Inspection under Section 28 of the Education Act 2005

A report on the quality of education in

Tanyfron C P School
Tanyfron Road
Tanyfron
Wrexham
LL11 5SA

School number: 6652179

Date of inspection: 28 June 2010

by

Clive Phillips
79271

Date of publication 31 August 2010

Under Estyn contract number: 1120209
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Introduction

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

The inspection of Tanyfron C P School took place between 28/06/10 and 30/06/10. An independent team of inspectors, led by Clive Phillips 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). The table below shows the terms that Estyn uses and a broad idea of their meaning. The table is for guidance only.

<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nearly all</td>
<td>with very few exceptions</td>
</tr>
<tr>
<td>Most</td>
<td>90% or more</td>
</tr>
<tr>
<td>Many</td>
<td>70% or more</td>
</tr>
<tr>
<td>A majority</td>
<td>over 60%</td>
</tr>
<tr>
<td>Half/around half</td>
<td>close to 50%</td>
</tr>
<tr>
<td>A minority</td>
<td>below 40%</td>
</tr>
<tr>
<td>Few</td>
<td>below 20%</td>
</tr>
<tr>
<td>Very few</td>
<td>less than 10%</td>
</tr>
</tbody>
</table>

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **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:

<table>
<thead>
<tr>
<th>Year</th>
<th>R</th>
<th>Y1</th>
<th>Y2</th>
<th>Y3</th>
<th>Y4</th>
<th>Y5</th>
<th>Y6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ages</td>
<td>4-5</td>
<td>5-6</td>
<td>6-7</td>
<td>7-8</td>
<td>8-9</td>
<td>9-10</td>
<td>10-11</td>
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</tbody>
</table>

Secondary phase:

<table>
<thead>
<tr>
<th>Year</th>
<th>Y7</th>
<th>Y8</th>
<th>Y9</th>
<th>Y10</th>
<th>Y11</th>
<th>Y12</th>
<th>Y13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ages</td>
<td>11-12</td>
<td>12-13</td>
<td>13-14</td>
<td>14-15</td>
<td>15-16</td>
<td>16-17</td>
<td>17-18</td>
</tr>
</tbody>
</table>

The National Curriculum covers four key stages as follows:

<table>
<thead>
<tr>
<th>Key stage 1</th>
<th>Year 1 and Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key stage 2</td>
<td>Year 3 to Year 6</td>
</tr>
<tr>
<td>Key stage 3</td>
<td>Year 7 to Year 9</td>
</tr>
<tr>
<td>Key stage 4</td>
<td>Year 10 and Year 11</td>
</tr>
<tr>
<td>Contents</td>
<td>Page</td>
</tr>
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<td>------------------------------------------------------------------------</td>
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<td>Context</td>
<td>1</td>
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<td>Summary</td>
<td>1</td>
</tr>
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<td>Recommendations</td>
<td>6</td>
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<td>Standards</td>
<td>7</td>
</tr>
<tr>
<td>Key Question 1: How well do learners achieve?</td>
<td>7</td>
</tr>
<tr>
<td>The quality of education and training</td>
<td>10</td>
</tr>
<tr>
<td>Key Question 2: How effective are teaching, training and assessment?</td>
<td>10</td>
</tr>
<tr>
<td>Key Question 3: How well do the learning experiences meet the needs</td>
<td>12</td>
</tr>
<tr>
<td>and interests of learners and the wider community?</td>
<td></td>
</tr>
<tr>
<td>Key Question 4: How well are learners cared for, guided and supported?</td>
<td>13</td>
</tr>
<tr>
<td>Leadership and management</td>
<td>15</td>
</tr>
<tr>
<td>Key Question 5: How effective are leadership and strategic management?</td>
<td>15</td>
</tr>
<tr>
<td>Key Question 6: How well do leaders and managers evaluate and improve</td>
<td>17</td>
</tr>
<tr>
<td>quality and standards?</td>
<td></td>
</tr>
<tr>
<td>Key Question 7: How efficient are leaders and managers in using</td>
<td>17</td>
</tr>
<tr>
<td>resources?</td>
<td></td>
</tr>
<tr>
<td>Standards achieved in subjects and areas of learning</td>
<td>18</td>
</tr>
<tr>
<td>Foundation phase</td>
<td>18</td>
</tr>
<tr>
<td>English</td>
<td>22</td>
</tr>
<tr>
<td>Welsh second language</td>
<td>23</td>
</tr>
<tr>
<td>Mathematics</td>
<td>23</td>
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<tr>
<td>Science</td>
<td>24</td>
</tr>
<tr>
<td>Information and communications technology</td>
<td>25</td>
</tr>
<tr>
<td>Design and technology</td>
<td>26</td>
</tr>
<tr>
<td>History</td>
<td>27</td>
</tr>
<tr>
<td>Geography</td>
<td>27</td>
</tr>
<tr>
<td>Art and design</td>
<td>28</td>
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<tr>
<td>Music</td>
<td>29</td>
</tr>
<tr>
<td>Physical education</td>
<td>30</td>
</tr>
<tr>
<td>Religious education</td>
<td>30</td>
</tr>
<tr>
<td>School's response to the inspection</td>
<td>31</td>
</tr>
<tr>
<td>Appendices</td>
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<tr>
<td>1 Basic information about the school</td>
<td>32</td>
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<tr>
<td>2 School data and indicators</td>
<td>32</td>
</tr>
<tr>
<td>3 National Curriculum assessments results</td>
<td>33</td>
</tr>
<tr>
<td>4 Evidence base of the inspection</td>
<td>35</td>
</tr>
<tr>
<td>5 Composition and responsibilities of the inspection team</td>
<td>36</td>
</tr>
</tbody>
</table>
Context

The nature of the provider

1 Tanyfron School is situated in a small rural village approximately three and a half miles from Wrexham town centre. The school considers the catchment area to be neither prosperous nor economically advantaged and there is no serious deprivation.

2 There are currently 109 pupils between the ages of three and 11 on the school register. Most children enter reception with average levels of basic skills and experiences expected of their age. Nearly all these pupils transfer to the feeder secondary school, Ysgol Bryn Alyn. The school has four mainstream classes. The school is staffed by an equivalent of 5.1 full time teachers. The school also has four classroom support staff - three full-time and two part-time, and a clerical officer who works for 22 hours per week.

3 Twelve pupils have been identified as having additional learning needs (ALN). There are no pupils with a statement of special educational needs (SEN). The percentage of pupils entitled to free school meals is approximately 14%. The present figure is below the local average and the all Wales average.

4 English is the main medium of the life and work of the school and is also the main language spoken in nearly all the pupils’ homes. No pupils speak Welsh at home. Three pupils receive additional support with learning English as an additional language (EAL). The school has no ‘looked after’ children. Approximately 97% of the pupils are described as being from Welsh or English white ethnic background.

5 The headteacher was appointed to his post in September 2007 and the school was last inspected in May 2004.

The school’s priorities and targets

6 The school’s priorities and targets are to:
  • continue to develop subject leadership and key roles across the school;
  • ensure that pupil tracking is effective and clear in order to improve the use of assessment data;
  • review provision of writing throughout the school in order to improve attainment;
  • continue to develop understanding of effective learning strategies and to further develop their use in class;
  • raise standards of achievement in the Foundation Phase through a complete review of provision; and to
  • improve the role of the governing body in the strategic direction of the school.

Summary

7 Tanyfron School succeeds well in providing a range of relevant learning experiences within a caring and supportive environment where children’s ideas are listened to. However the school needs to address the shortcomings in teaching and in its self-evaluation procedures.
Table of grades awarded

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

Standards

8. Standards in the school are improving. The school is now setting more challenging targets for its pupils and more accurately identifying the potential for pupils to reach those targets. This has impacted significantly on key stage 2, where teacher assessments for 2009 and unvalidated assessments for 2010 indicate that most pupils are now attaining good standards. Recent work on assessment is beginning to impact on standards in key stage 1.

9. In the 2009 national teacher assessments for seven year olds, starting mostly from an average base, the proportion of pupils attaining at least the expected level (level 2) in English, mathematics and science was below the local authority (LA) and national averages.

10. In the national teacher assessments for 11 year olds in 2009, the proportion of pupils attaining the expected level (level 4) in English and mathematics was above those for LA and national averages. In science, results were the same as the Welsh average and slightly below the LA average. For all three subjects combined, results were above LA and national averages.

11. When compared with schools considered to have a similar proportion of pupils entitled to free school meals (8%-16%), and other schools within the family of schools the results at key stage 1 in all three subjects were low.

12. Key stage 1 information is based on a small group of pupils, with some children who have special needs. At key stage 2, results have improved in 2009 and this improvement is greater than the average improvement made by the family of schools.

13. Unvalidated data for 2010 suggests that the trend of improvement is continuing at key stage 2 and that standards of attainment have also risen at key stage 1.

14. Data indicates that pupils often now make good progress and that most achieve the realistic targets set for them in line with expectations.

15. Standards of achievement in the lessons and subjects were as follows:

<table>
<thead>
<tr>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>78%</td>
<td>22%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>
These figures are below the average of those reported in Her Majesty's Chief Inspector's (HMCI) Annual Report 2008/2009 where Grades 1 or 2 were awarded for standards of learning in 85% of lessons observed and 12% for Grade 1.

