. The introduction of 'peer mediators' to support pupils at lunchtime is much appreciated by them. The school's arrangements to promote healthy and safe lifestyles are also good. Fruit is provided at break times and cooled water is available throughout the day. Healthy food choices are offered at lunchtime and are appreciated by pupils.
123. The school council is well established and effectively represents pupils' opinions. It provides them with a voice and as a consequence their views can be heard, listened to and acted upon when appropriate.
124. Systems to monitor and address any concerns related to pupils' behaviour are good. These result in a consistent approach being taken by all staff to manage any instances of inappropriate behaviour. Arrangements to monitor attendance and punctuality are good and the expertise of external agencies is sought if there are any concerns. Procedures to track pupil's performance are as yet underdeveloped. In lessons teachers provide good support and guidance, which enables pupils to understand their work. Pupils confirm that their teachers help them and they are happy to ask for help.
125. There are clear policies and appropriate procedures to ensure everyone's health, safety and well-being. Suitable risk assessments are regularly carried out. Child protection procedures reflect current recommended good practice, are well documented and known to all that work in the school. All staff have received appropriate training and this is regularly updated.
126. The quality of provision for pupils with additional learning needs is good with no important shortcomings. The provision fully complies with the Code of Practice and the requirements of the framework for inclusive education. The head teacher and two part-time teachers share the overall co-ordination of the provision and, together with support staff, ensure that pupils receive appropriate support and are fully integrated into the life of the school.

127. The policy of well-focused early intervention is a strength of the school and ensures that appropriate support is put into place as soon as pupils' needs are assessed. This provision is organised in a variety of ways and includes support in class, structured literacy programmes and withdrawal in small groups. Individual education plans are good quality working documents. They are meticulously reviewed and evaluated to include new assessment information and to ensure that work is clearly adapted to meet individual needs. Assessment, recording and reporting procedures for additional needs meet statutory requirements and parents are fully informed so that they can support their children's learning at home.
128. Learning support staff are effective and caring and give valuable support both in class and when pupils are withdrawn for extra help. The school receives very good support from the LEA learning development team and a variety of other agencies and there are many good examples of collaborative, supportive work. Overall, pupils with learning needs achieve well because their targets are relevant, carefully matched to needs and pupils are closely monitored.
129. Support for pupils whose behaviour impedes their progress is good. Staff have received training in the effective management of behaviour and the school has positive behaviour systems in place that are well understood by staff. These help to ensure that all pupils within the school have the opportunity to learn effectively without disruption or interference. One pupil was temporarily excluded during the last school year, statutory procedures were followed correctly.
130. There are clear policies to promote equal opportunity, gender and racial equality. Appropriate arrangements are well established to eliminate bullying, any form of harassment and to tackle racial discrimination. Pupils express confidence in the school's systems. There is a suitable disability inclusion policy and measures are in place to ensure no one is disadvantaged because of their disability. There is a detailed Disability Equality Scheme which is accompanied by a well-focused action plan.

Leadership and management

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

Grade 2: Good features and no important shortcomings

131. The inspection team's findings match the school's judgement in its self-evaluation report.
132. One of the core values of the school is high expectations of pupils and staff. A very good feature of the school's leadership and management is the head teacher's clarity of vision for improving and developing the school. He is ably supported by the senior management team, staff and governors who use a broad range of information about all aspects of the school's performance to develop policies and strategies that provide the school's development with a clear sense of direction. The principles of increased effectiveness and continuous improvement are firmly rooted in policy and strategic planning.
133. Common values about learning, behaviour and relationships are shared by all teaching and support staff. This contributes effectively towards giving the team a common purpose and a sense of unity.
134. The head teacher has an active monitoring role in all aspects of school life which directly impacts on improving the quality of provision and the educational standards pupils achieve. Similarly, the senior management team (SMT) and curriculum teams play an active role in school improvement through monitoring and evaluating their subject areas and supporting and training staff.
135. The school's policies and practice promote equality of opportunity for all. Staff are fully involved in the formulation of aims and policies, and their views are much valued by the head teacher and governors. This contributes substantially towards strategic management and the establishment of common practices across all the classes.
136. National and local priorities such as inclusion, the Healthy Schools Initiatives and the Basic Skills Quality Mark are featured highly in the school's everyday work. In 2008, the school was awarded the Investors in People Standard (IiP) for the third time and also awarded the Investors in People Standard Leadership and Management Award.
137. The school works in close partnership with local schools and the LA with the head teacher and three of the teachers undertaking an advisory role for the authority.
138. Procedures for setting whole school targets are effective. Pupils' performance data is analysed in great detail with their past and their predicted performance taken into account during the process of setting both individual and whole school targets. The targets agreed upon are both realistic and challenging.

