

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

**A report on the quality of education in**

**GWENFRO COMMUNITY PRIMARY,  
Queensway,  
Wrexham,  
LL13 8UW**

**School number: 6652270**

**Date of inspection: 15 March 2010**

**by**

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## Introduction

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

The inspection of GWENFRO COMMUNITY PRIMARY took place between 15/03/10 and 18/03/10. An independent team of inspectors, led by Jean Laura Hannam 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.

Estyn's reports follow its guidance for the writing and editing of reports, which is available on the Estyn website ([www.estyn.gov.uk](http://www.estyn.gov.uk)). The table below shows the terms that Estyn uses and a broad idea of their meaning. The table is for guidance only.

<b>Nearly all</b>	with very few exceptions
<b>Most</b>	90% or more
<b>Many</b>	70% or more
<b>A majority</b>	over 60%
<b>Half/around half</b>	close to 50%
<b>A minority</b>	below 40%
<b>Few</b>	below 20%
<b>Very few</b>	less than 10%

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **full** 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

<b>Contents</b>	<b>Page</b>
<b>Context</b>	1
<b>Summary</b>	3
<b>Recommendations</b>	10
<b>Standards</b>	11
Key Question 1: How well do learners achieve?	11
<b>The quality of education and training</b>	16
Key Question 2: How effective are teaching, training and assessment?	16
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	18
Key Question 4: How well are learners cared for, guided and supported?	20
<b>Leadership and management</b>	24
Key Question 5: How effective are leadership and strategic management?	24
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	26
Key Question 7: How efficient are leaders and managers in using resources?	27
<b>Standards achieved in subjects and areas of learning</b>	29
Foundation phase	29
English	35
Welsh second language	36
Mathematics	37
Science	38
Information and communications technology	39
Design and technology	40
History	41
Geography	42
Art and design	43
Music	43
Physical education	44
Religious education	45
<b>School's response to the inspection</b>	
<b>Appendices</b>	
1 Basic information about the school	
2 School data and indicators	
3 National Curriculum assessments results	
4 Evidence base of the inspection	
5 Composition and responsibilities of the inspection team	

## Context

### The nature of the provider

- 1 Gwenfro Community Primary School was built in 1958. It is situated in the Caia district of Wrexham, north east Wales. The school states that most pupils live in the immediate vicinity, but a minority are transported from other areas of the town to the units. The school is situated in a Communities First Area and is the third highest area of deprivation in Wales. The school caters for pupils with a very wide range of abilities, including those that have been identified as more able and talented as well as those with learning difficulties. There are two Resourced Provision Units within the school that cater for 15 pupils, aged between five and eleven, with global learning difficulties. Fifty four per cent of pupils are entitled to free school meals, which is well above the local and national averages. At the time of the inspection two per cent of pupils required help in learning English as an additional language. There are thirteen pupils who have a statement of Special Educational Needs. Overall, 26 per cent pupils are registered as requiring special educational needs; this above the national average. Three per cent of pupils are on the "School Action Plus" register and 23 per cent on the "School Action" register. There has been one temporary exclusion in the past twelve months.
- 2 At the time of the inspection there were 272 pupils aged between five and eleven years on roll, 143 of whom were boys and 129 girls. Roll numbers have fluctuated considerably over the academic year. Pupils are organised into 14 classes, including the Foundation Phase Unit. The school provides nursery facilities for 40 three- and four-year-olds who attend school on a part-time basis. The admissions criteria for entry into the nursery class follows the national and Local Authority (LA) guidance. Children are admitted in the term following their third birthday providing places are available. Baseline assessment indicates that on entry nearly half the children have levels of attainment below those of similar schools within the Local Authority; particularly in their personal and social development and their communication skills. There are currently no asylum seekers on roll. Three "looked after" pupils are registered with the school. At present there are a small number of pupils attending with physical disabilities.
- 3 Ninety eight per cent of the pupils speak English as their first language; the remaining two per cent speak a variety of other languages. There is no one who speaks Welsh as a first language at home.
- 4 The present school was created in 2007 when Gwenfro Junior and Infants schools were amalgamated. They were last inspected in February 2005 and March 2004 respectively. Since then appropriate structural work has been carried out to facilitate an all-through school. The head teacher has been in post since the amalgamation and was head of Gwenfro infants school prior to this date. At the time of the inspection, five members of staff were on maternity

leave, almost all being from key stage 1, and supply cover varied from a recently appointed member of staff to well established personnel.

- 5 The school has been awarded the Basic Skills Quality Mark Award, Investor in People and Healthy Schools accreditations and the Bronze Eco Award.

<b>The school's priorities and targets</b>
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- 6 The school aims to offer each learner, regardless of age, gender, race or ability a friendly, caring, stable environment. All staff strive to offer pupils the best education, treating all as individuals and offer encouragement to achieve their best.
- 7 The school's mission statement is "to provide a happy, safe caring, inclusive learning environment which our pupils will enjoy being part of and, as a result, will learn to thrive".
- 8 The school's current priorities for development include to:
  - further enhance monitoring and evaluation systems with "learning walks" for subject leaders and governors;
  - further improve standards of achievement in literacy and numeracy with the aim to be consistently in the upper quartile when compared to similar schools; and
  - continue to identify and plan for "challenge" pupils---boosting their attainment at the end of both key stages.

## Summary

- 9 Gwenfro Community Primary is a very caring school that places the welfare of the pupils at the centre of its provision. Overall, it caters well for the needs and range of pupils in its care. Pupils are cared for, guided and supported in a secure and inclusive environment. The school has an extremely positive ethos and all staff hold very high expectations for all pupils. This is a strength of the provision.
- 10 The leadership and determination of the head teacher and senior managers have been key factors in the successful consolidation of the recent amalgamation of Gwenfro infant and junior schools. They have implemented substantial improvements in all areas and are in a strong position to raise standards further.

### Table of grades awarded

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

- 11 School assessment information indicates that the attainment of nearly half the children on entry into the Foundation Phase is below the LA (Local Authority) average.
- 12 The results of the end of key stage 1 teacher assessments in 2009 show pupils' achievement is below the national and Local Authority averages in English, science and the core subject indicator (the number of pupils reaching level two and over in all three subjects). It matches the national and local averages in mathematics. When compared to similar schools in Wales based on the number of pupils receiving free school meals, the school is in the upper 50 per cent in English, mathematics and the core subject indicator and in the lower 50 per cent in science; it is slightly above the "family grouping" average. Girls out perform the boys in all core subjects.
- 13 The 2009 end of Key Stage 2 teacher assessments were above the national and local averages in English, mathematics, science and the core subject indicator (the number of pupils reaching level 4 in all three subjects). These results place the school in the top twenty five per cent of schools with similar free school meals, in English, mathematics and the core subject indicator. The

school is in the top 50 per cent in science. Contrary to “family-grouping” comparisons boys out-perform the girls at this key stage.

- 14 Evidence over time suggests individual cohorts vary considerably but standards have gradually risen in key stages 1 and 2 over the last two years.
- 15 Regardless of their social, ethnic or linguistic backgrounds, most pupils including those with special educational needs, and those who need help learning English as an additional language, make good and sometimes very good individual progress in acquiring new knowledge and understanding and skills when viewed along side their standards of attainment on entry. Seventy five per cent of pupils reach their set targets and goals.

**Grades for standards in subjects inspected in key stage 1 and key stage 2**

<b>Inspection Area</b>	<b>Key Stage 1 Grade</b>	<b>Key Stage 2 Grade</b>
English	2	2
Welsh Second Language	2	2
Mathematics	3	2
Science	3	2
Information and Communication Technology	2	2
Design and Technology	2	3
History	2	2
Geography	3	3
Art and design	2	2
Music	2	2
Physical Education	2	2
Religious Education	2	2
Foundation Phase	2	NA

**Subjects and/or areas of learning for Foundation Phase (Under-5s and Reception)**

<b>Area of learning*</b>	<b>Inspection grade</b>			
	<b>N</b>	<b>R</b>	<b>Y1</b>	<b>Y2</b>
Personal and social development, wellbeing and cultural development	2	2	NA	NA
Language, literacy and communication skills	2	2		
Welsh language development	2	2		
Mathematical development	3	3		
Knowledge and understanding of the world	2	2		
Creative development	2	2		
Physical development	2	2		

- 16 The overall quality of educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes.

17 In the subjects inspected standards of achievement are as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
8%	68%	24%	0%	0%

- 18 These percentages are below the figures indicated in the latest national results where standards are reported as being good or better (grade 1 and 2) in 87 per cent of lessons. They are below the published figures of 12 per cent of lessons where standards of achievement are reported as being outstanding (grade 1).
- 19 Although the standards observed in lessons are below the national average for grade 2, evidence from scrutinised work and extensive discussions with pupils support the published national curriculum result profile which places the school in the top quartile for the majority of the core subjects at Key Stage 2.
- 20 Overall standards in the key skills for pupils throughout the school have good features that outweigh shortcomings. Skills linked to bi-lingual competence, listening and creativity are good and most pupils have a good awareness of the traditions and culture of Wales.
- 21 Pupils' problem-solving and independent learning skills are more developed in the Foundation Phase and key stage 1 but are developing in other areas partially as a result of the Effective Learning Programme and a growing whole-school emphasis on thinking skills.
- 22 Nearly all pupils, including those with additional needs, those in the Resource Provisions and those who are learning English as an additional language, make good progress towards their set targets and achieve good standards relative to their age, need and ability. They acquire new knowledge and skills and most pupils are developing the skills for life-long learning.
- 23 An increasing number can articulate how they are progressing when explaining their work to others during plenary sessions and are beginning to express what they need to do to improve. This element of learning is developing particularly well in the Foundation Phase.
- 24 Most pupils display good personal and social skills, behave responsibly and show great respect for others. Pupils work well together but their ability to organise their work and to work independently is less developed.
- 25 A minority of pupils who have been identified as more able and talented do not reach their full potential. The school is beginning to address this problem.
- 26 As a result of the recent strategies introduced by the school, attendance shows an improving trend. Data for the last reporting year was 93.3 per cent. This is similar to the latest all Wales figures but slightly below the LA average. The social, moral, spiritual and cultural development of all pupils is good
- 27 Most pupils have a good understanding of equal opportunities and show a good awareness of diversity within society.

- 28 Pupils' understanding of their place within the community is good; their awareness of the working world is less well developed.