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

<table>
<thead>
<tr>
<th>Area of Learning</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal and social development, wellbeing</td>
<td>2</td>
</tr>
<tr>
<td>and cultural development</td>
<td></td>
</tr>
<tr>
<td>Language, literacy and communication skills</td>
<td>2</td>
</tr>
<tr>
<td>Welsh language development</td>
<td>2</td>
</tr>
<tr>
<td>Mathematical development</td>
<td>2</td>
</tr>
<tr>
<td>Knowledge and understanding of the world</td>
<td>2</td>
</tr>
<tr>
<td>Physical development</td>
<td>2</td>
</tr>
<tr>
<td>Creative development</td>
<td>1</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>KS1</th>
<th>KS2</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Welsh second language</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Mathematics</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Science</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Information and communications technology</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Design Technology</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>History</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Geography</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Art and design</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Music</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Physical education</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Religious education</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

Standards in the key skills are good with no important shortcomings across the school in most areas. In the Foundation Phase there are outstanding features in the children's creative development. However there are shortcomings in the pupils' bilingual skills across the school and in information and communications technology (ICT) and numeracy skills in key stages 1 and 2.

The school's work on sustainable development and global citizenship is at an early stage. At the present time the school does not promote entrepreneurial skills sufficiently. However, there are good links with the community which are beginning to contribute to pupils' understanding of the world of work.

Most pupils' behaviour and attitudes are good as they move around the school. When they are stimulated to achieve excellence, they respond positively to their learning and make good use of their time. Pupils are making good progress in their personal, social, moral and cultural development.

The quality of education and training

<table>
<thead>
<tr>
<th>Grades for teaching</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0%</td>
<td>60%</td>
<td>40%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>
21 The quality of teaching is good or better, that is Grade 1 or 2 in 60% of lessons with no lessons having outstanding features (Grade 1.) This figure is well below the national picture reported by HMCI in the Annual Report 2008/2009 (Primary) where the quality of teaching was good or better, that is Grade 1 or 2 in 85% of lessons with 17% being Grade 1.

22 In the Foundation Phase practitioners provide good opportunities for learning and lessons engage and stimulate the children. In key stages 1 and 2 teachers ask questions to develop pupils' knowledge and understanding. However there are often missed opportunities to challenge all pupils to achieve excellence.

23 In the best lessons, teachers maintain appropriate pace. They manage children well and provide opportunities for working collaboratively as well as thinking independently. In these lessons time is used purposefully and children are encouraged to take responsibility for their own learning.

24 Where there are shortcomings, opportunities to develop the key skills of mathematics, bilingualism and ICT are missed. Children do not practice and develop the Welsh they have learnt. They do not use ICT to enhance their learning.

25 In a minority of lessons, children become disengaged when the pace of the lesson is too slow and there is insufficient challenge to achieve excellence. As a result time is wasted and pupils are disruptive.

26 Assessment procedures for assessing, recording and reporting on children's achievements have developed well in recent years but some aspects of this work have been identified for further improvement.

27 Overall, the quality of the learning experiences offered to pupils, including those with ALN, and those with EAL, is good. The school provides a broad and balanced curriculum which fully complies with statutory requirements for the Foundation Phase, the revised national curriculum (NC), and with the agreed syllabus for religious education.

28 There are outstanding features in the way in which the curriculum is supported by a good range of interesting and stimulating additional experiences both within the school and offsite. An outstanding feature is the way in which visits are carefully chosen to enhance pupils' awareness of Welsh culture, global diversity and multiculturalism and also the way in which the school responds to requests for extra-curricular activities which come from the pupils themselves.

29 The overall provision for pupils' social, spiritual, moral and cultural development is good. Planning for the development of personal and social education (PSE) is carefully considered. Appropriate attention is given to sex education and personal safety. Arrangements for collective worship fully meet all statutory requirements and include all learners.

30 The school provides good opportunities for pupils to find out about the traditions, culture and history of Wales. Y Cwricwlwn Cymreig is developed well, particularly through educational visits.

31 Overall, promoting and encouraging pupils' involvement in aspects of sustainable development and global citizenship is at an early stage of development.
32 Work-related education provision is underdeveloped. There is no clear strategy in place to ensure pupils’ awareness and understanding of the world of work and the opportunities to develop pupils’ entrepreneurial skills are limited.

33 Pupils’ educational experiences are enriched by effective partnerships. Links with parents are good. Parents lead a number of after school clubs and provide good support through the Parents, Teachers and Friends Association.

34 The quality of care, the support and guidance offered to pupils is good. The school provides a happy and safe environment for pupils to learn.

35 The school council ensures that the pupils’ opinions are taken seriously. They meet regularly and discuss matters raised in a mature and responsible manner.

36 The school has clear policies to promote equal opportunity, racial equality and diversity and also clear procedures to promote the well-being and health and safety of the pupils.

37 Child protection arrangements meet local guidelines and recommended good practice with designated named persons and a nominated governor.

38 Appropriate policies and procedures are in place to monitor pupils’ attendance and punctuality.

39 The provision for ALN is good and fully meets the requirements of the Code of Practice. There is effective management and monitoring of behaviour. The school has a number of effective measures to eradicate oppressive behaviour.

40 Statutory requirements are not met with regard to access for disabled pupils. The school is not easily accessible to disabled pupils and the school does not have a Disability Equality Scheme and Accessibility plan.

Leadership and management

41 The headteacher has been in post for three years and has addressed many of the difficulties facing the school with regard to staff morale and general ethos of the school. The appointment of the deputy headteacher has also had a significant impact on the quality of relationships and expectations relating to standards at the school.

42 Good account has been taken of national and local priorities. A particular strength is the provision in the Foundation Phase and the way that the capable leadership and management in the provision for pupils with SEN have ensured the maintenance of high quality outcomes for SEN pupils throughout the school.

43 The school leaders are involved in evaluating provision and planning and monitoring standards of teaching and learning across the school. However, the processes have had limited impact on improving standards in teaching and this is a shortcoming.

44 A good feature of the self-evaluation process is the way the school has sought the views of pupils, parents and governors about aspects of school life.

45 The governors are improving their awareness of the school’s performance in many aspects of its provision and the chair provides a strong and purposeful lead.

46 The school has made progress in a few areas during the last three years. The emphasis on improving pupils’ early writing skills is beginning to impact on their
standards in the Foundation Phase. Also training and staff development has impacted well with regard to effective learning strategies in two of the four classes.

47 The school has an appropriate number of teaching staff who have sufficient knowledge and expertise to teach all aspects of the curriculum. They are well supported by an extensive team of learning support assistants. The administrative officer makes a significant contribution to the effective day-to-day life of the school.

48 The overall level of provision and condition of books and learning resources is good. These are suitably deployed within classrooms, specialist teaching bases and designated outdoor learning areas. The extensive nature area is used effectively to provide good learning opportunities for the pupils.

49 The staff make good use of the facilities and work hard to ensure that the school building is a suitable and effective learning environment. However, the quality of accommodation is barely adequate. The Foundation Phase classroom is the exception - it is very spacious and has learning areas expertly designed and fully utilised to provide opportunities to promote the children’s learning experiences. The school is inaccessible to pupils, parents and members of the community who need wheelchair access.

50 The school building, outdoor learning areas and grounds are generally well maintained. The outside ‘nature area’ is used extensively and impacts positively on pupils’ attitudes, behaviour and levels of engagement.

51 The school’s processes and procedures for setting and monitoring its budget are effective. When the standards achieved by pupils are taken into account, the school achieves adequate and improving value for money.

**Recommendations**

52 In order to continue to make progress, the school needs to:

- **R1**: raise standards in English writing at key stage 1, and in bilingualism, ICT and design technology across the school;
- **R2**: ensure that the teaching stimulates, challenges and engages all pupils to achieve their best;
- **R3**: continue to develop its self-evaluation procedures;
- **R4**: develop the entrepreneurial skills of the pupils and incorporate work-related education into the school's curriculum;
- **R5**: meet the statutory requirements regarding the Disability Equality Scheme and Accessibility plan.

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

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

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

54 Standards in this school are improving. The school is now setting more challenging targets for its pupils and more accurately identifying the potential for pupils to reach those targets. This has impacted significantly on key stage 2, where teacher assessments for 2009 and unvalidated assessments for 2010 indicate that most pupils are now attaining good standards. Recent work on assessment is beginning to impact on standards in key stage 1.

55 In the 2009 national teacher assessments for seven year olds, starting mostly from an average base, the proportion of pupils attaining at least the expected level (level 2) in English, mathematics and science was below the LA and national averages. The proportion of pupils reaching the higher level (level 3) was below these averages in English, mathematics and science. The combined results were below these averages. In these assessments, girls outperformed boys except in science where boys’ and girls’ results were the same.

56 In the national teacher assessments for eleven year olds in 2009, the proportion of pupils attaining the expected level (level 4) in English and mathematics was above those for LA and national averages. In science, results were the same as the Welsh average and slightly below the LA average. For all three subjects combined, results were above LA and national averages. In these assessments, boys outperformed girls in all three subjects.

57 The proportion of pupils reaching the higher level (level 5) was below the LA and national averages for English, mathematics and science and when combined.

58 When compared with schools considered to have a similar proportion of pupils entitled to free school meals (8%-16%) the results at Key Stage 1 in all three subjects were low. The combined results were low.

59 When key stage 1 results are compared to those of the family of schools across Wales to which this school belongs, they are low. The key stage 2 results in English, mathematics and science were below those of the average for the family of schools and when combined.

