



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

**Ysgol Bro Cinmeirch
Llanrhaedr Y.C.
Denbigh
LL16 4NL**

Date of inspection: September 2017

by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

About Ysgol Bro Cinmeirch

Ysgol Bro Cinmeirch is situated between Llanrhaeadr and Llanrhaeadr in Cinmeirch, approximately three miles from the town of Denbigh. The school serves the village and the local area, and is maintained by Denbighshire local authority.

Welsh is the main medium of the school's life and work. There are 85 pupils between 3 and 11 years old on roll, including 8 part-time nursery age pupils. They are divided into 4 mixed-age classes.

Approximately 3% of pupils are eligible for free school meals. This is significantly lower than the national percentage. A minority of pupils (44%) speak Welsh at home and very few are from ethnic minority backgrounds. The school has identified 14% of its pupils as having additional learning needs, which is below the national average.

The headteacher was appointed to the post in September 2008 and the school was last inspected in November 2011.

Further information is available from the Welsh Government My Local School website at the link below.
<http://mylocalschool.wales.gov.uk/Schools/SchoolSearch?lang=en>

Summary

Teachers' plans place an excellent focus on developing pupils' literacy and creative skills, in addition to developing the Welsh language and Welsh culture. Teaching is good and staff identify pupils' needs very well.

Most pupils make strong progress and achieve very well by Year 6, particularly in their writing skills and their oral Welsh skills. Nearly all pupils show a positive attitude towards their work. They are considerate and relate to each other well.

The headteacher's robust leadership sets an appropriate strategic direction and governors challenge and support the school effectively. On the whole, by using a range of suitable evaluation activities, leaders have an appropriate knowledge of standards and teaching.

Inspection area	Judgement
Standards	Good
Wellbeing and attitudes to learning	Good
Teaching and learning experiences	Good
Care, support and guidance	Good
Leadership and management	Good

Recommendations

- R1 Ensure that leaders make effective use of lesson observations as part of their self-evaluation and quality improvement procedures
- R2 Share good practice in teaching across the school and plan purposefully in order to challenge more able pupils regularly by providing suitable activities for them

What happens next

The school will produce an action plan that shows how it will address the recommendations. Estyn will invite the school to prepare a case study on its work to be disseminated on Estyn's website. The case study will be based on curriculum planning to develop pupils' cultural and creative awareness while improving their literacy skills.

Main findings

Standards: Good

On entry to the school, most pupils' basic skills correspond to, or are higher than, those that are expected for their age. As they move through the school, most make strong progress and achieve very well by Year 6. The few pupils with additional learning needs make sound progress against their improvement targets. On the whole, many more able pupils make good progress, although a few do not achieve to the best of their ability and complete work of a high standard consistently enough.

Throughout the school, most pupils communicate to a high standard and develop oral Welsh skills quickly. A particular feature is the rich vocabulary and sound language register that most pupils have. As a result, many make exceptional progress in their oral skills by the end of Year 6.

One of the school's strengths is the exceptional progress that most pupils make in their writing skills over time. By the end of the foundation phase, nearly all pupils write independently for different purposes, and begin to use appropriate syntax and vocabulary that is associated with the theme. Most write clearly and to a good standard. They vary sentences sensibly and enrich their work with a comprehensive range of adjectives, similes and idioms, for example when writing about the adventure of 'Owain and the dinosaurs'. Across the school, pupils punctuate effectively in order to refine their writing. By the end of key stage 2, most pupils structure their sentences effectively and use paragraphs sensibly to present the main idea and relevant details. When they are given an opportunity, the most able pupils write imaginatively and effectively for various audiences, and do so extensively across the curriculum. By the end of their time at the school, most pupils have refined polished skills in both Welsh and English.

Most pupils' presentation and handwriting are of an excellent standard and they show clear respect towards their work.

Pupils in the foundation phase handle books confidently and their early reading skills are developing well. Most use a range of appropriate strategies to deal with new words. By the end of the foundation phase, most show an interest in reading and are able to recall and repeat content from different texts confidently, for example when creating a cartoon with materials in order to summarise the story of the Gruffalo. By the end of key stage 2, most pupils read a wide range of texts fluently and respond meaningfully. They use their Welsh and English reading skills effectively to gather information and present it in an interesting way in several areas across the curriculum.

In the foundation phase, most pupils show a secure grasp of number facts and use this information confidently to solve problems in their activities. They deal with different measurements and use mathematical vocabulary correctly to discuss their work. Most gather, analyse and present information in the form of graphs appropriately. In key stage 2, most pupils have a sound grasp of an appropriate range of numeracy skills. They apply their skills in measurement, shape and data handling tasks with good accuracy. They gather information in a variety of ways and

present their findings correctly in the form of different graphs in subjects such as science, history and geography. Pupils make appropriate use of their skills to solve problems in the context of everyday life.