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

- 29 The quality of teaching observed during the inspection was:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
11%	74%	15%	0%	0%

- 30 The percentages are generally in line with the latest national figures where the quality of teaching is reported as good or better (grade 1 or Grade 2) in 85 per cent of lessons. They are below the published figures of 17 per cent of lessons where standards of teaching are reported as being outstanding (grade 1).
- 31 In lessons with outstanding features staff have clear learning intentions for all pupils, offer interesting, lively teaching and provide tasks that stimulate pupils' interest and motivation. In the majority of lessons, good features include plans which build on pupils' previous knowledge and a good pace which ensures a good balance between direct teaching and practical tasks for pupils. Where lessons were less effective, shortcomings included a slow pace and lack of challenge, insufficient consideration of the differing needs and abilities of all pupils and over-prescriptive activities which constrain pupils' independence and creativity.
- 32 The strong working relationships between adults working in the classroom ensure equality of opportunity is promoted well throughout; irrespective of pupils' ability, background or gender.
- 33 Overall, most teachers plan lessons which are carefully sequenced so that pupils build on previous experiences and knowledge and adapt their lessons to meet the needs of all pupils. However this is not consistent throughout the school. Few lesson plans have learning intentions that describe precisely what pupils are expected to learn.
- 34 Teachers are successful in their efforts to promote pupils' bilingual competence. Members of staff are very good role models, using Welsh in all aspects of school life. This has had a positive impact on the learning.
- 35 Overall, the assessment of pupils' progress has good features which outweigh shortcomings but is a strength in the Foundation Phase and areas of key stage 1. All statutory requirements for assessing and reporting on pupils' attainment are met. Teachers assess pupils' work regularly and fairly. The in-house system of pupil tracking aids the identification of pupils who would benefit from additional support in English and mathematics and is a good feature.
- 36 The school provides a broad, balanced and relevant curriculum, which is fully accessible to all pupils and complies with legal requirements. The learning experiences provided effectively meet the needs of most pupils. These are, however, more clearly developed in the Foundation Phase.

- 37 Extra-curricular activities effectively broaden and enrich pupils' learning experiences. This is a strength of the provision at Gwenfro. The partnership with other providers also has a positive effect on standards.
- 38 Class worship and circle time make an outstanding contribution to pupils' understanding of moral and spiritual issues and help them gain respect for truth and justice. This is particularly noticeable in upper key stage 2 classes. Pupils also achieve good standards in their cultural and social development. Acts of collective worship fulfil statutory requirements.
- 39 The quality of care, support and guidance for pupils to ensure their personal, social and emotional development, health and well-being is good. Personal support is an outstanding aspect of the school's work because all adults know pupils extremely well and carefully monitor their personal development as they move through the school.
- 40 Overall, the quality of the provision for pupils with special educational needs (SEN) in the main stream setting and the Resource Units is good with outstanding elements in the physical care of certain groups of pupils. Pupils, families and the community appreciate this support.
- 41 Provision for the personal, social and emotional guidance of all pupils is outstanding throughout the school.
- 42 Procedures to monitor and promote regular attendance and punctuality are good.
- 43 Health and safety procedures are appropriate and overall, induction and transition arrangements are good.
- 44 Arrangements for child protection and safeguarding pupils are appropriate.
- 45 Policies and procedures to ensure equal opportunity, racial equality and to eliminate any form of oppressive behaviour are effective. The positive ethos of the school reflects the policies' very successful implementation.
- 46 The school recognises and respects diversity in any form. Policies to implement this are comprehensive and regularly updated.

### **Leadership and management**

- 47 The head teacher is very committed to the well-being of the pupils and is extremely successful in involving parents and the community in supporting their education. With the support of a strong senior management team she has successfully overseen the amalgamation of Gwenfro infants and junior schools in 2007 to form one new all-through school. The head teacher has diligently implemented many of the changes necessary to produce an inclusive ethos in the new school without destroying existing good practice. As a result Gwenfro Community Primary is now, in every respect, one school.

- 48 Procedures, structures and resources introduced have resulted in pupils making good individual progress throughout the school when viewed alongside their level on entry.
- 49 The quality of the leadership of subject leaders is developing well as they strengthen their strategic role on a whole school basis. Staff work very well together as a team. Common values are shared about learning skills, thinking skills, emotional well-being, standards of behaviour and relationships.
- 50 Overall, information from day to day assessment is used effectively to identify individual targets for improvement for both pupils and individual members of staff; including children with SEN and English as an additional language. The school has recently introduced a more rigorous system of data analysis but as yet this has not fully impacted throughout to sufficiently facilitate the setting of robust or long term targets (over more than one year) in the school improvement plan to evaluate its success and move the school forward at pace.
- 51 The head teacher, governors and the senior managers are beginning to monitor the teaching and learning and assess the impact on standards. Effective whole school monitoring is a priority in the school improvement plan to ensure all new initiatives have been implemented consistently throughout the Key Stages and their impact on standards fully evaluated.
- 52 The Governing Body is fully supportive of the head teacher, staff, pupils and the aims and objectives of the school and ensures all statutory requirements are met through various sub-committees.
- 53 The culture of self-evaluation is becoming increasingly more established within the school. However, the arrangements to seek the views of pupils, parents and other interested parties are under developed at present.
- 54 The self-evaluation report produced for the inspection follows the Estyn framework. It is a wide ranging and honest document, but is descriptive rather than evaluative and is not always sufficiently linked to clear priorities in the school improvement plan. The inspection team's judgements agree with the school's self-evaluation only in regard to key question 2. Inspectors awarded one grade lower for key questions 1, 3, 4, 5 and 7, and two grades lower for key question 6.
- 55 The school has made considerable improvements since the amalgamation that reflect the personal dedication of the head teacher and staff in their efforts to complete the process as soon as possible and produce a new environment in which the needs of all pupils are met.
- 56 Pupils are well supported by experienced and suitably qualified teachers and support staff who have the knowledge and expertise to teach all aspects of the curriculum. Professional development for all staff is thorough and related to priorities in the school improvement plan.

- 57 The accommodation is good and the school is extremely well-resourced with appropriate equipment in all subjects. This is an outstanding element of the school's provision. Overall, the school generally makes good economic, efficient and effective use of available resources, linking all to spending, improving provision and raising standards.
- 58 The school successfully balances the effectiveness of its provision against costs, including staffing cost. Expenditure is monitored closely by the head teacher and the Governing Body. The school gives good value for money.
- 59 In conclusion, when taking into consideration their low point on entry, all pupils make good and sometimes very good individual progress during their time at Gwenfro Community Primary School and most are well prepared for the next stage of their learning.

## Recommendations

- 60 In order to develop and progress, the school should:
- R1 continue to raise standards in subjects and key skills that have shortcomings;
  - R2 refine the system of whole-school planning to ensure consistency and progression across the key stages in learning and differentiation of set tasks to cater for the individual needs of all pupils; particularly the more able and talented; \*
  - R3 consolidate, monitor and evaluate all new initiatives to ensure they have impacted on the teaching and learning and extend the existing monitoring system to give a consistency of approach throughout the school;\*
  - R4 consolidate the newly introduced system of analysing data, assessment and tracking information and link to more robust target-setting practices;\*
  - R5 adapt the self-evaluation procedures to link, through clear, quantifiable targets, to the school improvement plan; to give a more realistic picture of where standards are at a given point in time and facilitate planning for improvement over more than one year.

\* **Note:** The school has already identified R2, R3 and R4 in its own self-evaluation report and associated documentation.

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

- 61 The findings of the inspection team do not match the judgements made by the school in its self-evaluation report of grade 1 for this key question. The inspection team judged standards were not consistently outstanding throughout the school. However, new management systems have been established as a result of the amalgamation, resulting in most pupils making good individual progress as they move through the school.
- 62 The results of the end of key stage 1 teacher assessments in 2009 show pupils' achievement is below the national and Local Authority averages in English, science and the core subject indicator (the number of pupils reaching level two and over in all three subjects). It matches the local and national averages in mathematics. When compared to similar schools in Wales based on the number of pupils receiving free school meals, the school is in the upper 50 per cent in English, mathematics and the core subject indicator and in the lower 50 per cent in science; it is slightly above the "family grouping" average.
- 63 Girls out perform the boys in all core subjects. The school has taken action to address some of the issues related to under achievement by introducing "booster classes" but has not yet focused on the gender gap. The school has just introduced a more refined system of data analysis which is beginning to lead to more effective use of assessment information to predict trends and focus the school's actions on under and exceptional achievement.
- 64 In 2009 the percentage of key stage 1 pupils gaining a level three is below the local and national averages in English, mathematics and science; girls out-perform the boys at this level.
- 65 The 2009 end of key stage 2 teacher assessments were above the national and local averages in English, mathematics, science and the core subject indicator (the number of pupils reaching level 4 in all three subjects). The school has evidence to indicate this is a direct result of actions taken since the amalgamation to raise standards and reflects the value added by the school. These results place the school in the top twenty five per cent of schools with similar free school meals, in English, mathematics and the core subject indicator. The school is in the top 50 per cent in science. Boys out-perform the girls at this key stage. This is contrary to the pattern emerging in the "family grouping" and indicates the varying nature of each cohort.
- 66 Over this period results indicate the percentage of key stage 2 pupils gaining the higher level 5 is below the national and local average in English, mathematics and science. Boys out perform the girls at this level. The gender difference is wide when compared to similar schools in the "family group".

67 Available data over the past two years, that includes pupils from the Resourced Units, indicates that standards throughout the school have gradually improved but results vary with individual cohorts. This is due to varying numbers of transitory pupils, and the vast span of levels in attainment on entry.

68 In the subjects inspected standards of achievement are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
8%	68%	24%	0%	0%

69 These percentages are below the figures indicated in the latest national results where standards are reported as being good or better (grade 1 and 2) in 87 per cent of lessons. They are below the published figures of 12 per cent of lessons where standards of achievement are reported as being outstanding (grade 1).

70 Although the standards observed in lessons are below the national average for grade 2 or better, evidence from scrutinised work and extensive discussions with pupils support the published national curriculum result profile which places the school in the top quartile for the majority of the core subjects at Key Stage 2. Age appropriate standards are highest in years 5 and 6.

#### Grades for standards in subjects inspected in key stage 1 and key stage 2

Inspection Area	Key Stage 1 Grade	Key Stage 2 Grade
English	2	2
Welsh Second Language	2	2
Mathematics	3	2
Science	3	2
Information and Communications Technology	2	2
Design and Technology	2	3
History	2	2
Geography	3	3
Art and design	2	2
Music	2	2
Physical Education	2	2
Religious Education	2	2
Foundation Phase	Overall Grade 2	

71 The overall quality of educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes.

72 School assessment information indicates that the attainment of nearly half the children on entry into the Foundation Phase is below the LA (Local Authority) average. In particular, they display delayed emotional and social development and speaking and listening skills. Children settle quickly into the routine of the nursery and readily take part in a wide range of activities. They quickly acquire new knowledge and skills in all seven areas of learning and develop a broad

and balanced foundation to start their academic career. Overall there is no consistent difference between the performance of girls and boys in the baseline assessment, administered at the beginning of the second year as the children perform at a level roughly equal to the local average. This reflects the value added during the early stage of their education.

73 Standards of achievement in the areas of learning in the Under-fives and Reception are as follows:

Area of learning*	Inspection grade			
	N	R	Y1	Y2
Personal and social development, wellbeing and cultural development	2	2	NA	NA
Language, literacy and communication skills	2	2		
Welsh language development	2	2		
Mathematical development	3	3		
Knowledge and understanding of the world	2	2		
Creative development	2	2		
Physical development	2	2		

74 Regardless of their social, ethnic or linguistic backgrounds, most pupils make good and sometimes very good individual progress in acquiring new knowledge and understanding and skills. Seventy five per cent of pupils reach their set targets and goals.

75 Pupils with additional needs, including those in the Resource Provisions and those who are learning English as an additional language, make very good progress towards the targets set for them in their individual education plans and achieve good standards relative to their age, need and ability. A minority of pupils who have been identified as more able and talented do not reach their full potential. The school is beginning to address this problem.