60 Key stage 1 information is based on a small group of pupils, with some children who have special needs. At key stage 2, results have improved in 2009 and this improvement is greater than the average improvement made by the family of schools.

61 Unvalidated data for 2010 suggests that the trend of improvement is continuing at key stage 2 and that standards of attainment have also risen at key stage 1.

62 Data indicates that pupils often now make good progress and that most achieve the realistic targets set for them in line with expectations.

63 Standards of achievement in the lessons and subjects were as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>78%</td>
<td>22%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>
64 These figures are below the average of those reported in HMCI’s Annual Report 2008/2009 where Grades 1 or 2 were awarded for standards of learning in 85% of lessons observed and 12% for Grade 1.

Areas of learning for under-5s

<table>
<thead>
<tr>
<th>Area of learning</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal and social development, wellbeing and cultural development</td>
<td>2</td>
</tr>
<tr>
<td>Language, literacy and communication skills</td>
<td>2</td>
</tr>
<tr>
<td>Welsh language skills</td>
<td>2</td>
</tr>
<tr>
<td>Mathematical skills</td>
<td>2</td>
</tr>
<tr>
<td>Knowledge and understanding of the world</td>
<td>2</td>
</tr>
<tr>
<td>Physical development</td>
<td>2</td>
</tr>
<tr>
<td>Creative development</td>
<td>1</td>
</tr>
</tbody>
</table>

Subject grades for subjects inspected

<table>
<thead>
<tr>
<th>Subject</th>
<th>KS1</th>
<th>KS2</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Welsh second language</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Mathematics</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information and communications technology</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Design technology</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>History</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Geography</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Art and design</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Music</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Physical education</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Religious education</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

65 The school plans and teaches children in line with the curriculum for the Foundation Phase. The overall quality of educational provision for the under-fives is appropriate to their needs and children make good progress towards the Foundation Phase outcomes.

66 Standards in the key skills of communication in English are good with no important shortcomings. In the Foundation Phase, children make good progress from a mostly average starting point. In key stage 1 and key stage 2, children’s key skills of listening and speaking develop well. In reading, children in the Foundation Phase begin to recognise the sounds in words and read their names and familiar words. In key stages 1 and 2, pupils continue to make good progress in reading and can discuss favourite stories and authors and choose their own reading material or research information across the curriculum. Writing skills in the Foundation Phase are good and in the Reception class many children begin to write or mark make confidently to communicate meaning. In writing in key stage 1, a minority of pupils do not make enough progress in producing extended pieces of work which are reasonably accurately punctuated and this is a shortcoming. More able children do not write at length. However by the end of key stage 2, pupils’ writing skills are good with no important shortcomings.

67 In the key skills in communication in Welsh, children do not often speak Welsh unprompted during lessons. However, their listening skills and reading skills in Welsh are good across the school. Pupils start to write simply in Welsh in key stage 1 and writing skills are good with no major shortcomings in key stage 2,
where pupils write sentences to describe themselves, create passports and use the past tense.

68 Pupils' mathematical skills have good features which outweigh shortcomings. In the Foundation Phase, there are no important shortcomings. In key stage 1 and 2, pupils' mathematical skills are not always used to enhance their learning across the curriculum.

69 In key stage 1 and 2, pupils use ICT to word process and to research but they do not use it to collect and interrogate data. However, children in the Foundation Phase make good use of ICT for artwork and to practise their mathematical and problem solving skills.

70 From the Foundation Phase onwards, children develop a good understanding of their Welsh heritage and the culture of Wales. Their learning is enhanced by many opportunities to visit places of interest. As a result, they talk with enthusiasm about their local area, its features and traditions.

71 The school promotes positive attitudes towards regular attendance. Despite this, attendance is below the local average. This is partly due to a small number of pupils with long term absence and some holidays taken during term time. The average attendance for the last three terms is 93%, which is above the Wales average. Punctuality is good.

72 Personal and social skills are good. Most children work well as a member of a group and are able to collaborate in their learning. Individually they are courteous and confident in talking with the adults in school. They work well independently in relation to their age and ability.

73 Across the school, pupils' problem solving and creative skills are good. They are able to think logically and use strategies to develop ideas or justify their reasoning. In the Foundation Phase there are outstanding features in the children's creative development for example, when they make individual models of boats or express imaginative ideas during role play.

74 In the Foundation Phase, children are beginning to use simple strategies to evaluate how they feel about their learning. Improving own learning is at an early stage in key stage 1 and is underdeveloped in the process of writing. In key stage 2, pupils talk confidently about their own targets and how they can achieve them.

75 Most pupils' behaviour and attitudes are good as they move around the school. When they are stimulated to achieve excellence, they respond positively to their learning and make good use of their time. They understand the many strategies to reward appropriate behaviour and know that there are consequences to their actions. They are able to discuss the importance of respect and are making good progress in their personal, social, moral and cultural development.

76 Across the school pupils show respect for diversity. They have a good awareness of issues of equality and boys and girls take part in all extra-curricular opportunities.

77 The school's work on sustainable development and global citizenship is at an early stage. At the present time, the school does not promote entrepreneurial skills sufficiently. However, there are good links with the community which are beginning to contribute to pupils' understanding of the world of work. The school recognises that it needs to develop this aspect of its work.
The quality of education and training

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

Grade 3: Good features outweigh shortcomings

78 The findings of the inspection team did not match the judgements made by the school in its self-evaluation report. The school awarded itself a grade 2 for this key question.

79 The quality of teaching was judged as follows:

<table>
<thead>
<tr>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
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</thead>
<tbody>
<tr>
<td>0%</td>
<td>60%</td>
<td>40%</td>
<td>0%</td>
<td>0%</td>
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</table>

80 The quality of teaching is good or better, that is grade 1 or 2 in 60% of lessons with no lessons having outstanding features (grade 1.) This figure is well below the national picture reported by HMCI in the Annual Report 2008/2009 (Primary) where the quality of teaching was good or better, that is grade 1 or 2, in 85% of lessons with 17% being grade 1.

81 Across the school lessons are well structured. They are carefully planned to promote the subject knowledge of the pupils and have clear learning objectives which are mostly shared with pupils. In the Foundation Phase, practitioners provide good opportunities for learning and lessons engage and stimulate the children. In Key Stage 1 and 2, teachers ask questions to develop pupils' knowledge and understanding. However, there are often missed opportunities to challenge all pupils to achieve excellence.

82 In the best lessons, teachers maintain appropriate pace. They manage children well and provide opportunities for working collaboratively as well as thinking independently. In these lessons, time is used purposefully and children are encouraged to take responsibility for their own learning. Teaching assistants are deployed to good effect to support and encourage learners to succeed. Resources are used effectively by adults and children. In these lessons, children's interests are considered and responded to positively. Children evaluate their progress against success criteria which they understand. There are opportunities for pupils to share ideas and to evaluate and appreciate their own work and the work of others.

83 Where there are shortcomings, opportunities to develop the key skills of mathematics, bilingualism and ICT are missed. Children do not practice and develop the Welsh they have learnt nor do they use ICT to enhance their learning.

84 In a minority of lessons, children become disengaged when the pace of the lesson is too slow. As a result time is wasted and pupils are disruptive. Expectations are too low and there is insufficient challenge to achieve excellence. Examples of good work are not used to model success.

85 Teachers have good subject knowledge which is used across the school to meet the requirements of the Foundation Phase and Curriculum 2008. Planning is differentiated to meet the needs of all pupils and the skills to be developed are identified. Pupils with SEN are catered for in planning. There are very few pupils who speak English as an additional language, but teachers are aware of them and plan to meet their needs. More able pupils are identified, but in a minority of
lessons there is not enough challenge to ensure that they are stimulated to aim for excellence.

86 Teachers evaluate their lessons and these evaluations are sometimes useful in informing future planning.

87 Pupils are usually given clear indications of the time they have to complete a task. However, they do not always have opportunities to discuss their progress in achieving the identified skills or to think about how their work could be improved and why they are doing it.

88 Teachers are clear in their explanations and they provide opportunities for children to work in pairs or in a group. These routines are well established.

89 Arrangements for assessing learners' achievements are developing. In the Foundation Phase practitioners assess children's achievements through observation and discussion with children. They make useful field notes which are then linked to the Foundation Phase outcomes for learning. These observations often inform future planning.

90 Recently the school has compiled portfolios of work at key stage 2 with the local cluster of schools that feed the secondary school to which pupils mostly transfer. This work has been helpful in ensuring the accuracy of teacher assessment data at key stage 2. Whole school staff moderation of pupils' work has been used to develop the confidence of staff in awarding teacher assessment levels. This work has not yet been undertaken as rigorously at key stage 1.

91 An electronic system for tracking pupils' progress has been introduced. This is beginning to be used to identify the need for extra support for particular pupils.

92 A clear marking policy guides teachers and in the best examples marking clearly indicates where pupils have succeeded and what they need to do to improve. However there is inconsistency in the quality of marking and feedback given during lessons.

93 Assessment procedures for assessing, recording and reporting on children's achievements have developed well in recent years but some aspects of this work have been identified for further improvement.

94 Pupils in key stage 2 have individual targets in English and mathematics. These are displayed in the classes and when achieved are replaced by the next step to achieve. In discussion, older pupils can say how they will work to achieve their targets, identifying possible strategies to help themselves. In science, Y5 and Y6 pupils assess their work against success criteria and begin to identify their next steps.