Most pupils' information and communication technology (ICT) skills are developing soundly. In ICT lessons, they use various hardware and software enthusiastically. Many apply their ICT skills appropriately in areas across the curriculum. In key stage 2, most create multimedia presentations confidently, for example to explain their findings from research about their village. They record information confidently on a database and interrogate it sensibly for specific information, for example about imaginary beasts related to the theme of 'y byd nad yw'n bod' ("the world that doesn't exist").

Wellbeing and attitudes to learning: Good

Nearly all pupils are very well-behaved. They behave maturely in lessons, around the school and when moving between classes and activities, such as whole-school assemblies. Most show confidence and maturity in line with their age, for example in the way in which they communicate with visitors and adults. They are considerate and relate well to each other.

Pupils feel safe at school and are aware of the importance of keeping themselves safe, for example when researching on the internet, and about road safety. Nearly all pupils are aware of the need to make healthy choices when eating and drinking. They are full of energy and are keen to take part in physical activities.

Pupils participate fully in the school's life and work. They are willing to undertake leadership roles and responsibilities, such as being members of the school council or the eco committee, playground buddies and when looking after the school garden carefully. 'Ffrindiau ffeind' (kind friends), which is an idea that was submitted by the school council, is a successful way of encouraging pupils to be less dependent on adults to resolve minor disputes.

Most pupils work confidently and effectively in a variety of ways, for example independently, in small groups and in whole classes. They respect other people's contributions, for example by taking turns, allowing others to speak or remaining calm when others disagree with them. Nearly all pupils show a positive attitude towards their work. They are enthusiastic and persevere appropriately. Throughout the school, pupils have a clear influence on what they would like to learn within the termly theme. Pupils in key stage 2 apply themselves to new and unfamiliar experiences and ideas, and they often contribute creative ideas and questions for activities that are related to the theme, for example about the 1960s.

Many pupils take advantage of opportunities to develop as conscientious citizens; for example, they raise money for good causes and work with people with dementia through an art scheme. They have also succeeded in obtaining useful equipment for the school and the community, such as the defibrillator. The majority of pupils take part successfully in extra-curricular activities, for example through a number of sports and local, regional and national Eisteddfodau.

Teaching and learning experiences: Good

Teaching is good and staff identify pupils' needs very well. There is a constructive and supportive relationship between adults and pupils. By being extremely effective language models, teachers encourage pupils to use the Welsh language with each other and place an emphasis on accuracy and fluency. This is a strong element across the school. As a result, there is a very positive influence on pupils' linguistic development and their standards of Welsh.

In many classes, teaching has a very positive effect on pupils' progress. The wide range of experiences, as well as teachers' clear expectations, enable many pupils to produce work of a very high standard, particularly in their writing skills. In the main, teachers use effective strategies to maintain pupils' interest. In a few cases in which teaching is not as good, activities do not always challenge pupils to achieve to the best of their ability. As a result, they do not make consistent enough progress over time.

Teachers provide pupils with effective feedback and plan opportunities for them to reflect on the comments and re-draft elements of their work, where appropriate. Pupils self-assess their work suitably and assess the work of their peers sensibly; for example, nearly all pupils in Years 5 and 6 scrutinise their peers' work skilfully and offer suggestions to develop the work further.

Teachers plan interesting activities and include pupils in the process of setting the next steps in their learning. As a result, pupils have ownership of their learning and enthusiasm towards their work. Plans for the curriculum and religious education are of a good standard and tailored skilfully to address the school's specific needs. They are used manageably and effectively by staff and are developed regularly and skilfully in order to meet pupils' needs very successfully. They include a number of creative elements that are unique to the school, which, for example, provide an effective range of activities about the local area. Planning to develop the Welsh language and Welsh culture is very effective.

Provision to develop pupils' skills is thorough. Planning to foster pupils' speaking and listening skills is effective and is implemented consistently across the school, with a very positive effect on nearly all pupils' language accuracy. Staff plan regular opportunities for pupils to express an opinion and give presentations. Teachers plan exciting activities to develop pupils' writing skills in various forms, which have a positive effect on their standards of achievement. Planning for numeracy and ICT is robust, which leads to regular opportunities for pupils to develop these skills in broad contexts across the curriculum.

The principles of the foundation phase have been established firmly. Teachers make effective use of resources in the building and grounds in order to enrich pupils' learning experiences in the phase; for example, they use the field nearby to look for fairies by the roots of the large tree.

Care, support and guidance: Good

Teachers' schemes of work are robust and ensure that pupils develop a very sound awareness of the culture, history and traditions of their local community and Wales.

This is at the heart of all of the school's life and work. Plans have an excellent focus on developing pupils' literacy and creative skills cohesively, by studying historical characters such as Hedd Wyn and Mari Jones. Teachers use local businesses, musicians, artists, legends and historical Welsh events as a very effective stimulus to develop pupils' literacy skills across the curriculum. These unique and purposeful plans are one of the school's strengths. They make an exceptional contribution towards developing pupils who are very knowledgeable about Wales and show understanding and genuine pride towards their heritage.