76 Overall, throughout the school, pupils have key skills that reflect good features that outweigh shortcomings. However, their skills linked to bi-lingual competence, listening and creativity are good.

77 Children in the first year of the Foundation Phase have key skills in their speaking, reading, writing, numeracy, personal and social education and those linked to information and communications technology (ICT) that display good features which outweigh shortcomings. By the time they are in the second year of the Foundation Phase they develop good ICT, creative and problem-solving skills as they enthusiastically take part in self-instigated craft activities and re-enforce their learning on the computers.

78 Key stage 1 pupils maintain their good listening, creative and problem-solving skills as they concentrate for longer periods of time and work more independently on set tasks. They continue to reflect good standards that outweigh shortcomings in the remaining key skills. They use reading and writing skills with increasing enjoyment and are developing their confidence to apply them to a range of contexts.

- 79 In key stage 2, most pupils' key skills of reading, speaking, numeracy and ICT still have good features that outweigh any shortcomings. However, in the upper school there are examples of good writing as they empathise with the evacuee children in history or compare the attributes of Gandhi and Mandela. In this age range there are also some examples of good applications of number skills; for example, in science where pupils use maps, graphs and data to record and interpret information. Overall, in key stage 2, most pupils continue to maintain good standards in their listening, creative and bilingual skills.
- 80 Nearly all pupils' bilingual competence is good. Pupils' confidence in their understanding and use of Welsh develops extremely well as they progress through the school. By the end of key stage 2, most pupils can sustain a conversation and use increasingly complex sentences enriched by a developing vocabulary. Overall pupils are also developing a good awareness of the traditions and culture of Wales.
- 81 The implementation of the Effective Learning Programme, and a growing emphasis on thinking skills has ensured a whole-school focus on the progression of skills associated with how pupils learn. As a result pupils are beginning to develop a raft of strategies that enable them to approach new learning with confidence. This is gradually increasing their level of knowledge and understanding across all areas of learning. The extremely stimulating indoor and outdoor classrooms also help to develop their curiosity to extend learning
- 82 An increasing number of pupils can articulate how they are progressing and are beginning to express what they need to do to improve. This element of learning, in particular, is developing well in the Foundation Phase. Pupils' are able to work well with each other and over half now reinforce their problem-solving and decision-making skills throughout their daily activities. Through continuous discussion with staff, pupils in key stages 1 and 2 are beginning to understand their learning but, when it is taken out of a familiar context, a significant minority struggle to cope.
- 83 Throughout the school, most pupils discuss their work sensibly with adults and over half are able to review their strengths and weaknesses honestly as they make progress towards fulfilling their potential. All enjoy a challenge and many are beginning to reflect before attempting to solve new problems. Most ask for help when required and remain on task throughout the learning sessions. At the end of key stage 2, pupils are well prepared and ready to move on to the next stage of their learning.
- 84 In most lessons, nearly all pupils work at full capacity. However, in some classes, a minority of pupils, particularly the more able, are not fully stretched and therefore do not achieve as much as they are able.
- 85 Most pupils are extremely well motivated, clearly enjoy their lessons and eagerly engage with all the learning opportunities offered to them.

- 86 Standards of behaviour are good throughout the school. There is a calm, but busy and purposeful, working atmosphere in the majority of lessons. Relationships between pupils are extremely good and their care and understanding of one another's needs is exceptionally supportive. Lunchtimes are very pleasant social occasions and most pupils play happily with one another during break times.
- 87 All pupils show good development in their personal and social skills. In most lessons, they work well and their ability to concentrate is good. They collaborate well in pairs or small groups. Their ability to organise their work and to work independently is less well developed. Most pupils, however, are developing the skills for life-long learning. In some classes the school pupils' presentation skills are under developed.
- 88 As a result of the recent strategies introduced by the school, attendance shows an improving trend. Data for the last reporting year was 93.3 per cent. This is similar to the latest all Wales figures but slightly below the LA average.
- 89 Most absence is caused by the susceptibility of pupils to illness. However, a minority of parents do not support the school's attendance policy to ensure their children attend regularly and on time. Most pupils are punctual at the start of the school day.
- 90 Most pupils have a good understanding of equal opportunities and show a good awareness of diversity within society.
- 91 Pupils' understanding of their place within the community is good; their awareness of the working world is less well developed.

## The quality of education and training

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

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

92 The findings of the inspection team match the judgements made by the school in its self-evaluation report of grade 2 for this key question.

93 The quality of teaching observed during the inspection was:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
11%	74%	15%	0%	0%

94 The percentages are generally in line with the latest national figures where the quality of teaching is reported as good or better (grade 1 or Grade 2) in 85 per cent of lessons. They are below the published figures of 17 per cent of lessons where standards of teaching are reported as being outstanding (grade 1).

95 Lessons with outstanding features are characterised by:

- Clear learning intentions for all pupils;
- interesting, lively teaching and tasks that stimulate pupils' interest and motivation;
- opportunities for pupils to develop their independent learning skills; and
- connections to pupils' personal experiences that further their life skills.

96 In the majority of lessons, good features include:

- Plans which build on pupils' previous knowledge;
- good pace;
- imaginative and effective use of the interactive whiteboard; and
- good balance between direct teaching and practical tasks for pupils.

97 Where lessons were less effective, shortcomings included:

- Slow pace and lack of challenge;
- insufficient consideration of the differing needs and abilities of all pupils;
- over-prescriptive activities which constrain pupils' independence and creativity; and
- overuse of closed questions which do not promote pupils' thinking and communication skills.

98 Throughout the school, teachers and support workers have very good relationships with the pupils. This encourages and motivates pupils, who wish to please their teachers. In the best lessons, teachers have good knowledge of the subjects they teach and pass this on successfully to their pupils.

99 Overall, most teachers plan lessons which are carefully sequenced so that pupils build on previous experiences and knowledge, but this practice is not

consistent throughout. Few lesson plans have lesson objectives that describe precisely what pupils are expected to learn.

- 100 Teachers organise their classes in a number of ways in order to be effective. For example, pupils may be taught in whole classes, small groups or individually. They use a good range of teaching methods and resources, including the interactive whiteboard, to good effect.
- 101 Equality of opportunity is promoted well in all classes, irrespective of pupils' ability, background or gender. Pupils with special educational needs are considered important members of the school community and know that their contributions are valued.
- 102 Teachers are successful in their efforts to promote pupils' bilingual competence. Members of staff are very good role models, using Welsh in all aspects of school life. This has had a positive impact on the learning.
- 103 In some classes there are shortcomings in the way teachers adapt their lessons to meet the needs of all pupils, including those who are more able and talented. In such areas plans and learning intentions are insufficiently differentiated, teaching methods do not discriminate adequately and the tasks assigned to pupils are not sufficiently matched to their needs.
- 104 The assessment of pupils' progress has good features which outweigh shortcomings but is a strength in the Foundation Phase and areas of Key Stage 1. All statutory requirements for assessing and reporting on pupils' attainment are met. Teachers assess pupils' work regularly and fairly. However, in some classes, the learning intentions set for each lesson are often insufficiently precise to permit valid assessments.
- 105 Pupils' progress through the school is measured by a series of standardised tests in reading, English and mathematics, as well as a test of their thinking ability. These support teachers' ongoing assessments and allow teachers to set targets. This system of pupil tracking aids the identification of pupils who would benefit from additional support, and is a good feature.
- 106 There is a good quality portfolio of assessed work in English, which allows comparison with standards of work in other LA schools, and confirms teachers' assessments. Similar portfolios for other subjects are just developing. However the senior management team has worked hard on cluster and LA projects to ensure that assessments are now moderated and standardised throughout the school. This is a developing aspect of their assessment procedures.
- 107 There is a marking policy to which all teachers conform. Where marking is good, teachers judge progress towards the lesson objectives, provide positive comments and suggest ways for improvement. Although pupils are occasionally asked to comment on their own work, and that of their classmates, their involvement in planning their own progress and improvement is at an early stage of development except in the Foundation Phase and areas of key stage 1.

- 108 Parents appreciate the easy access to the school to discuss their children's progress. There are parent consultation evenings in the autumn and spring terms. There is an opportunity to discuss the annual written report. Reports meet requirements.

**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**

- 109 The findings of the inspection team do not match the judgements made by the school in its self-evaluation report of grade 1 for this key question. The inspection team did not identify sufficient outstanding features to merit a grade 1.
- 110 The overall quality of educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes.
- 111 The school provides a broad, balanced and relevant curriculum, which is fully accessible to all pupils and complies with legal requirements. The learning experiences provided effectively meet the needs of most pupils. This is, however, more clearly developed in the Foundation Phase and areas of key stage 1. The school is in the early stages of addressing the needs of the more able and talented pupils. Pupils with additional learning needs are very well catered for and are given support to access all learning opportunities in and out of school.
- 112 Policy documents and detailed schemes of work ensure progression in children's skills in the Foundation Phase curriculum and their religious education. However, although schemes of work plan for coverage of National Curriculum subjects and the locally Agreed Syllabus in religious education in key stages 1 and 2 they do not ensure consistency of progression in all subjects.
- 113 Many opportunities are identified for pupils to develop the key skills of speaking and listening, reading and writing and those linked to Welsh as a second language. These are clearly identified in medium-term plans. Teachers maximise opportunities for discussion and planning for key skills and this is a strength in the Foundation Phase and key stage 1. However, in the rest of the school planning opportunities for pupils to develop and apply their numeracy and ICT skills in subject areas are less well identified.
- 114 Extra-curricular activities effectively broaden and enrich pupils' learning experiences. The school provides a range of well attended after school clubs on two afternoons per week. These clubs further develop pupils' personal and social skills. In-house support groups are held at break and lunch times to consolidate life skills with selected pupils. This is a strength of the provision at Gwenfro.

- 115 The school also provides very good opportunities for learning by using the immediate area near the school, through visits to places of interest, residential courses and other activities that reinforce the pupils' understanding of the curriculum.
- 116 The provision for pupils', moral social and cultural development is good overall. Their spiritual development displays some outstanding features. Planning for the development of personal and social education is extremely well focused with a clear and appropriate emphasis drug abuse, personal safety and sex education.
- 117 Class worship and circle time make an outstanding contribution to pupils' understanding of moral and spiritual issues and help them gain respect for truth and justice. This is particularly noticeable in upper key stage 2 classes. Through these they have opportunities to discuss, interpret and evaluate religious and moral stories and state how they are relevant to their own life experiences. Whole school and celebration assemblies are conducive to spiritual reflection, devotion and the development of self-esteem. Acts of collective worship fulfil statutory requirements. Pupils reach a good standard in their social and cultural development. The latter is developed through the study of a variety of alternative religions giving most pupils a good understanding of life in multicultural Wales.
- 118 As yet there is no formal strategy to develop pupils' skills and understanding of work-related education. Nevertheless an appropriate range of experiences are provided and matched to the age range of pupils. These help develop a sound understanding of the world of business and commerce. The school is now considering how to formalise these arrangements. Placements to industry and commerce do not form part of the school's continual professional development strategy for staff.
- 119 Although there are a few opportunities for pupils to develop their entrepreneurial skills, this aspect is not well developed. The school recognises this is an area to be addressed.
- 120 Provision throughout the school to promote pupils' bilingual skills and the culture and heritage of Wales is good.
- 121 Good arrangements are evident in all aspects of the schools work to ensure pupils receive a broad range of experiences that raise their self-esteem and confidence and lift their aspirations.
- 122 Education for sustainable development and global citizenship are developing well. Growing opportunities are created to raise awareness of environmental and sustainable issues and to prepare pupils for life as global citizens of the future. The school's Euro-club enhances this provision. A suitable range of initiatives and projects ensure the school acts in a sustainable manner, many of which have been suggested by the enthusiastic Eco committee.