95 Reports to parents comment on the seven areas of learning for the Foundation Phase and the NC subjects for key stages 1 and 2. There are examples of comments about developing skills and knowledge and comments relating to individual progress. Targets for improvement in English, mathematics and science are outlined. However at the end of key stage 1, reports do not inform parents of the separate teacher assessment results for oracy, reading and writing.
**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**

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

97 Overall, the quality of the learning experiences offered to pupils, including those with ALN and those with EAL, is good. The school provides a broad and balanced curriculum which fully complies with statutory requirements for the Foundation Phase, the revised NC, and with the agreed syllabus for religious education. The school succeeds in ensuring that the curriculum meets the needs and abilities of all pupils.

98 The overall quality of the educational provision for the under-fives is appropriate to their needs and they make good progress towards the Foundation Phase outcomes. There are outstanding features in the way provision, which includes activities both indoors and in the outdoor area, takes full account of children’s needs and interests. Religious education for children in reception meets statutory requirements.

99 Teachers in key stage 2 have worked systematically to ensure that most schemes of work have been updated in response to the revised curriculum and assessment procedures for Wales. However, coverage, continuity and progression is not effectively planned for in all subjects.

100 The school’s provision for the development of learners’ basic and key skills has good features which outweigh shortcomings. The inclusion of key skills in teachers’ planning is good. However, the development, continuity and progression of key skills across the age range is not sufficiently planned for. There are good quality arrangements to provide help for pupils identified by the school’s assessment process as needing extra support with literacy and numeracy. Accreditation under the Basic Skills Agency Quality Mark initiative for the second time, confirms that appropriate attention is given to these pupils. Planning for the development of pupils’ communication skills using ICT is good. Opportunities for pupils to use databases to research information are limited.

101 Pupils’ educational experiences are enriched by effective partnerships. Links with parents are good. Parents lead a number of after school clubs and provide good support through the Parents, Teachers and Friends Association. Well established links with the local community extend pupils’ educational experience. Links with local clubs have led to extended opportunities for pupils to experience a broad range of sporting experiences. The school has fostered good partnerships with other local primary schools. Regular meetings and informal discussions provide mutual support. The procedures for the transfer of year 6 pupils to the local secondary school are good. Effective links exist also with local colleges through student placements and also with high schools with student work experience placements.

102 There are outstanding features in the way in which the curriculum is supported by a good range of interesting and stimulating additional experiences both within the school and off-site. An outstanding feature is the way in which visits are carefully chosen to enhance pupils’ awareness of Welsh culture, global diversity and multiculturalism. Visitors to the school further stimulate learning and enhance the
standards achieved. Pupils' experiences are enhanced by a broad range of extra-curricular activities which effectively promotes their health and fitness. An outstanding feature is the way in which the school responds to requests for extra-curricular activities which come from the pupils themselves.

103 The overall provision for pupils' social, spiritual, moral and cultural development is good. Planning for the development of personal and social education is carefully considered. Appropriate attention is given to sex education and personal safety. In all aspects of school life there is a strong emphasis on learners showing consideration for each other. Throughout the school, pupils are encouraged to demonstrate their social responsibility through supporting local, national and international charities. Arrangements for collective worship fully meet all statutory requirements and include all learners.

104 The school provides good opportunities for pupils to find out about the traditions, culture and history of Wales. Y Cwricwlwm Cymreig is developed well particularly through educational visits. The promotion of bilingualism at the school with staff using the Welsh language is developing well.

105 Work-related education provision is underdeveloped. There is no clear strategy in place to promote pupils' awareness and understanding of the world of work. There are some examples linked to visitors, for example members of the police and fire service who come to school to speak about their experiences. Although there are some examples of pupils growing and selling tomatoes and making cakes for the summer fete, opportunities to develop pupils' entrepreneurial skills are limited.

106 The headteacher and staff are mindful of tackling social disadvantage, in challenging stereotyping and in promoting opportunities for all pupils. The school provides well planned opportunities to enhance learners' confidence and self-esteem, ensuring that all pupils know they are valued equally and as individuals.

107 Overall, promoting and encouraging pupils' involvement in aspects of sustainable development is at an early stage of development. The majority of pupils are involved with recycling paper and plastic bottles and with energy conservation. A recent visit to a local recycling plant has helped pupils develop their understanding and appreciation of this aspect. The school has recently become part of the Eco-Schools initiative. An eco committee has been established but has yet to impact on this area of the school's work. The promotion of pupils' knowledge and understanding of global citizenship is also at an early stage of development and is an area of further action identified by the school.

108 Generally, learning experiences provided reflect national priorities for lifelong learning and community regeneration.

Key Question 4:  How well are learners cared for, guided and supported?
Grade 2:  Good features and no important shortcomings

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

110 The quality of care, the support and guidance offered to pupils is good. The school provides a happy and safe environment for pupils to learn. The headteacher and staff know the pupils well and there are effective procedures in
place to monitor and support pupils' progress, development and well-being. Pupils feel comfortable in the knowledge that they can turn to any member of staff for guidance or help.

111 Links with parents are good. They are kept well informed of their children's progress, as well as the many activities that go on at the school. Parents' evenings are well attended. Parents appreciate the school's "open door" policy.

112 Induction arrangements for early years are implemented well. Children settle in very quickly into a happy and caring environment.

113 The school council ensures that the pupils' opinions are taken seriously. They meet regularly and discuss matters raised in a mature and responsible manner.

114 Appropriate policies and procedures are in place to monitor pupils' attendance and punctuality. Registration is conducted promptly and efficiently. Parents of pupils whose attendance is a cause for concern are contacted. Certificates are given out at the end of each term to reward pupils with excellent attendance. Similarly a reward scheme to promote good behaviour includes pupils being given certificates and stickers to take home for good behaviour and attitude to work. Pupils in key stage 2 complete 'Face up to it' sheets which are sent home to parents if they have broken a school rule. Regular contact is made with parents when there are issues in the behaviour of individual pupils.

115 The school has clear policies and procedures that contribute to the well-being, health and safety of the pupils during the time that they are in the care of the school. Appropriate risk assessments are undertaken regularly. However, there is currently no-one with specialist training in the use of the nature outdoor area.

116 Child protection arrangements meet local guidelines and recommended good practice with designated named persons and a nominated governor. All members of staff are aware of the school's arrangements and good guidance is provided to alert them to possible child abuse and the specific procedures they must follow. All teachers have received updated training.

117 The school has recently become involved in the healthy schools initiative and increasing attention is given to healthy living and promoting healthy lifestyles. The school has recently devised an action plan to strengthen this provision.

118 The school takes good account of the Welsh Assembly's PSE framework. The school makes good use of external services to support this aspect of its work.

119 The provision for ALN is good and fully meets the requirements of the Code of Practice. Pupils are systematically identified early through effective teacher assessment. The SEN co-ordinator has a clear understanding of the needs of pupils and works well with teachers and support staff to ensure that every pupil has full access to the school's activities. She keeps full and comprehensive details about all pupils who have learning difficulties.

120 Provision made for pupils with ALN is effective. The quality of the support pupils receive on a one to one basis and in small groups is good. The support is effectively linked to detailed individual education plans (IEPs) which correspond well to pupils' needs. They include specific learning targets which are monitored and reviewed regularly.
The school ensures that parents are regularly informed of their children’s developments and they are invited to discuss progress towards their children's IEP targets twice a year, or more often if the need arises.

There are effective links in place with support and specialist services that enable the school to address the needs of pupils who need further support.

The school has introduced procedures for identifying and planning for those pupils who are more able and talented. Provision for these pupils is at an early stage of development.

The school has clear policies to promote equal opportunity, racial equality and diversity. The school provides a range of opportunities, including links with schools in other countries, for pupils to gain an understanding of different cultural traditions and lifestyles of people across the world. These provide appropriate opportunities for pupils to discuss, recognise and respect diversity.

There is effective management and monitoring of behaviour. The school has a number of effective measures to eradicate oppressive behaviour.

Statutory requirements are not met with regard to access for disabled pupils. The school is not easily accessible to disabled pupils. An accessibility audit was conducted in 2004 which indicated the need for substantial alterations necessary to make the school accessible. Although policies on disability discrimination and inclusion were noted during the inspection, the school does not have a Disability Equality Scheme and Accessibility plan.

Leadership and management

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

Grade 2: Good features and no important shortcomings

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

The headteacher has been in post for three years and has addressed many of the difficulties facing the school with regard to staff morale and general ethos of the school. The appointment of the deputy headteacher has also had a significant impact on the quality of relationships and expectations relating to standards at the school. They have involved the pupils in discussions regarding the values of the school and their suggestion that 'teamwork is the key to success' has been adopted as a school motto. The governors were also involved in these discussions and the more collegiate approach to this aspect of school life is a good feature.

The school leaders promote equality for all in their day to day practices; however this is not consistently reflected in all the school's policies.

The capable leadership and management in the provision for pupils with SEN have ensured the maintenance of high quality outcomes for pupils with SEN throughout the school.

Good account has been taken of national and local priorities. A particular strength is the way the provision in the Foundation Phase has developed during the last two years. The school council is influential in helping to determine the needs of pupils and to help pupils to develop a strong sense of responsibility and citizenship. The school is very mindful of the importance of listening to pupils'
views and of engaging with them about how the school functions. A good feature is the work the school has carried out with neighbouring schools on developing 'effective learning'.

132 Procedures for implementing work-force remodelling requirements are also in place and operate effectively.

133 The targets set by the school for the current year are more challenging than for the previous two years. As a result, expectations have risen and the standards achieved by the pupils in the core subjects have improved.