139. There are effective procedures for managing and improving staff performance. Targets for all members of staff are set through the Performance Management system and are closely aligned to their continuous professional development needs. Newly qualified teachers are well supported by their mentors and benefit substantially from their induction programmes.
140. The roles and responsibilities of governors are clearly understood by all. Through their committee structure and the detailed reports they receive from the head teacher, governors are well informed about the school's needs and priorities and contribute effectively to strategic planning. They are made fully aware of targets set and any issues surrounding school life. As a result of their involvement in self-evaluation, governors raise issues for discussion, clarification and elaboration. They have a clear understanding of the significance of their role as critical friend to the school.
141. Governors visit the school and monitor pupils' work and the quality of provision. They are fully involved and knowledgeable about the work of the school and have effective link roles with teaching staff.
142. The governing body fulfils all the legal duties placed upon it.

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

Grade 2: Good features and no important shortcomings

143. The inspection team's findings match the school's judgement in its self-evaluation report.
144. The head teacher, senior managers, staff and governors have a good overview of the work of the school and are committed to raising standards. The self-evaluation process, which informs school improvement planning, follows a well-established cycle and involves all members of staff, pupils, parents and governors.
145. The school's judgements in its self-evaluation report agreed with the inspector's findings in all seven key questions.
146. The school's management structure clearly defines the roles and responsibilities of all the areas and subjects for which members of staff have responsibility. Teachers with particular responsibility for curriculum areas gather first-hand evidence from classroom observations and the scrutiny of pupils' work. The head teacher regularly monitors pupils' work to ensure that monitoring is consistent.
147. The collection and analysis of pupil performance data is very good. There is a well-established programme for testing pupils' attainment, beginning with on-entry baseline assessment. Pupils' progress in core subjects is carefully

recorded and assist the school in setting targets both for individual pupils and for year groups.

148. Questionnaires are used effectively to canvas the views of parents. Outcomes are shared with parents and any areas of concern are addressed immediately. Through the school council and short surveys, pupils' opinions are listened to and their views considered in decision-making processes.
149. The school self-evaluation report is well structured, clear and comprehensive. Its judgements are well founded and supported by a good range of evidence. It is closely aligned with the School Development Plan.
150. The quality of the School Development Plan is good. Its targets are realistic but challenging. It contains fully-costed action plans for immediate priorities together with mid- and longer-term plans.
151. The good progress made in raising standards of attainment and in addressing shortcomings in resources and accommodation indicates that the school's actions have brought about significant improvement.
152. Very good progress has been made in addressing all six key issues that were identified in the previous inspection report. Standards in mathematics, information technology, history and music have improved significantly and there has been a reduction in the proportion of teaching having shortcomings. The building of the new wing has helped to alleviate some of the problems caused by overcrowding and both the quantity and quality of resources are by now good.
153. The establishment of the senior management team has ensured that responsibilities for leadership and management are now shared more equitably amongst senior post holders.

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

Grade 2: Good features and no important shortcomings

154. The inspection team's findings match the school's judgement in its self-evaluation report.
155. The school is adequately staffed with appropriately qualified teachers. The range of teachers' expertise ensures that specialist advice and support is available to all teachers. Teachers and support staff are developed effectively. In line with the principles of good investment in people, staff undertake a range of appropriate professional development activities.
156. The contribution that classroom support staff make in supporting pupils and their teachers is very good. They share teachers' planning and work with individuals and small groups of pupils to provide focused support where needed.