- 123 Arrangements to ensure pupils develop the skills for life long learning, have good features that outweigh shortcomings. The school's very strong emphasis on their personal, social and emotional development helps to prepare them well for their next stage of learning. Links with the local secondary schools are very strong and eases transition. However, there are too few opportunities for pupils to develop the skills of independent learning which they will need as they get older.

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

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

- 124 The findings of the inspection team do not match the judgements made by the school in its self-evaluation report of grade 1 for this key question. The inspection team judged standards were not consistently outstanding to merit a grade 1.
- 125 The quality of care, support and guidance for pupils is good.
- 126 The school works closely with parents and carers regarding the care of their children. Care or support plans are drawn up when required and these are appropriate to the age, need and ability of pupils. An extensive range of external agencies are used to support pupils where required. At the pre-inspection meeting, parents expressed the view that the school cares well for their children; the inspection team endorses these comments. The immediate community plays a strong supportive role in the care element at Gwenfro.
- 127 The school council and Eco committee are well established and effectively represent pupils' opinions. The committees provide them with a clear voice and as a consequence pupils' views can be heard. Pupils confirm their suggestions have influenced the work of the school, for example in making improvements to the toilet facilities and instigating energy saving initiatives. The committees are democratically elected and meet regularly.
- 128 Arrangements to help children settle into the Foundation Phase are well organised. Similar good arrangements ensure that those who start their school life at a later stage settle well. Pupils relatively new to the school confirm that they have settled quickly and made new friends.
- 129 Provision for the personal, social and emotional guidance for all pupils has outstanding features throughout the school. Significant emphasis is placed on developing pupils 'as individuals' and helping those who are most vulnerable to deal with or overcome the challenges they face in their young lives. Personal support is an outstanding aspect of the school's work because all adults know pupils extremely well and carefully monitor their personal development as they move through the school. All staff have very high expectations for pupils at Gwenfro and this facilitates a rise in standards. Pupils confidently state there is an adult they can turn to for help if they should need it.

- 130 Procedures to monitor and promote regular attendance and punctuality are good. They are helping to ensure there is a steady upward trend in overall rates. External agencies are involved if there are any concerns. Systems to monitor and address any concerns related to pupils' behaviour are firmly embedded across the school. These result in a consistent approach being taken, by all teachers, to manage any incidents of inappropriate behaviour. Appropriate arrangements to track and monitor pupils' performance are continually being refined.
- 131 Health and safety arrangements are appropriate; the school has suitable policies and procedures that cover this aspect. There are good arrangements that contribute to pupils' welfare whilst in the school's care. Healthy and safe lifestyles are promoted, although this aspect is strongest in the Foundation Phase and key stage 1. Staff place a strong emphasis on pupils' well-being. The school is involved in a very wide range of sporting activities that encourage all pupils to keep fit and take regular exercise. Mid day meals are healthy and nutritious and many pupils say they enjoy these. In Key stage 2 however, actions taken to discourage the eating of unhealthy snacks such as crisps, sweets and fizzy drinks have been ineffective for the majority of pupils.
- 132 Arrangements for child protection and safeguarding pupils are appropriate. The head teacher is the designated person and has received suitable training. However in the past the procedures to ensure training for all staff is kept up to date have been a little informal. The school is well aware of this and has taken firm actions to rectify the situation.
- 133 The quality of the provision for pupils with additional learning needs, including those pupils with special education needs (SEN) and those for whom English is an additional language, is good with some outstanding elements. The individual needs of all pupils requiring additional support are very effectively identified, supported and monitored.
- 134 The school's arrangements for identifying SEN pupils are very comprehensive and support is allocated appropriately, as early as possible, and with great sensitivity. There is excellent learning support provided by very experienced and well qualified teachers and support staff. They use an extensive range of very good quality resources.
- 135 The quality of the Individual Education Plans for those pupils with learning, behavioural and physical difficulties is good. They are readily available for all staff and inform planning, reviews and monitoring of progress at regular intervals. Parents of pupils with additional learning needs are involved at every stage, and are fully informed of their child's progress.
- 136 A wide range of outside support services and voluntary helpers are enriching the work of school staff. Pupils who are more able and talented (MAT) are identified and have their needs met in some areas of learning. There is good in-house support available for those pupils who have English as an additional language. Extra nurturing for additional learning needs pupils is provided by additional support staff in school.

- 137 The Special Educational Needs Co-ordinator (SENCO) and Behaviour Co-ordinator work extremely closely together and share expertise and training across the school. They are committed to raising standards and making sure that pupils are fully involved in all aspects of school life. This inclusive ethos is a strength of the school.
- 138 There are very effective systems in place for managing pupils' behaviour based on positive and assertive procedures; as a result, incidents of disruption are handled very well.
- 139 There are high expectations for pupils to behave well and visitors comment frequently about pupils' good manners. Mutual respect is evident across the school. There are many good features impacting on behaviour. For example organised play therapy sessions and the work done by pupils on the playground, who have been trained by Childline. These monitor the behaviour of others and respond accordingly in order to safeguard all pupils.

### **Resourced Provision for Key Stage 1**

- 140 The provision for children under seven with SEN is very good. It focuses on early identification of individual children's learning needs and high quality, appropriate support. As a result, most children are making very good individual progress. Teaching and support staff work very well together, aided by many outside agencies. They plan and evaluate the provision and then regularly set the next steps for children's learning through continuous and enhanced activities. This support ensures most children's successful inclusion into mainstream classes as and when appropriate. High quality resources supplement the teaching support.

### **Resourced Provision for Key Stage 2**

- 141 The provision for older pupils with SEN is very good. The majority are making very good individual progress as a result of the substantial support they receive from highly qualified and experienced staff. All pupils have specific, challenging and achievable targets, which they know well and are monitored regularly. Their Individual Education Plans are written in collaboration with staff, pupils and parents and evaluated whenever appropriate. There is a wide range of resources, including ICT, which have been accumulated to cater for most aspects of special educational needs. In addition, pupils with physical difficulties are superbly resourced and totally included in every activity. The provision for tracking pupils' progress as they move between the resource and mainstream classes is good. This includes the preparation for their transfer to secondary schools.
- 142 Policies and procedures to ensure equal opportunity, racial equality and to eliminate any form of oppressive behaviour are effective. The positive ethos of the school reflects the policies' very successful implementation.
- 143 The school provides good support for pupils with English as an additional language so that they are quickly integrated into school life. Boys and girls

work well together in groups in their lessons. 'Circle Time' and other lessons are well planned specifically to deal with gender and stereotyping issues.

- 144 The whole school ethos promotes equality, sharing and understanding. These values are taught through collective worship and Religious Education. Pupils of minority ethnic backgrounds settle in quickly at the school.
- 145 All pupils have access to school life, visits and sporting activities. Individual plans are drawn up using external support in order to ensure that pupils who have very specific needs can access visits and residential events. This is an outstanding feature.
- 146 The school recognises and respects diversity in any form. Policies and practices to implement this are comprehensive and regularly updated.

## Leadership and management

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

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

- 147 The findings of the inspection team do not match the judgements made by the school in its self-evaluation report of grade 1 for this key question. The inspection team judged standards were not sufficiently outstanding to merit a grade 1.
- 148 The head teacher is very committed to the well-being of the pupils and is extremely successful in involving parents and the community in supporting their education. She is a committed professional who provides purposeful leadership and a developing sense of strategic direction. She is leading the school well through a period of consolidation and is fully supported by staff and governors.
- 149 Procedures, structures and resources introduced have resulted in pupils making good individual progress throughout the school when viewed alongside their level on entry; high expectations for all are implicit in her revised management systems. The head teacher has successfully introduced many of the changes necessary to produce an inclusive ethos in the new school without destroying existing good practice from the previous infant and junior schools. As a result Gwenfro Community Primary is now, in every respect, one school.
- 150 The head teacher has begun to build a committed, hard working senior management team who work closely together for the benefit of all pupils.
- 151 The quality of the leadership of subject leaders is developing well as they strengthen their strategic role on a whole school basis. They lead their areas with growing confidence as they review and evaluate their subjects and produce action plans to raise standards. In some areas, teaching assistants also take on responsibilities and are diligent in carrying out management tasks; for example they take responsibility for some playground initiatives. Staff work very well together as a team. Common values are shared about learning skills, thinking skills, emotional well-being, standards of behaviour and relationships. This is reflected in the good personal progress made by nearly all the pupils.
- 152 There is a shared acceptance of the school's vision which is reflected in all practical aspects of the school's work. The aims and values are fully understood by the whole school community and clearly promote equality of opportunity for all. The high expectations for pupils personal progress by all educators is a further strength of the school.
- 153 The school takes a good account of national priorities and local partnerships agreements. The head teacher has recently (and in her previous role as head teacher of the infants school) led the school in a number of important initiatives

that have improved the quality of education. For example the school has worked with the LA to instruct other schools on implementing the Foundation Phase principles. Gwenfro also take part in the Eco Schools Project, the Healthy Schools Initiative and the development of the outdoor classroom.

- 154 Links with Flying Start have a very beneficial impact on standards of learning in the early Foundation Phase. The school is taking part in transition initiatives with the local cluster group of schools and the Physical Education and Sport in Schools Project. The transition between the phases within the school is good.
- 155 Overall, information from day to day assessment is used effectively to identify individual targets for improvement for both pupils and individual members of staff; including children with SEN and English is an additional language. The school has recently introduced a more rigorous system of data analysis. As yet, this has not fully impacted on a whole school basis sufficiently to facilitate the setting of robust or long term targets (over more than one year) in the school improvement plan to evaluate its success and move the school forward at pace.
- 156 The school has established a system for monitoring the performance of all members of staff and teams linked to regular reviews. Performance management arrangements and staff appraisal are successful in identifying and meeting the professional development needs of all staff and are linked overall to priorities in the school improvement plan. As part of this process, individual targets for improvement are set and appropriate training arranged. Training opportunities provided include school-based training and externally organised courses. Some staff are taking part in longer term professional development initiatives leading to further accreditation. Overall the impact of training on the teaching and learning is evaluated regularly.
- 157 The head teacher, governors and the senior managers are beginning to monitor teaching and learning and assess the impact on standards. Effective whole school monitoring is a priority in the school improvement plan to ensure all new initiatives have been implemented consistently throughout the Key Stages and their impact on standards fully evaluated.
- 158 The Governing Body is fully supportive of the head teacher, staff, pupils and the aims and objectives of the school. The governors form a dedicated, committed management team who meet regularly and are supplied with detailed reports about the life of the school by the head teacher.
- 159 Governors are very knowledgeable about many aspects of the school life, fully understand their roles and responsibilities and are developing their strategic role. Appropriate and effective sub- committees are established to review areas of learning and resources. Key governors monitor provision, for example, in the areas of finance, SEN and health and safety. Governors are also beginning to monitor standards during thorough scrutiny of documentation and class visits.