134 Performance management procedures are in place for the teaching staff and are effective in identifying areas for development which are then supported by appropriate training. There has been whole-school emphasis on improving the learning experiences provided for the pupils and this is impacting well in two of the four classes. The impact of the training to meet the requirements of the Foundation Phase has been particularly effective. Also the recent emphasis placed on developing pupils’ early writing skills has had a very good impact on the standards achieved in the reception and nursery class.

135 Three out of the five support staff have been involved in performance management interviews and their training needs identified. This has been a recent development and as yet has not had any impact on their professional and personal development needs.

136 The school works in close partnership with local colleges to provide good quality training placements for trainee teachers and learning support assistants. A good level of support is provided for the newly qualified teacher.

137 The governing body is very well led. The chair provides a strong and purposeful lead. The governors are improving their awareness of the school's performance in many aspects of its provision. The arrangement whereby governors consult the subject leaders and visit the school regularly is a positive development. They have undertaken a review of their working effectiveness and have devised an action plan to develop their role.

138 Governors receive good quality written information from the headteacher in the termly report. However the reports are not always sufficiently focussed on relaying information about progress relating to the priorities in the SDP. Budgets are set in line with identified priorities. The curriculum sub-committee has been recently re-established and this has ensured that governors are now more involved in setting the strategic direction of the school and in identifying key priorities for improved outcomes for pupils. However, governors’ ability to evaluate the standards that the school achieves is underdeveloped.

139 Good quality whole-school documentation, covering nearly all statutory responsibilities has been in place for several years and governors are beginning to review and update these. However, the school does not meet the statutory requirements with regard to having a Disability Equality scheme and accessibility plan.
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?

Grade 3: Good features outweigh shortcomings

140 The findings of the inspection team do not match the judgement made by the school in its self-evaluation report. The team awarded one grade lower because the current school's systems for accurately monitoring and evaluating pupil progress are relatively recent and do not include formal first hand evidence.

141 The headteacher has led on the development of a more open and collaborative culture of self-evaluation to ensure that staff and governors share a common vision and commitment to school improvement.

142 The school leaders and subject co-ordinators are involved in evaluating provision and planning in their areas of responsibility. They visit each others classrooms and offer advice and support to colleagues and they also prepare brief reports to the governing body outlining the present situation regarding some of these areas. The headteacher and the deputy headteacher monitor standards of teaching and learning across the school. However, the self-evaluation processes have had limited impact on improving standards in teaching and this is a shortcoming.

143 A good feature of the self-evaluation process is the way the school has sought the views of pupils, parents and governors about aspects of school life. The school has worked hard to react positively to the suggestions and have informed the interested parties of the outcomes of the consultations.

144 The school self-evaluation report is a comprehensive document based on wide consultation. It identifies some strengths and areas for development to assist leaders and managers in setting strategic priorities for the school.

145 These and other priorities for improvement have been included in the SDP. This is a useful document but it does not provide a clear long term strategic view for the school's work.

146 The school has made progress in a few areas during the last three years. The emphasis on improving children's early writing skills is beginning to impact on their standards in the Foundation Phase. Also training and staff development has impacted well with regard to effective learning strategies in two of the four classes.

147 The inspection team's judgements match those of the school in five of the seven key questions. In the other two key questions, the team awarded one grade lower.

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

Grade 2: Good features and no important shortcomings

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

149 The school has an appropriate number of teaching staff who have sufficient knowledge and expertise to teach all aspects of the curriculum.

150 Teachers are well supported by a committed team of learning support assistants. Their experience, knowledge and skills ensure that the support and guidance
they provide, especially in delivering additional learning needs programmes and in supporting pupils in the Foundation Phase, is generally good. However the contribution of support staff to planning for and recording the progress of pupils is not well managed across all classes and the impact on learning is inconsistent.

151 The administrative officer makes a significant contribution to the effective day-to-day life of the school.

152 The overall level of provision and condition of books and learning resources is good. These are suitably deployed within classrooms, specialist teaching bases and designated outdoor learning areas. They are generally appropriate to pupils' age and needs. The extensive nature area is used effectively to provide good learning opportunities for the pupils.

153 The staff make good use of the facilities and work hard to ensure that the school building is a suitable and effective learning environment. However, the quality of accommodation is barely adequate. The Foundation Phase classroom is the exception, it is very spacious and has learning areas expertly designed and fully utilised to provide opportunities to promote the children's learning experiences. The hall is long and relatively narrow and is used for various activities. It is a suitable venue for the whole-school assemblies, but is inadequate for activities such as physical education. Teaching staff undertake planning, preparation and assessment tasks in the spare classroom which doubles as a school library and staff room. The library is well stocked with good quality books and resources. Arrangements for ensuring compliance with workload requirements are good. The school is not easily accessible to pupils, parents and members of the community who need wheelchair access.

154 The school building, outdoor learning areas and grounds are generally well maintained. There are attractive and relevant displays of children's work in the corridors and classrooms. The outside 'nature area' is used extensively and impacts positively on pupils' attitudes, behaviour and levels of engagement.

155 The school's processes and procedures for setting and monitoring its budget are effective. Appropriate information is presented to the governing body's finance sub-committee on a termly basis. When the standards achieved by pupils are taken into account, the school achieves adequate and improving, value for money.

<table>
<thead>
<tr>
<th>Standards achieved in subjects and areas of learning</th>
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<tbody>
<tr>
<td><strong>Foundation Phase</strong></td>
</tr>
<tr>
<td><strong>Personal and social development, well-being and cultural development</strong></td>
</tr>
<tr>
<td><strong>Grade 2: Good features and no important shortcomings</strong></td>
</tr>
<tr>
<td><strong>Good features</strong></td>
</tr>
<tr>
<td>156 In the Foundation Phase, nearly all children show enthusiasm for their learning. They play and investigate together and show independence in selecting and using the resources they need. They discuss their learning and demonstrate high levels of engagement in their play.</td>
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</tbody>
</table>
Most children are willing to attempt and persevere with the activities presented to them. They cooperate with each other in these activities and accept the direction of the adults in the setting. They are friendly and courteous to visitors.

Most children are very eager to discover and find out about the projects they undertake. They make suggestions, such as the request for a treasure map in a project about the sea. They contribute enthusiastically to their many opportunities to help shape their learning environment.

Most children understand the importance of cleanliness when handling food and they understand that some foods are better for you than others. They appreciate the need for hygiene such as when they respond to a teeth cleaning initiative. They know that they need to wear appropriate clothing such as hats and sunglasses in the sun.

Many children can talk about other countries and share what they have learnt about in their project on "Journeys". More able children begin to compare their experiences of different places, food and customs.

Shortcomings

There are no important shortcomings.

Language, literacy and communication skills

Grade 2: Good features and no important shortcomings

Good features

In nursery and in reception class, most children express their ideas confidently and enthusiastically. They are developing an increasingly complex range of vocabulary, particularly linked to their project work. A few children need support in speaking aloud to the class but many will do so clearly. They take on a role in the shop or the boat and hold a conversation with adults which is appropriate to the activity. Many children listen well to each other and to the adults in the setting, such as when they respond to stories and rhymes.

Most children are making good progress with reading and a few make very good progress in writing. By the end of reception class, many hear sounds in words and make good attempts at communicating meaning in written form. A few demonstrate a high degree of accuracy. All are confident to use mark making and the majority choose to do so readily.

Shortcomings

There are no important shortcomings.

Welsh language development

Grade 2: Good features and no important shortcomings

Good features

Children are able to respond to simple instructions in Welsh. By the end of the Reception class, many children can use a few words and short phrases. They attempt to ask a few simple questions, such as when they take on the role of "Helpwr Heddiw" and help the teacher by asking about the weather, or by
referring to the classroom routines in Welsh – tidy up time, dinnertime and playtime. They know some colours and numbers in Welsh.

166 Children begin to recognise simple Welsh labels on display and can point to the whole school weekly phrase and attempt to read it.

Shortcomings

167 Children do not readily choose to use the Welsh they know during the day.

Mathematical development

Grade 2: Good features and no important shortcomings

Good features

168 Many children use and write numbers up to 10 independently in their play. In reception class, many begin to add up to 10 and discuss amounts when playing in the shop, giving change and using mathematical vocabulary appropriate to the situation. A minority of children in reception class independently sequence numbers and use a number line to calculate the price of two items, for example 10p and 7p = 17p.

169 Children discuss 'full', 'heavy', 'more and less' when trying out their boats in the water tray. They describe their boats using some vocabulary linked to size and shape.

170 Children are beginning to sequence the days of the week, for example when they explain how often they need to water their plants. They are able to sequence the regular routines in their day.

Shortcomings

171 There are no important shortcomings.

Knowledge and understanding of the world

Grade 2: Good features and no important shortcomings

Good features

172 All children are developing a good understanding of the natural world through their play in their outdoor nature area. They can use relevant vocabulary to name and describe birds, insects and features of the environment and they respond positively to their opportunities to ask questions to find out more.

173 Children show a good knowledge of places through project work such as "Space" and "Journeys". They show interest in finding out more through research and can predict and hypothesise in simple terms.

174 All children know the safety rules when sitting in their log circle. They know how to show respect for their environment and enjoy growing their own strawberries, sunflowers and a range of fruit and vegetables. They know when strawberries are "ripe" and suggest that the holes in the leaves might have been made by caterpillars. They understand that their plants need water and sunlight.