157. The arrangements for teachers' planning, preparation and assessment time are effectively managed by using the expertise of current and part-time staff to teach specific subjects across the school. This is having a positive impact on standards of pupils' learning.
158. The head teacher and governors have responded positively to the requirements of workforce remodelling and have reviewed the roles and responsibilities of all the teaching staff. Appropriate attention has also been given to the teachers' workload agreement.
159. The school has a range of good quality fiction and non-fiction books, equipment and other resources. Good use is made of the School Library Service to augment the school's own stock of library books. The school has made good use of a grant to upgrade its ICT equipment.
160. With the exception of the demountable classroom which is extremely drab, the accommodation is of good quality. Classrooms are spacious, bright and well maintained. Throughout the school, displays are colourful, stimulating and celebrate pupils' work. The hall is too small to accommodate all pupils, which prohibits whole-school gatherings.
161. The well-equipped outdoor classroom provides a very good learning environment for the under fives. The play areas and playing fields are extensive and securely fenced. There is a wildlife area which pupils can explore under supervision.
162. The effective contributions of the administration, caretaking, cleaning and midday staff all assist in the efficient running of the school.
163. The head teacher has been proactive in seeking external grants which have funded, for example, the outdoor classroom and additional car-parking. In addition, the very supportive Home/School Association has raised funds towards the purchase of teaching and learning resources.
164. Spending priorities are well matched to school priorities. Governors work closely with the head teacher in identifying areas for improvement and making spending decisions. Financial oversight is rigorous. The school regularly conducts cost/benefit analyses to ensure that the school receives best value for money spent.
165. The school provides value for money.

Standards achieved in subjects and areas of learning

English

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

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

Good features

166. In key stage 1 the development of pupils' oracy skills is good. Most pupils listen carefully to their teachers. They also listen politely when other pupils are speaking. Pupils wait for appropriate moments to speak and usually give considered answers to teachers' questions. They speak with growing confidence as they progress through the school.
167. In key stage 1 pupils make very good progress in reading. They have a very positive attitude to reading and are keen to describe their favourite stories. In year 1 pupils show good knowledge of sounds and blends. As they acquire new skills they develop increasing accuracy and fluency, and by the end of the key stage read texts to seek out information. Year 2 pupils show good knowledge of the features of non-fiction books such as 'contents', 'glossary' and 'index'.
168. By the end of key stage 1 pupils write in clear sentences with capital letters. They have acquired good handwriting skills and write neatly. Where misspellings occur they are often good approximations or phonetic equivalents.
169. Key stage 2 pupils continue to extend their reading skills and by the end of the key stage the vast majority read very well, with good expression. When asked, they confidently summarise a storyline and make sensible predictions. They describe fictional characters in detail and suggest good reasons for their actions.
170. In key stage 2 pupils build on previous learning and write creatively, using increasingly complex sentences and a wider vocabulary. They understand and use similes and a good variety of adjectives and adverbs effectively. They write in the first and third person and decide for themselves which is most appropriate. In lower key stage 2 pupils use alliteration to good effect in poetry and descriptive writing.
171. Pupils generally have a good understanding of the rules of spelling and punctuation and can use an increasing range of prefixes and suffixes, such as '-able' and '-ible', correctly.
172. Many pupils have a good understanding of persuasive and discursive writing. They make good use of drafting and revising techniques. They are familiar with a range of genres and write both humorous and 'horror' stories. They set out both formal and informal letters well.

Shortcomings

173. There are no important shortcomings.

Mathematics

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

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

Good features

174. In key stage 1 pupils respond well in oral and mental sessions, displaying a good understanding of number and money. Most pupils confidently count in twos, fives and tens up to fifty, with higher achieving pupils up to one hundred. They accurately identify odd and even numbers, add and subtract single digit numbers and make good progress in exploring a range of basic number patterns. Most quickly identify missing numbers in number sequences.
175. Key stage 1 pupils confidently recognise halves and quarters and answer simple multiplication facts quickly and accurately. They make good progress in relation to simple problem-solving skills relating to money.
176. Pupils in key stage 1 confidently recognise common two-dimensional shapes and describe their properties correctly. By the end of the key stage they create a range of graphs confidently and interpret the results accurately.
177. Key stage 2 pupils develop an appropriate mathematical vocabulary and make good progress in developing their basic understanding of place value. Pupils at the lower end of the key stage make steady progress in using their multiplication tables and demonstrate quick thinking skills when related to everyday problems. They have a good understanding of negative numbers.
178. Nearly all pupils tell and record time accurately and, by the end of the key stage, confidently convert time from analogue to the twenty-four hour clock. Across the key stage, pupils make good progress in their understanding and use of fractions.
179. Throughout key stage 2 pupils develop a good knowledge of the associated properties of two- and three-dimensional shapes. Most are aware of symmetry when related to simple two-dimensional shapes and develop a good understanding of area and perimeter.
180. Key stage 2 pupils make good progress in using and interpreting data in the form of different types of graphs. This work is further enhanced by their confident use of ICT to draw a good variety of graphs and tables.