- 160 The governing body is gradually becoming involved in the preparation of the school improvement plan and the self-evaluation report and diligently reviews all policies. Overall, governors attend update training.
- 161 The school has established a relevant complaints policy which is comprehensive, up to date and fit for purpose. Governors meet their regulatory and legal requirements.

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

**Grade 3: Good features outweigh shortcomings**

- 162 The findings of the inspection team do not match the judgement of the school in its self-evaluation report of grade 1 for this key question. Inspectors found no outstanding features but a number of shortcomings were identified in the rigour of self assessment and the effectiveness of improvement plans.
- 163 The head teacher, staff and governors are committed to maintaining and improving standards. As a relatively new school, the senior management team has taken the lead in the self-review process, with their findings offered to staff and governors for their consideration. The culture of self-evaluation is becoming increasingly more established. However, the arrangements to seek the views of pupils, parents and other interested parties are under developed at present.
- 164 Members of staff with subject responsibilities have undertaken detailed evaluations. These have involved looking at pupils' work, checking teachers' planning and observing classes at work.
- 165 The school has access to a wide range of performance data, and has the facility to compare its performance with similar schools. However, the system for analysis of the data and its use in planning for improvement is in its infancy.
- 166 The senior management team ensure that all members of staff are given the opportunity to be involved in the self-evaluation process.
- 167 The self-evaluation report produced for the inspection follows the Estyn framework. It is a wide ranging and honest document but is descriptive rather than evaluative and is not always sufficiently linked to clear priorities in the school improvement plan. This makes it difficult for the school to readily ascertain precisely where standards lie at any given time. The inspection team's judgements agree with the school's self-evaluation only in regard to key question 2. Inspectors awarded one grade lower for key questions 1, 3, 4, 5 and 7, and two grades lower for key question 6.
- 168 The school improvement plan is a collection of actions intended to meet a number of targets which have been prioritised by senior managers. The targets for 2009 -2010 are imprecisely framed and do not focus sufficiently on raising

standards of pupil progress. Consequently, its usefulness as a tool for improvement is limited. The school improvement plan does not indicate longer-term strategic plans (over more than one year).

- 169 Governors are well-informed of the contents of the school improvement plan and receive regular updates on progress.
- 170 Adequate resources are allocated to support school improvement plan priorities and the school has successfully obtained additional grants and other funds. This has permitted, for example, the appointment and retention of a number of members of staff, and the installation of quality ICT hardware.
- 171 Actions taken since the school's formation have resulted in the creation of a unified school to which all pupils and staff feel a sense of belonging. Standards of teaching and learning have been raised as a direct consequence of investment in ICT.
- 172 The school has made considerable improvements since amalgamation and it is now in a strong position to implement further changes to raise standards.

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

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

- 173 The findings of the inspection team do not match the judgements made by the school in its self-evaluation report of grade 1 for this key question. The inspection team judged standards were not consistently outstanding to merit a grade 1.
- 174 Pupils are well supported by experienced and suitably qualified teachers who have the knowledge and expertise to teach all aspects of the curriculum. The good team spirit within the school ensures that staff work well together, sharing views and experience in the best interest of pupils. The close partnership that exists between teachers and the enthusiastic, well-trained support staff makes a good contribution to the overall quality of teaching and learning.
- 175 The school, including the Foundation Phase, is extremely well-resourced with appropriate equipment in all subjects. This is an outstanding element of the school's provision. Pupils have ready access to an extensive range of resources appropriate to their age and needs. Recent, substantial investment made to resources enhances the teaching and learning and adds significantly to the rise in standards across the curriculum.
- 176 The accommodation is good. Lively displays of pupils' work ensure many of the classrooms, corridors and shared areas are attractive and show the school values pupils' achievements. Overall the school is bright, clean and well cared for.

- 177 The school generally makes good economic, efficient and effective use of available resources. For example, a considerable recent investment has been the installation of interactive whiteboards in every classroom. Teachers use them well as a teaching tool but have yet to develop their full potential as a learning tool for pupils.
- 178 Workforce remodelling funding is used effectively to provide support for teachers and to reduce their administrative load. The quality of teaching and learning is effectively maintained during class teachers' planning, preparation and assessment time. Throughout the school planning, preparation and assessment is effectively covered by quality staff. Support staff are managed effectively in order to maximise pupils' learning experiences and contribute considerably to the pupils' progress.
- 179 Subject leaders audit and monitor resources in their subject areas and information gathered is fed into the school improvement plan, but priorities are not always clearly identified.
- 180 The head teacher and governing body regularly monitor the use and condition of resources.
- 181 The school successfully balances the effectiveness of its provision against costs, including staffing cost. Expenditure is monitored closely by the head teacher and the Governing Body. The school gives good value for money.

## Standards achieved in subjects and areas of learning

### Foundation Phase for under 5s and Reception

- 182 The school has fully implemented the Foundation Phase for children in nursery and reception and has established strong elements in the provision for the 5 to 7 year olds.
- 183 Nearly all children in the Foundation Phase make good and sometimes very good individual progress compared to their low level of achievement on entry. Overall, by the time they leave this phase of their education they reach a good standard and no important shortcomings.

### Personal and social development, wellbeing and cultural development

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

##### Good features

- 184 On entry into the Foundation Phase most of the youngest children soon develop their self esteem and self confidence sufficiently to form positive relationships with adults and other children. Nearly all settle quickly at the start of each session and most show good care, affection and respect for others. They are beginning to increase their levels of concentration as they work through a series of teacher-led and child-instigated activities such as constructing group craft projects, playing with small world equipment or completing large jigsaw puzzles. The majority are beginning to make informed choices about their tasks and a minority work independently for increasing periods of time. Nearly all are developing positive learning strategies.
- 185 Most of the youngest children behave well and quickly develop a sense of right and wrong. A vast majority are developing good forms of self control of their actions and emotions. Overall they adhere well to set rules and those that do not are beginning to adapt their behaviour as they learn what is accepted by the group. They are beginning to recognise the need to sensitively consider the feelings and opinions of others. The majority are beginning to help at tidy-up time and will willingly ask for help if required. They give appropriate praise to others when deserved.
- 186 Nearly all 4 and 5-year-old children readily respond to a range of interesting activities and explore new learning skills, opportunities and resources with enthusiasm; for example as they explore the outdoor learning areas or grow beans and view them through magnifying glasses. They have a positive attitude to learning and new learning experiences. Overall they are eager and confident in their work and play.
- 187 They patiently take turns as they play with the outdoor equipment and readily share as they take part in construction activities with the large building bricks. The children interact co-operatively as they play imaginatively in the various role play areas.

- 188 Through their investigations into various multicultural celebrations and practices the older children are beginning to understand the variety as well as the diversity of life in Wales today. Most are knowledgeable about their own cultural heritage of Wales as they take part in Saint David's Day and the Welsh Week celebrations. Nearly all are beginning to take responsibility for their personal hygiene and recognise the need to follow a healthy lifestyle.
- 189 The more able 4- and 5-year-olds are beginning to express their opinions, likes and dislikes well, especially at snack time. During circle time most talk openly about such issues as friendship and being kind to others; many empathise with peers who are distressed; for example when a child's pet died. The majority clearly understand that living things need to be treated with care, respect and concern. All children are beginning to appreciate the need to preserve their environment and enjoy recycling activities.

### **Shortcomings**

- 190 There are no important shortcomings.

### **Language, literacy and communication skills**

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

#### **Good features**

- 191 The majority of children enter the Foundation Phase with very poor speaking and listening skills but soon learn to control their voice and speak with feeling. All can recall and enjoy simple songs and rhymes. They extend these skills as they play creatively in the role play area and with the puppets. By the end of the first year most children listen quietly to adults and peers and look at the person during a conversation. They respond well to instructions and most can recount their favourite story with enthusiasm.
- 192 By the second year many can talk, often in a logical manner about subjects that interest them and speak for different purposes and audiences. For example as they discuss their work or their activities in the outdoor area.
- 193 Over half of the older children ask appropriate questions and reply with growing articulation often in a sensitive and empathic manner such as when discussing the care of their pet hedgehog. They are beginning to offer simple explanations as to why they hold a particular opinion and confidently express their feelings to peers and known adults. Most are able to communicate their difficulty if they fail to understand.
- 194 The more able take advantage of an appropriate, experimental learning curriculum to express themselves in a sociably acceptable manner.
- 195 Many use the listening centre with growing independence and take part in self instigated drama sessions in the creative area.
- 196 At the beginning of the Foundation Phase the children quickly learn to match picture cues and sequence to create a story. They are beginning to become familiar with word shapes and patterns.

- 197 At the end of the first year many can recognise various letters and their sounds using simple phonic cues. They understand that words and pictures carry meaning. A small minority read their own names and most are able to confidently predict what comes next in a story. They understand and respond to stories and poems. They retell their favourite stories with enthusiasm, such as “Jasper’s Beanstalk”.
- 198 By the end of the Foundation Phase children handle books with respect and readily share reading experiences with adults and peers. Most children use the class library with enthusiasm and are able to choose age appropriate books independently.
- 199 Children quickly take advantage of a variety of opportunities to take part in mark making activities across the areas of learning. By the end of the first year most can explain their scribblings and attempt to form letters.
- 200 They become familiar with left to right orientation, understand the purpose of writing and confidently compile notes and lists in the role play areas. A small number understand the concept of a simple sentence.
- 201 All children make very good personal progress in developing their communication skills as they progress through the Foundation Phase.

### **Shortcomings**

- 202 A small minority of children have under developed early reading and writing skills.

### **Welsh language development**

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

#### **Good features**

- 203 Nearly all of the very young children have a positive attitude to learning Welsh. They enthusiastically join in a number of Welsh songs and rhymes and are able to carry out simple Welsh instructions as they take part in their daily activities and routines. Most quickly acquire an appropriate range of vocabulary and the majority are beginning to pronounce words correctly. The older children are developing good language patterns and are able to use the language in other areas of learning.
- 204 By the end of the Foundation Phase most children listen carefully and respond to clear instructions and various stimuli such as stories and drama. They continually build on past knowledge to reinforce their language skills. Nearly all are able to accurately recall the name of the primary colours in Welsh as well as some weather types. They count confidently to ten and are able to ask simple questions to their peers such as their name and how they are feeling.
- 205 The majority of children are beginning to use incidental Welsh spontaneously as they play in the creative areas and are attempting to read the familiar signs and labels around the classroom. A significant minority are beginning to

connect the written form of the words with the sound when they are “reading” the variety of Welsh books available in the class library.

### **Shortcomings**

206 There are no important shortcomings.

### **Mathematical development**

#### **Grade 3: Good features outweigh shortcomings**

#### **Good features**

207 From the time children start school they begin to develop their understanding of number; often through their role-play and story activities and as they recall a range of number rhymes and songs. Through various problem-solving investigations most children gain a clear understanding of early mathematical concepts, such as sorting by varying criteria and recognising simple patterns.

208 The majority of the younger children count in sequence to 5 in Welsh and English, match and sort shapes and understand the concept of more than and less than. The more able count sets of objects accurately, often to ten. They correctly identify number symbols to five and match the symbols to the objects counted.