175 They are beginning to recycle some items and have learnt about the importance of minimising waste.
176 The class' 'sea project' has enabled most children to identify the features of many sea creatures. They talk about how boats float and the animals that Noah took on his ark. They are beginning to develop an understanding of different ways of life.

Shortcomings
177 There are no important shortcomings.

Physical development
Grade 2: Good features and no important shortcomings

Good features
178 Most children use large equipment and have good skills in balancing and manipulating hoops, beanbags, blocks and long pipes to direct the flow of water. They confidently run, hide and explore in the outdoor nature area, showing good coordination and balance. They are beginning to play cooperatively in games where they have to follow the rules and they understand that they have to dress appropriately for exercise and outdoor learning.

179 Children demonstrate high levels of engagement in physical activities, such as when they pour large buckets of water into the water tray, doing so with a good degree of accuracy. They build tall towers with large blocks and attempt to make the towers lean. They wrap themselves in large pieces of cloth or crawl into role play areas. They enjoy physical activity.

180 In nursery and reception, children explore mark making and their fine motor skills are mostly well developed when they cut out, chop fruit or undertake creative tasks.

Shortcomings
181 There are no important shortcomings.

Creative development
Grade 1: Good with outstanding features

Good features
182 Children in nursery and reception respond very positively to the many opportunities to develop their creative skills. By the end of Reception class many have well developed skills in designing and describing their own sea creatures. They design and make boats using three-dimensional modelling and they are able to discuss the details of their designs and why they made their choices.

183 Children enjoy painting and making their own representations of water lilies after looking at the work of Claude Monet. They represent flowers, choosing shapes and colours. They observe carefully and show very good awareness of what they are representing. They eagerly tell you about their work. They enjoy manipulating dough and using stencils and tools to make marks and representations in the dough. They make choices and understand that they can use tools in different ways and for different effects.

184 All children take on roles in the role play areas and many demonstrate that they can use their imagination to extend their play such as when they choose a tambourine to make the sound of the sea when sitting in the boat. They enjoy
using percussion to explore sounds and they respond with enthusiasm to songs and rhymes, joining in with confidence.

185 All children undertake creative activities with confidence. Most express their ideas with obvious enjoyment and independence. This is an outstanding feature. Relative to their age and ability, many children produce work which is of a high quality.

**Shortcomings**
186 There are no important shortcomings.

<table>
<thead>
<tr>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Stage 1: Grade 3: Good features outweigh shortcomings</strong></td>
</tr>
<tr>
<td><strong>Key Stage 2: Grade 2: Good features and no important shortcomings</strong></td>
</tr>
</tbody>
</table>

**Good features**
187 Most pupils in key stage 1 develop their oracy well from year to year. They gain confidence and competence and are given many opportunities to speak to each other in pairs, in groups, to adults and in front of the whole class. They take turns in speaking and begin to structure their speech in ways that are coherent and understandable.

188 Many pupils listen attentively to stories, instructions and their peers.

189 When reading, most pupils in Y2 understand the essential features of a traditional story. More able pupils are beginning to read with fluency, accuracy and enjoyment. Most pupils develop phonic knowledge and with encouragement they use this to help them read. Most can discuss the content of the story using picture cues or cues from the text.

190 In Y1, most pupils are able to write single words and more able pupils are beginning to write simple sentences. Pupils sometimes use the computer to develop their literacy skills. In Y2 more able writers complete a few sentences. Many make plausible attempts at spellings and letters are mostly well formed.

191 In key stage 2, pupils respond enthusiastically orally when asking and answering questions, talking with partners or discussing ideas in groups or as a class. They use an increasingly varied vocabulary and most speak clearly. Progression is evident.

192 Listening skills are mostly well developed. Discussion with a partner is a well established routine and most pupils respond well.

193 Stories, including some from other cultures and non-fiction are used as the focus of learning and most pupils show interest in books. Most pupils make good progress in improving fluency and accuracy in reading. More able pupils express detailed views about their reading. Pupils with ALN make appropriate progress.

194 Nearly all pupils write for a good range of purposes. Many understand writing conventions and use the correct grammar and spell with some accuracy. They can identify the features of different genres and use them in their writing. Many able pupils are able to extend their writing.

195 Most pupils demonstrate control and fluency and develop legible handwriting. By the end of key stage 2, most are beginning to develop a cursive style. Punctuation is developing.
Shortcomings
196 By the end of key stage 1, more able pupils do not write independently at length. They do not edit or improve their own work and only a few use basic punctuation.

Welsh second language

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

Good features
197 In key stage 1 all pupils can ask basic questions linked to feelings and they choose to greet visitors and ask them how they are today. They can respond to the same question with different answers. They mostly use appropriate expression and pronunciation to request to go to the toilet or describe colours and clothes, putting the item of clothing and the colour together independently. They show confidence in attempting to use Welsh during Welsh lessons and recall previous vocabulary learnt.

198 Children listen and respond to a limited range of instructions and simple questions with which they have become familiar. They begin to look at Welsh books and to identify familiar words and phrases. They write simple sentences using the language patterns they know.

199 In key stage 2, children hold simple conversations such as when they ask about their likes and dislikes. They use appropriate vocabulary to describe personal features, to ask for food items and to play games. They demonstrate their listening skills by responding to short dialogues and instructions or questions posed by teachers. They begin to recognise language patterns used in different contexts.

200 By the end of key stage 2 many children can read simple texts and respond to questions, answering in Welsh in written form. They write with support and sometimes independently. They write letters, make posters and complete questionnaires.

Shortcomings
201 There are no important shortcomings.

Mathematics

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

Good features
202 In Y1 and Y2, most pupils have a good understanding of basic number processes. The older pupils can confidently count in twos, fives and tens up to fifty, with more able pupils confidently counting up to 100 and well beyond. Many have a good knowledge of number bonds up to twenty and a significant number add and subtract numbers and money accurately. For example, they undertake simple problems related to giving the correct amount of change and successfully work out the correct change required from a given amount.

203 The majority of Y2 pupils accurately recognise common two-dimensional shapes and describe their associated properties, using the correct mathematical vocabulary with fluent accuracy.
204 The majority of pupils in key stage 1 recognise and weigh everyday objects accurately, using standard and non-standard measures. Most successfully identify the correct time on simple clock faces, displaying the hour and half-hour intervals.

205 In key stage 2, most pupils continue to develop a good understanding of place value. The majority understand what each digit represents in a three- and four-digit number and position three- and four-digit numbers into thousands, hundreds, tens and units correctly.

206 Most older key stage 2 pupils make effective progress, using their multiplication tables well. They develop accurate, quick-thinking skills when related to a range of challenging everyday problems. Nearly all tell and record the time accurately in hours and minutes. Most understand analogue time to five minutes around the hour.

207 The majority of pupils use different units of measurement for time, weight, length and capacity accurately. Most correctly identify acute, right and obtuse angles and use a protractor with increasing accuracy to measure various angles.

208 The majority of pupils across key stage 2 make good progress in their understanding and use of fractions. A few higher-attaining pupils have a good understanding of the relationship between equivalent fractions and decimals.

209 Most pupils throughout key stage 2 develop a good knowledge of the associated properties of two- and three-dimensional shapes. Many begin to develop an understanding of symmetry, when related to simple two-dimensional shapes. Most pupils in key stage 2 make sensible estimations and display a good understanding of the appropriate units of measure.

Shortcomings
210 There are no important shortcomings.

Science

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

Good features
211 Most pupils in both key stages develop good scientific skills according to their age and ability and understand the concept of a fair test. They predict, ask questions, experiment, record and evaluate their work well.

212 Nearly all key stage 1 pupils know the differences between living and non-living things. Most have a good understanding of the parts of the body, can name healthy foods and are aware of the need for a healthy diet and regular exercise. Most have a good understanding of the five senses and describe how they can taste the differences between things which are sweet and sour. They record their findings correctly, using labels and simple annotated drawings.

213 Most pupils know which items use electricity and they are aware of light sources in school and at home. They investigate and create simple electrical circuits effectively from a collection of wires, clips, batteries and bulbs.

214 Most pupils acquire a good understanding of materials and their properties. They recognise similarities and differences in materials and realise that certain ones have specific purposes.
All younger key stage 2 pupils have a good understanding of life processes and living things. They name different organs in the body and know how they work.

Most younger key stage 2 pupils have a good knowledge and understanding of the properties of light and shadows and provide detailed explanations of these in both familiar and unfamiliar situations.

Older pupils extend their knowledge of the processes of life and living things by studying plants and animals. They develop a mature understanding of the conditions needed for living things to grow. Most have a good appreciation of the inter-dependency of plants and animals. They competently construct a variety of food chains in differing environments.

Most older key stage 2 pupils have a sound understanding of how plants reproduce. They describe the process effectively and identify the corresponding parts of a plant correctly. They are aware that particular conditions are required before seeds germinate. They can plan scientific enquiries systematically and carry out their experiments purposefully and safely. They confidently identify the main variables in an investigation and choose which of these are to be constant and which are to be changed.

**Shortcomings**

There are no important shortcomings.

### Information and communications technology

**Key stage 1:** Grade 3: Good features outweigh shortcomings  
**Key stage 2:** Grade 3: Good features outweigh shortcomings

#### Good features

In key stage 1 most pupils' basic computer skills are developing well. As they progress through the key stage, they work with increasing confidence on computers developing good mouse control.