Provision to develop pupils' artistic and creative skills is also one of the school's strengths. The school invites experts regularly to work with pupils and staff on specific projects that develop their expressive skills, such as animation, composition, scripting and directing, very well. The school provides excellent opportunities for pupils to perform in the community and on national stages in Eisteddfodau and concerts. This leads to high standards of self-confidence among many pupils and promotes co-operation effectively.

Teachers know the pupils well and respond to their learning needs at an early stage. They have robust arrangements for assessing pupils' attainment and achievement, and moderate and standardise them rigorously. The headteacher and teachers use an appropriate progress-tracking system to identify pupils' specific needs and to provide them with additional support.

Staff receive valuable support from the additional learning needs co-ordinator in order to provide high quality intervention programmes for groups and individuals.

The school has a robust and effective partnership with external educational agencies, and staff turn to specialist support and training, when required, to meet any profound educational, emotional or medical needs. The school has robust arrangements in order to identify more able pupils. However, staff do not always use this information effectively enough to challenge these pupils consistently enough to enable them to attain higher levels across the curriculum.

The school has successful arrangements to ensure that parents play an active part in their children's education. They meet teachers regularly and receive detailed information about their children's progress and achievement. As a result, they know what their children need to do in order to improve their work.

The school is a caring community that has robust arrangements to meet the emotional and social needs of vulnerable pupils and their parents. It organises special evenings for families and members of the local community to raise money regularly for charitable and humanitarian work. This ensures that pupils treat each other with respect, care and concern.

The school has suitable arrangements to promote eating and drinking healthily. Education for sustainable development is developing appropriately and the school promotes this through the work of the eco committee and curricular themes. Provision for developing pupils' understanding of worldwide beliefs and traditions is effective, by studying life and customs in Thailand, Africa and European countries.

The school's provision to develop pupils' spiritual and moral understanding is good. Teachers provide frequent opportunities across the curriculum to enable pupils to broaden their attitudes towards human rights. As a result, most pupils develop to become ethical and knowledgeable individuals.

The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Leadership and management: Good

The headteacher's robust leadership sets an appropriate strategic direction for developing the school. She has a clear vision, which is based on promoting pupils' pride in their community and in their Welsh heritage. She conveys this vision successfully and models positive values towards improving the school.

Governors have a good understanding of the school's work. They acquire useful information through the headteacher's comprehensive reports and termly meetings with teachers. They also conduct learning walks that focus successfully on specific priorities, for example the use of space and resources. As a result, governors are knowledgeable in order to challenge and support the school and as they contribute towards setting strategic priorities. The school has thorough arrangements for establishing and inducting new governors and they therefore develop in the role quickly.

Leaders seek parents' views successfully by sharing questionnaires regularly. They make effective use of the responses and organise a range of learning evenings in response to the needs that are identified. A good example of this is the recent sessions on ICT that were organised for parents.

On the whole, leaders have appropriate knowledge of standards and teaching at the school. They use a range of suitable activities to evaluate standards and teaching, including monitoring teachers' plans and scrutinising pupils' books. However, arrangements for lesson observations are not formal enough. As a result, leaders do not have a complete enough picture of the quality of specific aspects of teaching, such as the lack of challenge for all pupils.

Leaders co-ordinate the work of addressing the school's priorities for improvement successfully. There is a clear link between the findings of the self-evaluation report and the current school development plan. Leaders define actions clearly and evaluate the effect of action on pupils' standards and provision regularly. All members of staff have responsibility for a specific aspect of the school's work and, on the whole, they contribute effectively towards improving and maintaining good standards of learning and teaching. Performance management arrangements are rigorous and focus effectively on supporting the priorities that are identified in the school development plan. There is a good range of suitable training opportunities for staff, which include attending courses and contributing beneficially to professional learning networks with other schools. However, staff are not given an opportunity to share their good practice with others. In addition, formal opportunities for them to benefit from observing good practice within the school and other organisation are limited.

Through very effective partnership work, the school is successful in supporting a number of national priorities. A good example of this is its exceptional partnership with the Arts Council of Wales through the 'Lead Creative Schools' project. By working with local artists, the school has succeeded in developing the confidence and creativity of a target group of pupils, in addition to developing their ICT skills by creating attractive multimedia presentations.

Leaders make efficient use of resources and plan the budget carefully in order to meet the strategic priorities that are identified in the school development plan. It makes appropriate use of the pupil development grant. Support staff contribute effectively towards pupils' progress by modelling polished language. As a result, pupils acquire language quickly on entry to the school. The outdoor resources that are provided for pupils in the foundation phase are rich, and teachers make efficient use of them in order to promote pupils' independence and creativity.

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Strong features, although minor aspects may require improvement
Adequate and needs improvement	Strengths outweigh weaknesses, but important aspects require improvement
Unsatisfactory and needs urgent improvement	Important weaknesses outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW or by email to publications@estyn.gov.wales

This and other Estyn publications are available on our website: www.estyn.gov.wales

This document has been translated by Trosol (Welsh to English).

© Crown Copyright 2017: This report may be re used free of charge in any format or medium provided that it is re used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 27/11/2017