Shortcomings

181. There are no important shortcomings.

Information technology

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

Key stage 2: Grade 1 - Good with outstanding features

Outstanding features

182. Key stage 2 pupils' ability to use a range of information technology tools and equipment independently and competently to support their work is an outstanding feature. By year 4, they become more discerning users of information technology and are able to select the most appropriate software and equipment to suit their needs.
183. The ability of year 4 pupils to create, edit and repeat a set of instructions to form repeated patterns is an outstanding feature.
184. Year 6 pupils make very effective use of a database they have compiled themselves. They create their own formulae and accurately predict the outcomes of different decisions.

Good features

185. Key stage 1 pupils use a wide range of equipment and information technology software with increasing skill in a variety of contexts. They use a word processor with only a minimal amount of help, adapting the text as required and competently add information to an existing file before saving it for future use.
186. Key stage 1 pupils have good keyboard skills. They move images on the screen with confidence and select and use simple tools effectively to create pictures and colourful patterns. By year 2, they create their own database with very little assistance and delete or add new information as required.
187. Key stage 2 pupils copy and paste images independently, insert borders and rotate images on screen to create different effects. They use the internet confidently when searching for specific information on different websites and show good problem solving skills.
188. Year 6 pupils are very adept at composing multimedia presentations. They import images from different locations and add animation and sound to their presentation.

Shortcomings

189. There are no important shortcomings.

History

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

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

Good features

190. In both key stages pupils benefit from good quality visits to places of historical interest linked to the periods they are studying.
191. In key stage 1, following a visit to Bodelwyddan Castle, pupils correctly identify a number of differences between toys from long ago and present day. They show that they are beginning to develop an understanding of chronology and talk knowledgeably to visitors about their class toy museum. More able pupils understand that looking at artefacts gives us information about the past.
192. In upper key stage 1, pupils listen with interest to a local historian talking about seaside holidays nowadays, 50 years ago and 100 years ago. Pupils show that they are able to build up a picture of what life was like in the past. They recall their recent visit to a seaside town and identify differences and similarities between ways of life at different times in the past.
193. In year 3 pupils talk knowledgeably about their visit to a Roman Bath house site. They know that the site is a primary source and sequence photographs of their visit showing good understanding of the Roman rituals associated with bathing. Pupils recall their visit to a museum successfully and many have good knowledge of aspects of life in Roman times, such as the life of a Roman soldier.
194. Year 4 pupils investigate crime and punishment in Tudor times and successfully interpret a range of sources. The majority of pupils show good understanding of the differences between primary and secondary sources and recall their visit to a castle well, describing stocks and scold's bridles and their purpose.
195. Following a visit to a Victorian school, year 5 pupils accurately recall how school life differed in Victorian times and express preferences for childhood then and nowadays. Many pupils describe Victorian inventions and accurately describe the contrast in lifestyle between rich and poor families.
196. Pupils in year 6 show very good understanding of life in the 1950s and 1960s. After watching video clips of carnivals, pupils interpret what they have seen and make informed judgements. Most show good understanding of how different patterns of working have resulted in changes in use of leisure time.

Shortcomings

197. Although there are no important shortcomings, upper key stage 2, pupils' understanding of chronological awareness is underdeveloped.

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

198. In most classes pupils produce a good range of artwork that is colourful, exciting and vibrant. Throughout the school the majority of pupils use their sketch books to good effect as they develop, refine and evaluate their skills in line, tone and shading. Pupils are generally very enthusiastic in their approach to art and are keen to participate in lessons. They collaborate well in groups.
199. In key stage 1 pupils make good use of a wide range of equipment, materials and techniques to create paintings, prints and collages. Most confidently experiment with colour, mixing shades and, by the end of year 2, the standard of drawing and painting is good overall. From an early age most pupils are well skilled in using computer art programs as a media.
200. In year 2 pupils look at and consider the work of a prominent Welsh artist and confidently discuss her work in detail, focusing on her techniques and ideas. They recreate work similar to her style using wax crayons and painting over them with thinned paint to good effect.
201. Younger key stage 2 pupils study Celtic patterns and link shapes to produce their own patterns. They demonstrate a good understanding of line and tone through their drawings related to patterns in the environment.
202. Across the school pupils' creativity and understanding are greatly enhanced by the knowledge of, and working with, local artists and craft workers, evident in the attractive tile designs that enhance the main entrance area.
203. Pupils in year 4 study human body language and facial expressions in detail. They experiment confidently with a whole range of media to good effect, identifying facial expression to reflect mood and character. When studying Aboriginal Art, they successfully create interesting images and symbols.
204. Year 6 critically discuss their finished head dresses in terms of suitability, materials used and further improvements.