Most older pupils in key stage 1 log on and off the computer confidently. They successfully enter simple text, changing its appearance when using a simple word processing program. Many successfully produce creative patterns and designs using a simple art packages. With support they successfully input directions to control a programmable toy.

In key stage 2 most pupils log on, access programs, save, retrieve and print their work with increasing independence. They develop their ability to communicate, share and exchange ideas and information. Most have well developed word processing skills and confidently change text, font size and colour. They use a range of art packages demonstrate increasing independence in saving, editing and printing documents.

Younger pupils in key stage 2 use the cut and paste function successfully to add images to text. They manipulate text, graphics and pictures with increasing confidence to prepare good quality presentations that support their learning in a number of subject areas. They use tools effectively when using a paint program.

Older pupils in key stage 2 plan their tasks and combine successfully a variety of information and media when creating and developing their ideas, with a sense of purpose and audience. They successfully browse, select, amend and import a
series of pictures to create a digital record of their visit to a local church. They evaluate each other’s presentations and provide positive and constructive feedback.

225 By the end of the key stage most pupils make good use of the internet to support their work in a number of subjects. Most confidently download images and find information efficiently from a variety of sources for a defined purpose. They use the internet safely in accordance with given instructions and understand clearly that disclosing personal information puts themselves and others at risk.

Shortcomings

226 In both key stages pupils’ ability to enter, sort and amend databases are limited.

227 The ability of pupils in key stage 2 to use databases to follow specific lines of enquiry and to use spreadsheets to solve problems by changing variables is underdeveloped.

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

228 The majority of pupils in both key stages are able to design and make objects and artefacts in response to a given task. They treat the tools and materials they use with respect and are mindful of the need to act in a safe way at all times.

229 Most pupils in key stage 1 show good levels of control over tools they use and identify the materials and equipment they might need. They demonstrate good cutting and joining skills for example when making kites. They paint their models carefully and take great pride in their work. They evaluate their work in simple terms and suggest things that they could do better in the future.

230 In key stage 2, pupils work with a range of materials and develop a range of skills and knowledge. Most outline clearly what they are going to make and the materials they are going to use. They use labelled sketches to show their designs. By the end of the key stage, many show good planning and designing skills and know how to evaluate their products.

231 Most pupils in key stage 2 use tools and equipment with increasing accuracy to cut and shape materials and put together components. They plan and carry out a range of practical food preparation such as when creating healthy sandwiches. They are aware of the need for hygiene when dealing with food and evaluate their products effectively.

232 Older pupils successfully create a simple square framework made of wood. They suggest and test a number of techniques to reinforce and strengthen the framework. Many evaluate their work as it develops. They recognise that their solutions could have a practical application in real life situations.

Shortcomings

233 Pupils in key stage 2 have limited understanding of how simple mechanisms such as levers, gear wheels and cogs can be used to produce different kinds of movement.
Generally, their understanding of how electrical circuits can be used to achieve functional results is limited. Few demonstrate a clear understanding of how to control a series of movements electronically.

**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**

235 Pupils in years one and two are developing an understanding of the world through looking at the past. They can recount stories and events linked to local and Welsh history.

236 Most pupils' chronological awareness is well developed; they can sequence events accurately and have a good understanding of the concept of change over time. They can identify similarities and differences between the past and present.

237 Many pupils in Y1 and Y2 have good skills of observation and recall and can identify and interpret clues from sources of evidence. They show a growing awareness of the operation of cause and consequence in the historical process.

238 In Y3 and Y4, most pupils show a good ability to adopt an empathetic approach to understand the problems and motivation of people in the past. Their work on the Tudors shows that they have good knowledge and understanding of life during that period. Most are aware of the difference between primary and secondary sources of evidence and are learning to develop note-making skills to help them extract key points of information.

239 Most pupils in Y5 and Y6 can investigate and research from various historical sources. They can ask pertinent and searching questions about life in the past, for example when researching the air raid shelters used during the Second World War.

240 Most pupils broaden their knowledge and interest through a good range of visits in their locality.

241 Most pupils use historical vocabulary accurately and appropriately. They understand what is meant by vocabulary denoting the passage of time. Many produce good quality pieces of writing which demonstrate the ability to pursue a variety of lines of enquiry about the past.

**Shortcomings**

242 There are no important shortcomings.

**Geography**

**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 Nearly all pupils in lower key stage 1 show an increasing understanding of their locality and they begin to use correct geographical terms to describe familiar features. They are aware of different countries and some of the similarities and differences between those countries and Wales.
244 Pupils in key stage 1 can create a key for colouring and labelling the countries of Britain on a map. They succeed in using a map of Wales to find particular places such as Wrexham and Cardiff.

245 They display good skills in using simple grid references to locate animals on a paper map and on an electronic one on the interactive whiteboard. They can control a 'Bee-bot' to search for animals on a large number and letter grid.

246 Most pupils in Y3 and Y4 show a good knowledge of natural features such as mountains and rivers, and the biggest towns on a map of Wales. They are aware of the location of the different countries on a map of Britain and on a map of Europe and can identify the continents of the world and major features such as the Amazon rainforest and the river Nile. They can also compare aerial photographs of Tanyfron with an old map of the area and identify similarities and differences.

247 Most pupils in Y5 and Y6 have a good awareness of the continents of the world, and their highest mountains and longest rivers. They create a fact file on various countries following a project on the 'World Cup'.

248 In Y5 and Y6, most pupils demonstrate good mapping skills. They can measure the distance between cities, using scale and coordinates correctly. They can describe features that are similar and different when comparing life in a village in India, with life in Tanyfron, concentrating on the climate, the environment, the use of buildings and means of travelling.

249 They develop a good understanding of the different areas in Wales through comparing Wrexham with Bala. They show awareness that two places can have similar and different features.

**Shortcomings**

250 There are no important shortcomings.

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### 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**

251 In both key stages, many pupils use a range of media and techniques to create work of a good standard. They experiment with colour and mixing and apply different techniques using charcoal, pastels and paint well. Their art work is imaginative and colourful.

252 Many pupils in both key stages explore and experiment with the styles of some famous artists well. There is an appropriate emphasis on the work of international, Welsh and local artists with pupils showing a good understanding of their styles and techniques. Most pupils in both key stages use ICT effectively to support their learning.

253 In key stage 1, many pupils make good use of a range of resources and media as they draw and paint from observations and from memory. Many demonstrate good observational skills when drawing from nature. Their drawings display an increasing awareness of line and tone, pattern, shape and form.
254 Most pupils in key stage 1 show increasing skill in controlling paint brushes as they investigate the effects created by scattering paint onto different quality paper. They develop appropriate vocabulary to describe the effects that can be produced.

255 Most pupils in key stage 2 experiment and create in a range of media and methods. They draw and paint carefully and creatively with a variety of materials. Most display good cutting and gluing skills for example when using junk materials to create periscopes. Most confidently and accurately identify good features in their own work and offer constructive comments about how it might be improved.

256 Most pupils in key stage 2 make comparisons between their work and that of others. Their awareness of art in different cultures is enhanced for example by their study of African masks. They have a good understanding of the work of a contemporary local artist. They use their growing awareness of how he uses colour and texture to create imaginative abstract paintings of their own.

Shortcomings
257 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
258 Pupils in both key stages sing enthusiastically and with clear diction. Most understand the need for good posture and demonstrate increasingly good breath control.

259 Through their experiences with a range of musical instruments, most pupils in key stage 1 develop a good understanding of pitch, volume and rhythm. Many key stage 1 pupils play a range of percussion instruments in time with music and keep a steady beat. Most pupils begin to use pictorial notation which allows them to perform their own compositions.

260 Through key stage 2, most pupils develop their knowledge of musical elements. In Y3 and Y4, the majority of pupils can copy complex rhythmic patterns by clapping and using body percussion. When reading pictorial notation, most pupils know when notes should be soft or loud, high or low and short or long. They can experiment with different instruments to convey the moods and sounds of the rainforest.

261 The majority of pupils in lower key stage 2 use musical vocabulary correctly. Many can create graphic scores which they use to play their composition and they choose instruments to enable them to convey the sounds relating to their particular composition.

262 In Y5 and Y6, most pupils build on their early musical experiences and are able to compose and perform music with an increasing understanding of the musical elements. They use terms such as ostinato, pentatonic scale and accelerando in context and successfully compose and record rhythms and sounds conveying for example the 'polar winter winds' and 'the colour and vitality of the Amazon rainforest'.
Shortcomings
263 There are no important shortcomings.

Physical education

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

**Good features**

264 In both key stages, most pupils are appropriately dressed for activities, and understand the importance of this along with the need to show due regard to safety rules. Most work energetically, respond well to instructions and concentrate well whilst working. They are aware that regular physical activities are important for a healthy life-style.

265 Most pupils in key stage 1 are aware of the effects of physical exercise on their bodies. They know that warming up and cooling down is very important. Throughout the session most pupils make good use of the space around them and maintain a high level of physical activity. They listen and respond readily to instructions, showing increasing control of their bodies. They demonstrate the ability to jog, run and skip, changing direction and speed effectively. Most are confident when using small games apparatus such as balls, hoops and beanbags. They work effectively individually and in pairs, exploring different ways of throwing, catching and travelling.

266 In key stage 2, most younger pupils demonstrate their knowledge and understanding of the principles of exercising their body in the context of healthy living. They are mindful of their own and others' safety. Most consolidate, adapt and refine their skills when running and handling small balls using space effectively. Most throw, catch and strike a ball with increasing accuracy. They cooperate easily with each other and concentrate and persevere well in order to improve their skills. Most are competitive but respect the conventions of fair play, displaying good behaviour whilst playing.