209 By the end of their time in the Foundation Phase many children identify larger numerals and a few count beyond 20 without help. A minority are able to add single digit numbers together. They are beginning to select and use appropriate mathematical vocabulary in context and investigate ideas; for example in the water-play area.

210 Most older children develop a good awareness of ‘measures’. They record their findings on simple charts and diagrams and can construct and interpret simple graphs such as those recording their shape investigations. They are confident handling money as they role play in the café area, giving change to customers.

211 Nearly all children develop a good knowledge of two and three-dimensional shapes and a significant minority can correctly describe some of their features. As the children progress through the Foundation Phase the more able begin to develop simple personal strategies for estimating, checking and recording their mental calculations. Most are aware of the passing of time as they study their seasonal topics and note the changing weather patterns.

212 All children use ICT effectively and confidently to help them develop their mathematical knowledge and understanding.

#### **Shortcomings**

213 A small minority of children do not have age appropriate counting on and number recognition skills and are not yet able to independently apply their number skills to other areas of learning.

## **Knowledge and understanding of the world**

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

#### **Good features**

- 214 Throughout the Foundation Phase the children develop a curiosity about the wider world whilst listening to a wide variety of stories from around the world and taking part in national events such as World Book Week.
- 215 The younger children are able to discuss their families with enthusiasm and extend this learning whilst listening to visitors from the Welsh Mountain Zoo.
- 216 Many children are beginning to understand the area in which they live as they listen to visitors from the local community who explore their roles and responsibilities.
- 217 The children are beginning to appreciate the importance of caring for their immediate environment as they take part in such projects as recycling and caring for the school garden. The majority are able to follow simple directions.
- 218 The children steadily develop an understanding of the change in the seasons and the basic features of the weather as they enthusiastically discuss the daily variations and what out-door clothing they should wear.
- 219 By the end of the Foundation Phase the children have an expanding understanding that things were different in the past and explore the properties of ice as they conduct experiments on melting snow.
- 220 Children throughout the Foundation Phase develop their decision-making skills as they gradually learn to plan their own unstructured activities. The younger children extend their skills of investigating and exploring further as they predict and observe during their topic on growing beans. A few are beginning to ask appropriate questions and understand that all living things need care and respect.
- 221 All children confidently record their work in a variety of forms ranging from artwork, role play, creating simple charts and with computer software.
- 222 Through their religious education activities, children are beginning to explore the beliefs, teaching and practices of other cultures. A small minority are able to reflect independently and the more mature are beginning to express their views based on knowledge gained from stories and role-play. All are developing a tolerant approach to the multi-cultural element in our society and display a good enthusiasm for the traditions and beliefs of others. All enthusiastically embrace elements of their Welsh culture, language and heritage.

#### **Shortcomings**

- 223 There are no important shortcomings.

## **Physical development**

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

#### **Good features**

- 224 The youngest children in the Foundation Phase classes enjoy exploring their indoor and outdoor learning environments. They develop a good awareness of health, fitness and safety, of adventurous and physical play and control body movements well. Most children are very aware of the space around them and alter their movements successfully to avoid each other, such as when they are using wheeled toys or apparatus in the hall.
- 225 As they progress through the Foundation Phase the children gain confidence in travelling around using various methods such as running, jumping and hopping. They change direction with speed and balance on narrow blocks as they play creatively in the outdoor areas. They further extend their good body control and balance when moving to music. Many are beginning to change their own performance after watching others demonstrating good practice. Many base their creative play on their extended physical skills.
- 226 The older children work safely with each other and with equipment. Throughout the Foundation Phase children generally develop appropriate manipulative skills. They use scissors with growing confidence. The majority are beginning to use cutlery properly at snack and dinner-time. Many children have sufficient control to use pencils and crayons successfully to include detail in their work. Nearly all are very competent using a computer mouse and confidently handle simple tools as they design and make sandwiches as part of their technology projects.

#### **Shortcomings**

- 227 There are no important shortcomings.

## **Creative development**

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

#### **Good features**

- 228 All children in the Foundation Phase enjoy singing simple English and Welsh songs sweetly as part of a group and respond well to rhythm and rhyme. Many know the names of a number of percussion instruments and the older children are beginning to distinguish between the different sounds they make. Many are able to beat time accurately. They have a growing awareness of various musical elements and nearly all enjoy responding to music, dancing and moving their bodies in different ways to the "Sticky Kids" scheme or the music to "Dingle, Dangle Scarecrow".
- 229 In their role play the youngest children enjoy pretending to be grown-ups shopping for seeds and plants. As they progress through the phase many extend these skills further as they re-enact favourite stories or programmes

using puppets. A growing majority are able to improvise and think imaginatively as they play creatively alone or in small groups.

- 230 Most children create some good two and three-dimensional representational images of boats and cars. Many investigate, manipulate and explore a range of materials and resources to effectively create models from recycled materials and make appropriate choices of materials and colour with developing independence. The more mature children are able to use a range of tools and skills with confidence. A growing number use the skills of cutting, painting and gluing competently, with imagination.
- 231 Throughout the Foundation Phase nearly all children paint effectively and use a variety of implements, including their own hands, to make different patterns. The older children display good colour mixing skills as they paint images of spring flowers or apply their previously acquired bubble painting and printing techniques to their free paintings. They create models from clay using suitable tools. They express their individual creativity well in their paintings, collages and sewing. Most children have good observational skills; these are reflected in their observational drawings of exotic fruits.
- 232 Most of the older children are able to discuss their work in progress at an appropriate level. Over half appreciate the work of others and comment constructively. Some are willing to amend their work after discussions with a known adult.
- 233 By the end of their time in the Foundation Phase, most children are beginning to apply their creative and imaginative skills across to other areas of learning.

### **Shortcomings**

- 234 There are no important shortcomings.

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

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

### **Good features**

- 235 Most pupils in both key stages listen extremely well to their teachers and to each other. They respond appropriately to questions. Many pupils use an extended and enriched vocabulary at the end of key stage 2. Throughout the school all pupils listen well to one another's ideas when working in pairs or small groups.
- 236 Most pupils make good progress in using their speaking skills for a wide variety of purposes. In key stage 1 where they readily express their ideas, most are at the early stages of being able to describe characters in stories. In key stage 2 they increasingly adapt their speech according to purpose.

- 237 Most pupils in key stage 1 make good progress in developing their reading skills. They develop a good knowledge of letters and their related sounds and competently apply their knowledge to work out unfamiliar words. By year 2, pupils confidently read predictable texts in unison.
- 238 In key stage 2 many pupils develop their reading skills for a wide variety of purposes and to retrieve information. By years 5 and 6 they understand the distinct features of different genres, such as short stories and play scripts. They use the skills of inference and deduction well to gain a deeper understanding of characters and themes and refer to the text effectively to support their opinions and evaluations. Written evaluations and reviews, for example, in response to Carrie's War exemplify these skills. They are familiar with the work of a good number of authors.
- 239 As they move through the school, the majority of pupils make progress in writing for a range of purposes. Many pupils in year 2 record instructions and begin to write character descriptions. They identify adjectives and begin to use these effectively in their own writing.
- 240 During key stage 2, many pupils of all abilities write at increasing length and with greater complexity as they produce various reports, recounts, letters and instructions.
- 241 By year 6 a majority of pupils write interesting, well constructed stories and imaginative poems showing good use of image and simile. Many pupils have found a clear personal voice. Overall most use a wide range of punctuation, spelling is generally accurate and their handwriting is clear and fluent. Many pupils are developing good presentation skills at this end of the key stage.

### **Shortcomings**

- 242 In a small minority of pupils their level of text understanding does not equate to their level of decoding and on occasions their handwriting and presentation skills are under developed.

<b>Welsh second language</b>
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**Key stage 1: Grade 2: Good features and no important shortcomings**

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

### **Good features**

- 243 Most pupils in both key stages have a good understanding and competently use a range of commands, questions and answers that are used in set daily routines for example during registration. Throughout the school all pupils enthusiastically acquire new vocabulary and sentence patterns which they use effectively.
- 244 In key stage 1 the majority of pupils make good progress in speaking and listening. They respond well to instructions and develop a good range of

vocabulary relating to themselves and food. They ask and answer questions well. Nearly all use Welsh greetings confidently.

- 245 In year 2 many pupils read words and sentences well and make good use of pictorial clues to help them understand the written word. They are beginning to use sentence patterns from their reading books in their written work.
- 246 In year 3 the majority of pupils ask and answer questions effectively about the weather. Most are developing a range of vocabulary and they use familiar sentences and language patterns with ease and confidence. Many have a good understanding of positional language and the language of direction.
- 247 Most pupils in year 6 ask and answer questions well about hobbies and activities with a good grasp of positive and negative statements. They read with understanding and more able pupils write a sequence of sentences with a good measure of accuracy.

### **Shortcomings**

- 248 There are no important shortcomings.

<b>Mathematics</b>
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**Key stage 1: Grade 3: Good features outweigh shortcomings**

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

### **Good features**

- 249 Most pupils in key stage 1 quickly learn number symbols and begin to undertake simple addition and subtractions. Many use various mental strategies, including counting on and back to effectively solve problems. A few can identify simple fractions in practical situations.
- 250 Many pupils in key stage 1 are beginning to use appropriate vocabulary when referring to measures and money. Nearly all use non-standard units to estimate and measure lengths as they build models from the large construction apparatus and use and understand the use of “more than” and “less than”.
- 251 The majority have a good concept of time and their coin recognition is developing appropriately as they spend time in the role-play areas. Most are able to recognise two and three dimensional shapes with relative ease and refer to their properties.
- 252 Most pupils use positional vocabulary correctly.
- 253 Many children in year 3 show good knowledge of making 100, with a few able to make 1000. Many choose more advanced mathematical techniques to solve simple problems relating to the price of Easter eggs. Most quickly add, subtract, multiply and divide numbers mentally and have a good knowledge of place value. The majority recognise and use simple fractions.

- 254 Pupils in year 4 have a good understanding of measures and money and can use analogue and digital clocks effectively.
- 255 Many pupils in upper key stage 2 correctly explain that areas and perimeters are different measurements to describe the size of polygons. The majority in year 5 use a simple formula to calculate the areas of rectangles, rounding measurements up or down to simplify their calculations.
- 256 Most pupils in year 5 and 6 clearly understand the relationships between seconds, minutes, hours and days. Many know how to order strings of numbers to facilitate mental addition, looking to make tens and doubles. Most are beginning to handle mathematical data with confidence and can draw meaningful conclusions as they communicate their findings.

### **Shortcomings**

- 257 In key stage 1, many pupils' understanding of number values when adding and subtracting is insecure and a considerable majority are not sufficiently confident to explain their results knowledgeably when discussing their work with others.