Shortcomings

205. There are no important shortcomings.

Music

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

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

Good features

206. The quality of singing is good in both key stages. Pupils display enjoyment when they sing hymns in morning assemblies and sing tunefully, with good awareness of pitch and dynamics. They know a good range of songs and pupils in key stage 2 show an increasing ability to sing in two parts, sustaining their parts well as dynamics and tempo vary.
207. Key stage 1 pupils begin to develop a good understanding of the basic music elements of *pace*, *dynamics* and *rhythm*. They repeat rhythm patterns correctly and keep a steady beat as they listen to, march or play percussion instruments. They begin to realise the importance of following a conductor when performing.
208. Key stage 1 pupils display a developing awareness and identification of various stringed instruments and how they are played. They further differentiate effectively between the sound of brass and stringed instruments. Their listening skills are good.
209. Key stage 2 pupils display a good sense of rhythm as they correctly clap and perform a series of more complex rhythm patterns. Most perform and accompany songs effectively accurately reading and interpreting a graphic score and playing accordingly. They collaborate well when exploring a range of sound sources to select, combine and arrange sounds effectively and imaginatively.
210. Older key stage 2 pupils explore texture within music effectively demonstrating a good awareness of *drone* and *ostinato*. They read music notation with increasing confidence.
211. They develop a good understanding and knowledge of composing using ICT. They confidently use strands within programmes to enhance their compositions and skilfully incorporate musical elements into their finished work.
212. Pupils throughout both key stages show a developing awareness of the importance of appraising their own performances and those of others. They offer positive suggestions as to how to improve their compositions and performances.
213. Pupils' appreciation of Welsh music is promoted well through listening to the music of Karl Jenkins and the singer Siân James.
214. Pupils' performing skills are further enhanced through opportunities to perform in front of their peers, in assembly and when taking their music out into the community.

Shortcomings

215. Pupils' ability across both key stages to use a wide variety of notation when composing independently is limited.

School's response to the inspection

The head teacher, staff and governing body would like to thank the registered inspector and his team for the professional and approachable manner in which they carried out a thorough inspection of our school.

We are very proud of the findings of the inspection team and welcome their acknowledgement that Ysgol Penmorfa is a good school which has high expectations of pupils and staff. It is a school which provides value for money and a good standard of education with many good and some outstanding features.

It was pleasing to note that pupils of all ages make good progress in their learning and that standards and the quality of teaching in the lessons observed was higher than Welsh Assembly Government targets. The team acknowledged the good working relationships between teachers and pupils and the positive attitudes to learning shown by pupils. The inspectors observed the very good behaviour of pupils, who are considerate, courteous and respectful towards each other, members of staff and the school environment.

We were encouraged to find that the inspection team agreed with the school's judgements in all seven key questions. The self-evaluation process, which informs school improvement planning, is effective and impacts on standards and provision. The school is very pleased that the very good progress made with each of the key issues from the previous inspection report has been recognised. The ongoing raising of standards reflects our commitment to continuous improvement and the hard work and professionalism of staff, governors, pupils and parents.

The team has identified the clarity of vision for improving and developing the school as a very good feature of the school's leadership and management. The school has a clear sense of direction and this inspection report will enable the school to confidently continue to move forward with its plans and priorities. The head teacher and governing body will act on the recommendations and a copy of the school's action plan in response to the inspection recommendations will be issued to all parents. The governor's annual report to parents will report on the progress the school makes on each of the recommendations.