267 School records indicate that almost all pupils swim 10 metres on the front and back unaided by the time they are eleven years of age.

Shortcomings
268 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**

269 In key stage 1, pupils begin to discuss their feelings and they show an emerging understanding of right and wrong. They respond positively to stories that Jesus told and understand that these stories have a message about how to live and how to treat others. They show awareness of people who support them and begin to ask simple questions about stories from other religions. They begin to understand that there are different ways to worship.
270 In key stage 2, pupils develop their understanding of symbols and the use of artefacts in the local church and in a mosque. They undertake their own research and ask questions about how religion affects people’s lives, such as when they consider the need for prayer facilities at an airport. They learn about religious ceremonies and record their thinking in writing or using a camera.

271 By the end of key stage 2, pupils can express ideas about why things may be precious, giving a wide range of reasons and well considered views. They are ready to demonstrate a caring viewpoint in prioritising the important qualities of a friend. They begin to empathise when they consider what it would be like to be in someone else’s situation or live as someone else.

Shortcomings

272 There are no important shortcomings but many children are only just beginning to use their knowledge of different religions to reflect on life’s fundamental questions.

School’s response to the inspection

The headteacher, staff and governors would like to thank the registered inspector, Mr Phillips and his team for their thoroughness and professionalism during our inspection. The inspection has been a positive learning experience for the whole school and this was aided greatly by the fairness and supportive nature of the inspection team.

We are pleased with the inspection findings which endorse our own self-evaluation in the majority of cases. The school will fully address the recommendations of the inspection team by incorporating any additional targets into the school improvement plan. We are committed to providing a nurturing and caring school community with high quality teaching and learning. We will all continue to strive to develop and improve our school.
Appendix 1

Basic information about the school

<table>
<thead>
<tr>
<th>Name of school</th>
<th>Tanyfron C P School</th>
</tr>
</thead>
<tbody>
<tr>
<td>School type</td>
<td>Primary inc Foundation Phase</td>
</tr>
<tr>
<td>Age-range of pupils</td>
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</tr>
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<td>Address of school</td>
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<td></td>
<td>Tanyfron</td>
</tr>
<tr>
<td></td>
<td>Wrexham</td>
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<tr>
<td>Telephone number</td>
<td>01978 758118</td>
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<tr>
<td>Headteacher</td>
<td>Mr Robert Jones</td>
</tr>
<tr>
<td>Date of appointment</td>
<td>September 2007</td>
</tr>
<tr>
<td>Chair of governors</td>
<td>Mr Del Williams</td>
</tr>
<tr>
<td>Registered inspector</td>
<td>Mr Clive Phillips</td>
</tr>
<tr>
<td>Dates of inspection</td>
<td>28-30 June 2010</td>
</tr>
</tbody>
</table>

Appendix 2

School data and indicators

<table>
<thead>
<tr>
<th>Number of pupils in each year group</th>
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<tbody>
<tr>
<td>Year group</td>
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<td>------------</td>
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<table>
<thead>
<tr>
<th>Total number of teachers</th>
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<tbody>
<tr>
<td>Number of teachers</td>
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</table>

<table>
<thead>
<tr>
<th>Staffing information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupil: teacher (fte) ratio (excluding nursery and special classes)</td>
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<tr>
<td>Pupil: adult (fte) ratio in nursery classes</td>
</tr>
<tr>
<td>Pupil: adult (fte) ratio in special classes</td>
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<tr>
<td>Average class size, excluding nursery and special classes</td>
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<td>Teacher (fte): class ratio</td>
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<table>
<thead>
<tr>
<th>Percentage attendance for three complete terms prior to inspection</th>
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<tbody>
<tr>
<td>Term</td>
</tr>
<tr>
<td>----------</td>
</tr>
<tr>
<td>Summer 2009</td>
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<td>Autumn 2009</td>
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<tr>
<td>Spring 2010</td>
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<table>
<thead>
<tr>
<th>Percentage of pupils entitled to free school meals</th>
<th>14%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of pupils excluded during 12 months prior to inspection</td>
<td>0</td>
</tr>
</tbody>
</table>
Appendix 3

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

Ysgol Tan-y-Fron
Wrexham
LEA/School no: 665/2179

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+):

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th></th>
<th>Girls</th>
<th></th>
<th>Pupils</th>
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<td>77</td>
<td>77</td>
<td>60</td>
<td>86</td>
<td>86</td>
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</table>

School Performance over time (2005 - 2009)

Contextual Information

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

Quartiles:
- 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.

Lower Quartile Boundary
- English: 73
- Welsh: 84
- Maths: 84
- Science: 84
- CSI: 76

Median Boundary
- English: 83
- Welsh: 62
- Maths: 60
- Science: 87
- CSI: 68

Upper Quartile Boundary
- English: 93
- Welsh: 100
- Maths: 96
- Science: 64
- CSI: 92

Notes:
1. Figures for Welsh refer to attainment in Welsh first language only.
2. CSI = Core Subject Indicator. To achieve the CSI pupil must achieve at least the expected level 2 in both Mathematics and Science and either English or Welsh first language.
3. 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 DEWi on 17/09/2009
This report uses data for 2009 for LEA and Wales comparative information

Ysgol Tan-y-Fron
Wrexham

LEA/School no: 665/2179

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+):

<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>English</td>
<td>100</td>
<td>77</td>
<td>76</td>
<td>80</td>
<td>87</td>
<td>87</td>
<td>88</td>
</tr>
<tr>
<td>Welsh</td>
<td>81</td>
<td>73</td>
<td>80</td>
<td>80</td>
<td>84</td>
<td>85</td>
<td>88</td>
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<tr>
<td>Maths</td>
<td>100</td>
<td>81</td>
<td>80</td>
<td>80</td>
<td>84</td>
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<td>Science</td>
<td>100</td>
<td>81</td>
<td>80</td>
<td>80</td>
<td>84</td>
<td>85</td>
<td>88</td>
</tr>
<tr>
<td>CSCI</td>
<td>100</td>
<td>74</td>
<td>73</td>
<td>80</td>
<td>82</td>
<td>82</td>
<td>86</td>
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</table>

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.
- 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.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Quartile 4</th>
<th>Lower Quartile Boundary</th>
<th>Median Boundary</th>
<th>Quartile 2</th>
<th>Upper Quartile Boundary</th>
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</thead>
<tbody>
<tr>
<td>English</td>
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<td>69</td>
<td>86</td>
<td>99</td>
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<tr>
<td>Welsh</td>
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<td>69</td>
<td>86</td>
<td>99</td>
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<td>Science</td>
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<td>86</td>
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<td>97</td>
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<tr>
<td>CSCI</td>
<td>72</td>
<td>69</td>
<td>86</td>
<td>99</td>
<td></td>
</tr>
</tbody>
</table>

Notes:
1. Figures for Welsh refer to attainment in Welsh first language only.
2. CSCI = Core Subject Indicator. To achieve the CSCI a pupil must achieve at least the expected level 4 in both Mathematics and Science and either English or Welsh first language.
3. 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.

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Appendix 4

Evidence base of the inspection

Four inspectors and the peer assessor spent the equivalent of ten and a half inspector days at the school. The headteacher was the school's nominee and attended all team meetings.

The inspectors visited:
- 23 lessons or part lessons;
- registrations and assemblies and acts of collective worship, and
- a range of extra-curricular activities.

Members of the inspection team had meetings with:
- staff, governors and parents before the inspection;
- senior managers, teachers, support and administrative staff;
- groups of pupils, and
- the school council.

The team also considered:
- the school's self-evaluation report;
- responses to parents' questionnaire;
- documentation provided by the school before and during the inspection;
- a wide range of pupils' past and current work, and
- samples of pupils' reports.
### Appendix 5

#### Composition and responsibilities of the inspection team

<table>
<thead>
<tr>
<th>Team member</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr Clive Phillips</td>
<td>Context, Summary, Recommendations, Key questions 5,6 and 7 mathematics, science, history, geography, music.</td>
</tr>
<tr>
<td>Registered Inspector</td>
<td></td>
</tr>
<tr>
<td>Mrs Cathy Barnett</td>
<td>Key questions 1 and 2 Foundation Phase, Welsh second language, English.</td>
</tr>
<tr>
<td>Team Inspector</td>
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</tr>
<tr>
<td>Mr Goronwy Morris</td>
<td>Key questions 3 and 4 design technology, ICT, physical education, art and design.</td>
</tr>
<tr>
<td>Team Inspector</td>
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</tr>
<tr>
<td>Mr Gwynoro Jones</td>
<td>Contributions to key questions 1, 3 and 4</td>
</tr>
<tr>
<td>Lay Inspector</td>
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</tr>
<tr>
<td>Mr Paul Noon</td>
<td>Contributions to all key questions</td>
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<tr>
<td>Peer Assessor</td>
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<tr>
<td>Mr Robert Jones</td>
<td>Lesson observation and contributions to all team meetings</td>
</tr>
<tr>
<td>Nominee</td>
<td></td>
</tr>
</tbody>
</table>

**Acknowledgement**

*The inspection team would like to thank the governors, headteacher, staff and pupils for their co-operation and courtesy throughout the inspection.*

**Contractor:** EPPC/Severn Crossing Ltd
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