<b>Science</b>
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### **Key stage 1: Grade 3: Good features outweigh shortcomings**

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

#### **Good features**

- 258 Many key stage 1 pupils carry out investigations using a structured approach. They make sensible predictions about the likely outcome of their investigations. They discuss their work confidently and record their results appropriately, offering simple explanations of what they have discovered. Overall a significant number of pupils are beginning to raise their own question for investigation.
- 259 Many pupils have an appropriate understanding of the life cycle of various mini-beasts and plants and use the outdoor areas to enhance their learning. They understand the conditions these living things need to survive. Most describe in detail how to keep healthy and identify foods that are an essential part of a healthy diet. By the end of year 2, many pupils use appropriate scientific terminology when in group discussions.
- 260 Overall, in lower key stage 2, the majority of pupils display a good understanding of fair testing. They are able to make predictions based on past learning and present data in a range of appropriate tables, charts and graphs. Generally, pupils engage independently in careful practical work and make good use of scientific vocabulary but this varies from class to class. They are able to identify patterns and trends and give simple explanations for changes in materials. They sensibly relate the information studied to everyday life and the environment.
- 261 In lower key stage 2 the majority of pupils have a secure knowledge of the properties of common materials and a good practical understanding of

evaporation and condensation. Nearly all are able to confidently follow established patterns of planning an experiment. They consider opinions and make informed decisions as they evaluate their work and that of other groups.

- 262 Most pupils in upper key stage 2 increase their scientific enquiry skills considerably as they investigate how air can project vehicles. In the best investigation work, pupils raise their own questions or ideas to explore based on their individual research. They recognise the variables to change and carefully measure those kept the same. They are beginning to draw conclusions by referring to the original success criteria, form considered opinions and make informed decisions.

### **Shortcomings**

- 263 A significant minority of pupils, at Key Stage 1 lack the basic skills to consistently produce investigations of a good standard. The more able do not always study this area of learning to a level appropriate to their ability.

## **Information and communications technology**

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

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

- 264 It was not possible to observe any ICT lessons during inspection. Evidence was gathered from scrutiny of past and current work, examination of teachers' planning files and discussions with pupils.

### **Good features**

- 265 Many pupils in year 1 and year 2 use practice programs effectively to reinforce their mathematical understanding. They use digital stills and video cameras confidently to record their activities, which they later incorporate into word processed documents. When using graphics software, most use the Shape and Fill tools to create images.
- 266 Throughout key stage 2 most pupils add interest to their presentations by incorporating different fonts and colours and by incorporating their own photographs and those downloaded from the internet. In year 3 and year 4 pupils select and resize images. They begin to understand the principles of a database by creating hand-written records.
- 267 Nearly all pupils in upper key stage 2 create multimedia presentations and begin to use spreadsheets incorporating simple formulae. They use photo-imaging software to add different effects, producing creative pieces of art work.

### **Shortcomings**

- 268 There are no important shortcomings.

## Design and technology

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

**Key stage 2: Grade 3: Good features outweigh shortcomings**

### Good Features

- 269 In both key stages most pupils work well together and share ideas in an organised manner. Nearly all are developing good links across other areas of learning and consequently are beginning to understand the purpose of their design projects.
- 270 Throughout key stage 1 most pupils can select appropriate tools independently and display considerable skills in using them for a specific purpose. For example, as they independently make puppets or pop-up books. Overall their final products are of a good standard and over half are able to evaluate their own work and that of their peers; often suggesting what needs to change to improve the outcome. In key stage 1 most pupils achieve a good standard in designing and making a range of items for different purposes.
- 271 They are able to draw simple diagrams and make informed choices about suitable materials and techniques. Many pupils at this stage can accurately programme electronic vehicles such as "Bee Bot", using clear directional instructions.
- 272 The pupils in years 1 and 2 are able to follow the design process independently and produce individual artefacts of a very high quality during their continuous provision time. Their practical application of design skills across various areas of learning enhances their understanding considerably.
- 273 Most lower key stage 2 pupils make and evaluate a wide range of "monsters" with moving parts and have applied their expanding knowledge of electric circuits to design and make lighthouses.
- 274 In upper key stage 2 the majority of pupils use the design process and gather information from a variety of sources to investigate different types of bridges before designing and making their own. They are beginning to have the confidence to work independently or in groups, make changes as required and extend the process by discussing manufacturing techniques. A considerable minority are now able to express their views and preferences and evaluate the end product in terms of the original intention.

### Shortcomings

- 275 There are no important shortcomings in key stage 1.
- 276 A majority of pupils in key stage 2 do not as yet have sufficient knowledge of basic design and technology skills or tools to produce artefacts of a consistently good standard; neither do they use their ICT skills sufficiently to support their design work.

- 277 The more able in key stage 2 do not study this area of learning to a level appropriate to their ability.
- 278 In certain classes in key stage 2, many pupils rely too much on worksheets and put too few of their individual ideas into original designs.

## 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

- 279 Nearly all pupils in key stage 1 have a good, developing awareness of chronology. They use appropriate vocabulary well to describe the passing of time when comparing conditions at the time of their grandparents with those of the present day. Visits to Erddig Hall and the construction of time lines to show the main events in their lives enhance their perception of times past.
- 280 By the end of key stage 1 pupils have a good knowledge of clothes across the recent eras and are able to compare the style and material used to those worn today. The majority of the older pupils have an appropriate understanding of life in ancient China and can accurately recall aspects that interest them personally.
- 281 The majority of pupils in years 3 and 4 have a curiosity about the past and build on their previously acquired skills, knowledge and understanding. Each year group takes part in a study of focused historical enquiry using a range of primary and secondary resources, including ICT. Many are able to make informed judgements based on this knowledge and, in some classes, are beginning to compare elements confidently across periods of time.
- 282 The majority of pupils in lower key stage 2 reinforce a comprehensive understanding of chronology by comparing various elements of Tudor life with their own lifestyle.
- 283 Many pupils in year 5 are able to ask and answer relevant questions about the past and plan an investigation to discover facts. Most are able to communicate their ideas and findings independently and in depth, in a variety of ways. For example as graphs, charts or oral presentations. They particularly enjoy "hot seating".
- 284 Most pupils in years 5 and 6 develop an accurate knowledge the Second World War. Their written work is well structured and demonstrates a good understanding of appropriate dates and terms. The majority of pupils have a sound awareness of the causes and consequences of the main events of this era and are able to note how the changes affect future events. They consider different interpretations of events and offer reasons. The more able clearly understand that historical facts can be interpreted in a variety of ways. They are competently able to distinguish between fact and opinion as they ask

relevant historical questions and learn to use a variety of resources to verify their findings.

- 285 Many year 6 pupils have a good understanding of the main events of the twentieth century. They make good comparisons of the lives and impact of outstanding personalities at the time; developing their knowledge of history and chronology as they build on previous formed concepts and opinions. For example, they knowledgeably consider the attributes that a good leader should possess and use these to assess Hitler and Churchill.
- 286 Most pupils throughout the school have a developing understanding of the influence that famous Welsh people had on our past.

### **Shortcomings**

- 287 There are no important shortcomings.

## **Geography**

**Key stage 1: Grade 3: Good features outweigh shortcomings**

**Key stage 2: Grade 3: Good features outweigh shortcomings**

### **Good features**

- 288 In key stage 1, most pupils can name some similarities between Wrexham and London. Many know that Wrexham is a town, while London is a city. Year 2 pupils use an atlas to correctly identify the countries of the British Isles. They colour the countries in an outline map, with a key.
- 289 Most pupils in year 3 describe many differences between the Indian village of Chembakolli and Wrexham. They can explain in simple terms that people's lifestyles are influenced by climatic, economic and cultural factors. Many make sensible guesses as to the use of various Indian artefacts.
- 290 In their study on settlements, many pupils in year 4 can correctly explain the features which would attract settlers. They know that place names which end in "-chester" or "-ham" give clues to their origins.
- 291 In year 5 and year 6 most pupils can correctly describe some features of contrasting environments. The majority know the names and locations of major mountain ranges for example, that the Andes are in South America.

### **Shortcomings**

- 292 In both key stages, few pupils use geographical language appropriately and the majority of pupils do not develop an adequate knowledge of the processes or skills of geographical enquiry.
- 293 Many pupils' skills in collecting and recording geographical information in field work are limited and many select information from secondary sources, such as the internet, with insufficient care.
- 294 When discussing human impact on the land, a minority of pupils in key stage 2 confuse cause and effect.

## Art and design

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

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

### Good features

- 295 In both key stages nearly all pupils are developing a good knowledge of the work of a variety of artists, including local Welsh artists. They use their examples as a stimulus to produce their own work in various styles and in two and three dimensions.
- 296 In key stage 1 most pupils carefully experiment with paints and develop skills in brush techniques as they create effective backgrounds for their paintings of reflections.
- 297 The oldest key stage 1 pupils enthusiastically experiment with a range of media including paint, crayons and chalks to produce pictures and observational studies, particularly of fruit. Most carefully observe features such as colour, texture and pattern and use them to express their own creativity.
- 298 In lower key stage 2 many pupils show a good development of observational sketching and imaginative skills in their sketchbooks and displayed work. They experiment with a range of media and their skills in using line, tone, shape and form are developing well.
- 299 In upper key stage 2 most pupils' knowledge of the style and techniques of established artists such as Leonardo De Vinci is good. Their studies include work belonging to artists from Wales. For example, year 5 pupils compare the styles and works of Kyffin Williams and Van Gogh.
- 300 In years 5 and 6 pupils work in clay to produce some good example of cube pots decorated in the 'Art Deco' style. Over half are able to identify good features in their own and others' work and offer comments on how it can be improved.
- 301 Through good research skills year 6 pupils are developing a good understanding of how artists from different cultures and periods work and produce interesting Power Point presentations on Van Gogh's 'Starry Night'.

### Shortcomings

- 302 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

- 303 The majority of pupils throughout the school demonstrate technical competence and accuracy, appropriate to their age and development.

- 304 Most pupils throughout the school acquire musical knowledge, skills and understanding appropriate to their age and development through a range of practical activities.
- 305 In key stage 1, many pupils are beginning to acquire a basic understanding of tempo and rhythm. They sing rhymes and songs tunefully and with enthusiasm, especially in Welsh, as they undertake daily class routines.
- 306 In key stage 2 many pupils appraise music from a broad range of styles and cultures. A majority of pupils are able to competently explore and analyse rhythmic patterns based on the style of Carnival music from Brazil.
- 307 Most pupils in years 5 and 6 use a good range of instruments with confidence to compose and complete compositions in response to a variety of stimuli, for example to create a musical composition on the Blitz. They sensitively comment on and evaluate the work of their peers and are able to suggest improvements.
- 308 Throughout the key stage, most pupils sing a range of songs enthusiastically in both English and Welsh. They sing confidently in two parts, modifying the dynamics appropriately.

### **Shortcomings**

- 309 There are no important shortcomings.

<b>Physical education</b>
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### **Key stage 1: Grade 2: Good features and no important shortcomings**

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

#### **Good features**

- 310 In both key stages most pupils know the importance of warming up before exercise and explain correctly some of the effects of exercise on the body.
- 311 Nearly all pupils in key stage 1 respond quickly to instructions. Most choose appropriate movements when performing scenes from Jack and the Beanstalk. Many creep, step high and tip-toe according to the mood of the accompanying music.
- 312 Most pupils in year 2 make effective use of space whilst moving around and show good control of their ability to balance and change directions. They concentrate well on their activities when carrying out instructions.
- 313 The majority of pupils in year 3 demonstrate good throwing and catching skills when working individually, with a partner and in groups. When practising tennis skills, many show good hand/eye co-ordination especially when bouncing and striking a ball.
- 314 Most pupils in year 5 and 6 know the Haka originated in New Zealand. The majority emulate its strong, clear movements, showing good balance; they

demonstrate good timing when working in unison. Many put their own creative interpretation into group work.