Appendix 1

Basic information about the school

Name of school	Ysgol Penmorfa
School type	Nursery and Primary
Age-range of pupils	3 - 11
Address of school	Dawson Drive, Prestatyn, Denbighshire
Postcode	LL19 8SY
Telephone number	01745 852757

Head teacher	Mr David W Edwards
Date of appointment	September 1997
Chair of governors	Mrs Janet Jones
Registered inspector	Wil Williams
Dates of inspection	30 June – 3 July 08

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	26.5	51	59	60	60	90	92	91	529.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	19	9	23.3

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	23:1
Pupil: adult (fte) ratio in nursery classes	14:1
Pupil: adult (fte) ratio in special classes	n/a
Average class size, excluding nursery and special classes	28
Teacher (fte): class ratio	1.2:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2007	87.1%	89.2%	92.4%
Autumn 2007	87.5%	90.1%	94%
Spring 2008	89.2%	93.6%	93%

Percentage of pupils entitled to free school meals	17%
Number of pupils excluded during 12 months prior to inspection	1

Appendix 3

National Curriculum Assessment Results End of key stage 1

National Curriculum Assessment KS1 Results 2007			Number of pupils in Y2:					59	
Percentage of pupils at each level									
			D	N	W	1	2	3	
English:	Teacher assessment	School	0	2	0	5	69	24	
		National	0	0	3	14	63	20	
En: reading	Teacher assessment	School	0	2	0	10	64	24	
		National	0	0	4	15	55	26	
En: writing	Teacher assessment	School	0	2	0	10	81	7	
		National	0	0	5	16	68	11	
En: speaking and listening	Teacher assessment	School	0	2	0	0	61	37	
		National	0	0	2	11	64	23	
Mathematics	Teacher assessment	School	0	2	0	2	66	30	
		National	0	0	2	11	65	22	
Science	Teacher assessment	School	0	2	0	5	56	37	
		National	0	0	1	9	66	24	

Percentage of pupils attaining at least level 2 in mathematics, science and English according to teacher assessment			
In the school	91.5%	In Wales	80.1%

National Curriculum Assessment Results End of Key Stage 2:

National Curriculum Assessment KS2 Results 2007			Number of pupils in Y6:					99			
Percentage of pupils at each level											
			D	A	N	W	1	2	3	4	5
English	Teacher assessment	School	0	0	1	0	0	4	20	62	13
		National	0	0	0	0	1	4	16	50	29
Mathematics	Teacher assessment	School	0	0	1	0	0	3	19	47	30
		National	0	0	0	0	1	3	15	50	30
Science	Teacher assessment	School	0	0	1	0	0	3	18	60	18
		National	0	0	0	0	0	2	12	53	32

Percentage of pupils attaining at least level 4 in mathematics, science and English according to teacher assessment			
In the school	69%	In Wales	74.1%

- D Pupils who are exempted under statutory arrangements from part or all of the National Curriculum
- A Pupils who have failed to register a level because of absence
- N Not awarded a level for reasons other than disapplication
- W Pupils who are working towards level 1

Appendix 4

Evidence base of the inspection

Seven inspectors spent a total of twenty inspector days in the school and met as a team before the inspection. The head teacher undertook the role of nominee.

The team also included a peer assessor who spent four days in the school as a member of the inspection team.

These inspectors visited:

- 70 lessons or part lessons;
- all classes;
- acts of collective worship; and
- a range of extra-curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection began; and
- senior managers, teachers, support staff and groups of pupils during the inspection.

The team also considered:

- the school's self-evaluation report;
- 53 parents' questionnaire of which 99 per cent of responses were positive;
- comprehensive documentation provided by the school before and during the inspection; and
- a wide range of pupils' past and current work.

The inspection team held post-inspection meetings with staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Wil Williams Registered Inspector	Context, Summary, Recommendations, Annexes, Key Questions 1 and 5 Information technology
Mrs Sue Parsons Team Inspector	Additional learning needs History
Mr Chris Dolby Team Inspector	Key Questions 6 and 7 English
Mrs Eleri Honour Team inspector	Key Question 3 and early years provision Music
Mr Peter Clark Team Inspector	Key Question 2 Mathematics and art
Mrs Denise Shields Lay Inspector	Key Question 4 and contributions to all other key questions
Mrs Nicola Cooper Peer Assessor	Contributions to all Key Questions
Mr David Edwards Nominee	Provision of information Contributions to all Key Questions

Contractor

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Acknowledgements

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