- 315 In outdoor games nearly all take part enthusiastically, play fairly and understand the importance of rules. The majority sensibly evaluate the progress in their performance and note points for improvement.

### **Shortcomings**

- 316 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**

- 317 In both key stages, the majority of pupils have a good understanding of principles such as caring for others and what makes a good friend. Generally, pupils are aware of the use of symbolism in different religions.
- 318 In key stage 1 most pupils have a good knowledge of Bible stories. They know the stories of some of the main Old Testament characters. They know the Christmas story and can confidently retell stories of the life of Jesus. Many can recall them orally, in pictures and in writing. In year 2 most are developing a good knowledge of Christian festivals and celebrations.
- 319 In key stage 2 the majority of pupils know that Christianity is the main religion of Wales and they talk sensibly about the characteristics of Christian life. They understand that certain religious leaders have had a great influence on our present way of thinking, for example Saint David and Bishop William Morgan. They also have a good knowledge of world leaders for whom religion was important, for example, Ghandi and Mandela.
- 320 In key stage 2 most pupils are developing a deeper understanding of Christian celebrations and their links with the Jewish festivals, for example, the Easter festival and the Feast of the Passover.
- 321 In year 6, most pupils are able to reflect on the important questions about life, beliefs and faith that are raised by the study of religion. They know a good range of stories from the Old Testament and the New Testament. They respond intelligently in discussions about the significance of these on our lives today.
- 322 By the end of key stage 2 most pupils are well informed about other religions namely Judaism and Islam. They effectively discuss the different forms of worship and the symbols of these religions. All are very tolerant of the beliefs and practices of other religions.

### **Shortcomings**

- 323 There are no important shortcomings.

## School's response to the inspection

We are very pleased with the positive findings of the Inspection report which recognises that our school has come along way since amalgamation, and *“is now, in every respect, one school”*.

It rightly describes our school as a *“very caring school that places the welfare of the pupils at the centre of its provision”*.

The report recognises that the school:

- has high expectations of all and personal support is an outstanding aspect of the school's work.
- the provision for pupils with SEN is very good, with outstanding elements in the physical care of certain groups with many of the pupils making very good individual progress as a result of the support they receive.
- the school is very well resourced and gives good value for money.

The school is very proud of reference made to *“the committed team who provide an enriching curriculum for pupils”*.

An Action Plan will be drawn up to address the recommendations which we feel we can confidently address – some of which have already been recognised by the school. The plan will be shared with parents and it's progress will be outlined in the Governors' Annual Report to Parents.

## Appendix 1

### Basic information about the school

Name of school	GWENFRO COMMUNITY PRIMARY
School type	Primary inc Foundation Phase
Age-range of pupils	3-11 years
Address of school	Queensway, Wrexham.
Postcode	LL13 8UW
Telephone number	01978 340380

Head teacher	Mrs Janice Ashford
Date of appointment	September 2007
Chair of governors / Appropriate authority	Mrs Christine Thomas
Registered inspector	Mrs Jean Laura Hannam
Dates of inspection	15-18 March 2010

## Appendix 2

### School data and indicators

Number of pupils in each year group from the school information form									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	20	41	45	36	28	36	40	46	292

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	13	5	15.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	19:1
Pupil: adult (fte) ratio in nursery classes	8:1
Pupil: adult (fte) ratio in special classes	2.5:1
Average class size, excluding nursery and special classes	21
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2009	82.2	91.5	93
Summer 2009	84.8	90.9	94.1
Autumn 2009	87.3	93.6	93.9

Percentage of pupils entitled to free school meals	54
Number of pupils excluded during 12 months prior to inspection	1

# Appendix 3

This report uses data for 2009 for LEA and Wales comparative information

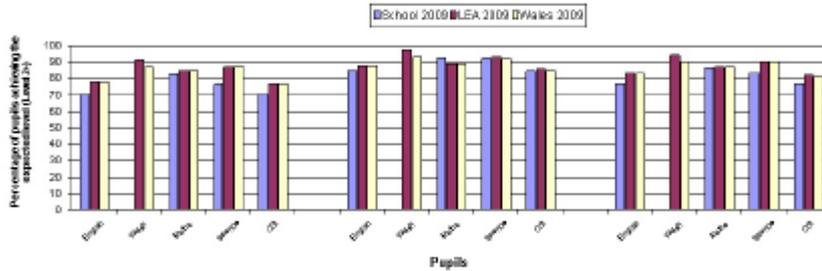
Gwenfro Community Primary School  
Wrexham

LEA/School no: 665/2270

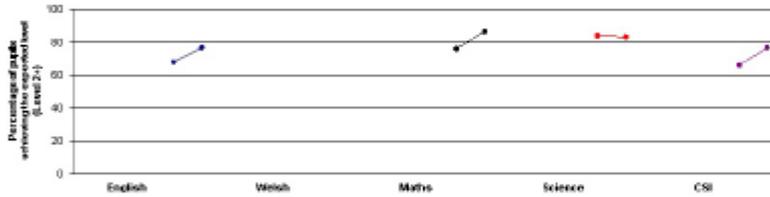
## School comparative information: National Curriculum Assessments 2009 with benchmarking Key Stage 1

Percentage of boys, girls, and pupils achieving at least the expected level (Level 2+):

	Boys			Girls			Pupils		
	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009
English	71	78	78	85	88	89	77	83	83
Welsh	.	91	87	.	97	93	.	94	90
Maths	82	85	85	92	89	89	87	87	87
Science	76	87	88	92	93	92	83	90	90
CSI	71	77	77	85	86	85	77	82	81



### School Performance over time (2005 - 2009)



### Contextual Information

Benchmarked against schools with a similar percentage of pupils eligible for free school meals.

School's results shown in greyed boxes. Column headings refer to...

Quartile 1 School is in the top 25 per cent.

Free School Meal Group

Quartile 2 School is in the top 50 per cent but not the top 25 per cent.

More than or equal to 32 per cent eligible for FSM

Quartile 3 School is in the bottom 50 per cent but not the bottom 25 per cent.

Quartile 4 School is in the bottom 25 per cent.

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
English		64		74	77		82
Welsh		83		94			100
Maths		72		80	87		88
Science		75	83	86			90
CSI		62		70	77		78

#### Notes:

- Figures for Welsh refer to attainment in Welsh first language only.
- CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 2 in both Mathematics and Science and either English or Welsh first language.
- If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

Report created by DEW on 17/09/2009

This report uses data for 2009 for LEA and Wales comparative information

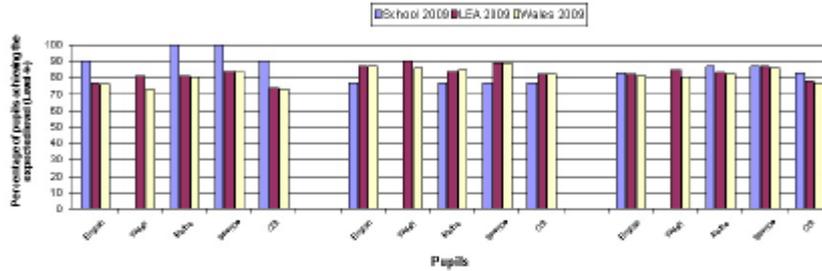
Gwenfro Community Primary School  
Wrexham

LEA/School no: 665/2270

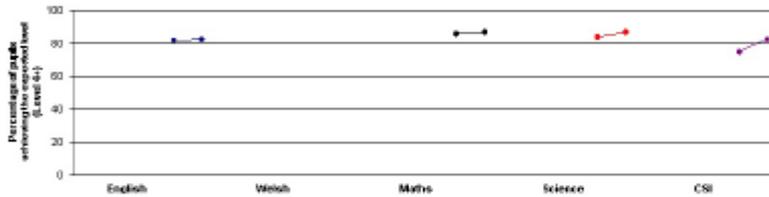
**School comparative information: National Curriculum Assessments 2009 with benchmarking  
Key Stage 2**

Percentage of boys, girls, and pupils achieving at least the expected level (Level 4+):

	Boys			Girls			Pupils		
	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009
English	90	77	76	77	87	87	83	82	81
Welsh	.	81	73	.	90	86	.	85	80
Maths	100	81	80	77	84	85	87	83	82
Science	100	84	84	77	89	89	87	87	86
CSI	90	74	73	77	82	82	83	78	77



**School Performance over time (2005 - 2009)**



**Contextual Information**

Benchmarked against schools with a similar percentage of pupils eligible for free school meals.

School's results shown in grayed boxes. Column headings refer to...

- Quartile 1 School is in the top 25 per cent.
- Quartile 2 School is in the top 50 per cent but not the top 25 per cent.
- Quartile 3 School is in the bottom 50 per cent but not the bottom 25 per cent.
- Quartile 4 School is in the bottom 25 per cent.

Free School Meal Group

**More than or equal to 32 per cent eligible for FSM**

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
English		63		73		81	83
Welsh		64		79		84	
Maths		65		74		83	87
Science		71		81	87	88	
CSI		56		67		76	83

**Notes:**

- Figures for Welsh refer to attainment in Welsh first language only.
- CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 4 in both Mathematics and Science and either English or Welsh first language.
- If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

## Appendix 4

### Evidence base of the inspection

1. Five inspectors spent a total of fourteen inspector - days in the school and met as a team before the inspection.
2. The head teacher was the nominee and played a supporting role throughout the inspection.
3. These inspectors visited:
  - 54 sessions or part sessions;
  - all classes and withdrawal groups;
  - acts of collective worship;
  - a range of activities; and
  - extra-curricular activities.
4. Members of the inspection team had meetings with:
  - staff, governors and parents before and after the inspection; and
  - senior managers, LEA officers, teachers, support and administrative staff, community members and groups of pupils during the inspection.
5. The team also considered:
  - the school's self evaluation report;
  - 43 responses to parents' questionnaires in which 98 per cent agree or strongly agree;
  - comprehensive documentation provided by the school before and during inspection; and
  - a wide range of pupils' past and current work from across the complete age-range.
6. The inspection team also:
  - listened to pupils and observed their behaviour throughout the day; and
  - held discussions with pupils about their work and play.

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Jean Hannam Registered Inspector	Context, Summary, Recommendations, Appendices. Key Questions 1 and 5 and contributions to Key Question 3. Foundation Phase, Science, Design/Technology and History.
Buddug Bates Team Inspector	Supporting Key Questions 1, 3, 4 and 7. Welsh Second Language, English, Music, Art and Design and Religious Education.
Chris Dolby Team Inspector	Key Questions 2 and 6. Mathematics, Information and Communications Technology, Geography and Physical Education.
Collette Gribble	Special Educational Needs.
Denise Shields Lay Inspector	Supporting Key Questions 1, 3 and 4.
Janice Ashford	Nominee.
Spencer Williams	Peer Assessor

### Contractor

Evenlode Education  
Little Garth  
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Fflintshire  
CH5 3QJ

### Acknowledgements

The inspection team would like to thank the governing body, head teacher, staff, parents and pupils for their courtesy and co-operation throughout the inspection.