

**INSPECTION UNDER SECTION 10 OF THE
SCHOOL INSPECTIONS ACT 1996**

***YSGOL BETWS GWERFUL GOCH
BETWS GWERFUL GOCH
CORWEN
DENBIGHSHIRE***

School Number: 663-2214

Date of Inspection: 17-19 May 2004

by

MR D GWYNFOR EVANS

Registered Inspector

Date: 20 July 2004

Under Estyn Contract Number: CT229/03P

© Crown Copyright 2004

This Report may be reproduced in whole or in part for non-commercial educational purposes provided that all extracts quoted are reproduced verbatim without adaptation and the source and date thereof are stated.

Copies of this report are available from the school. Under the School Inspections Act 1996, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

CURRICULUM NOMENCLATURE AND KEY STAGES

A new nomenclature to describe pupils' progress through school was introduced in 1989. This system of numbering year groups from the start of compulsory schooling to age 18 is intended to ease communication among schools, governing bodies, parents and LEAs and emphasise the importance of continuity.

The term "Reception" (R) is applied to the year group of pupils in a primary school (not a nursery class) who attain the age of 5 during the academic year. "Year 1" (Y1) is applied to the year group of pupils who attain the age of 6 during the academic year and so on to Y13, the year group who attain the age of 18 during the academic year:

{PRIVATE }	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Years	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18

Key Stage (KS) 1 of the national curriculum consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

GRADE DESCRIPTIONS

The five-point grading scale used to represent the main judgements in this report is as follows:

1. Very good: many good features, some of them outstanding.
2. Good: good features and no major shortcomings.
3. Satisfactory: good features outweigh some shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

CONTENTS

1. CONTEXT	1
THE SCHOOL AND ITS PRIORITIES.....	1
2. MAIN FINDINGS	1
THE MAIN FINDINGS OF THE REPORT.....	1
3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS	4
3.1 STANDARDS ACHIEVED IN SUBJECTS AND AREAS OF LEARNING	4
3.2 STANDARDS ACHIEVED IN KEY SKILLS ACROSS THE CURRICULUM	4
4. ETHOS OF THE SCHOOL	5
4.1 PUPILS’ SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT	5
4.2 BEHAVIOUR AND ATTITUDES	5
4.3 ATTENDANCE.....	6
5. QUALITY OF EDUCATION	6
5.1 TEACHING	6
5.2 ASSESSMENT, RECORDING AND REPORTING	7
5.3 CURRICULUM	7
5.4 SUPPORT, GUIDANCE AND PUPILS’ WELFARE.....	8
5.5 PROVISION FOR PUPILS WITH SEN	8
5.6 PARTNERSHIP WITH PARENTS AND COMMUNITY, SCHOOLS AND OTHER INSTITUTIONS	9
5.7 PARTNERSHIP WITH INDUSTRY	9
6. MANAGEMENT	10
6.1 QUALITY OF SELF-EVALUATION AND PLANNING FOR IMPROVEMENT	10
6.2 LEADERSHIP AND EFFICIENCY.....	10
6.3 STAFFING, ACCOMMODATION AND LEARNING RESOURCES	11
7. SUBJECTS AND AREAS OF LEARNING	12
STANDARDS ACHIEVED BY PUPILS	12
PROVISION FOR THE UNDER-FIVES	12
WELSH	14
ENGLISH	14
MATHEMATICS	15
SCIENCE.....	16
DESIGN AND TECHNOLOGY	16
INFORMATION TECHNOLOGY	17
HISTORY	17
GEOGRAPHY	18
ART	18
MUSIC	19
PHYSICAL EDUCATION	20
RELIGIOUS EDUCATION.....	21
8. SCHOOL IMPROVEMENT	21
8.1 PROGRESS SINCE THE LAST INSPECTION	21
8.2 KEY ISSUES FOR ACTION.....	22
APPENDIX	23
A. BASIC INFORMATION ABOUT THE SCHOOL	23
B. SCHOOL DATA AND INDICATORS	23
C. RESULTS OF NATIONAL CURRICULUM ASSESSMENTS AND PUBLIC EXAMINATIONS	23
D. THE EVIDENCE BASE OF THE INSPECTION	24
E. COMPOSITION AND RESPONSIBILITIES OF THE INSPECTION TEAM.....	24

1. CONTEXT

The school and its priorities

Ysgol Betws Gwerful Goch is a community primary school controlled by Denbighshire Unitary Authority (UA). It serves the villages of Betws Gwerful Goch, Melin-y-Wig and the nearby areas. Nursery children are admitted to the school part-time in September when they reach their fourth birthday during the school year and then full time to the reception class the following year. At present, there are 55 pupils on roll, including eight of nursery age. At the time of the last inspection in June 1998, there were 31 pupils on roll.

Agriculture is the main industry of the area. According to the school, pupils are drawn from a residential area which is neither prosperous nor economically disadvantaged. Nine per cent of the pupils are entitled to free school meals. There are nine pupils on roll with special educational needs (SEN) and two of them have a statement of SEN.

Forty-three per cent of the pupils come from homes where Welsh is the main language, but 65 per cent can speak the language as a first language or to a similar standard. The school's aim is to ensure that each child is competent in Welsh and English by the time they transfer to the secondary school.

The school has clear objectives to promote the education and development of its pupils. It aims to achieve those objectives through offering interesting and valuable experiences to each child in a happy and settled atmosphere. The school development plan (SDP) for 2003-4 addresses curricular issues in English, mathematics and physical education, the revising of schemes of work and policies and establishing a fruit shop and making the school entrance more attractive.

2. MAIN FINDINGS

The main findings of the report

Standards achieved by pupils

Children under five

- The overall quality of the educational provision for the under-fives is appropriate to their needs. Standards in the six areas of learning are as follows:

Language, literacy and communication skills	Good
Mathematical development	Good
Personal and social development	Good
Knowledge and understanding of the world	Good
Physical development	Good
Creative development	Good

KS1 and KS2 pupils

- In Key Stage (KS) 1 and KS2, pupils' standards of achievement in different subjects of the National Curriculum (NC) and religious education are as follows:

Subject	KS1	KS2
Welsh	Good	Good
English	Not applicable	Good
Mathematics	Good	Good
Science	Good	Good
Design and technology	Satisfactory	Good
Information technology	Good	Good
History	Good	Good
Geography	Satisfactory	Good
Art	Good	Good
Music	Good	Very good
Physical education	Satisfactory	Satisfactory
Religious education	Satisfactory	Satisfactory

Standards in key skills across the curriculum

Children under five years of age make good progress in using their key skills across the curriculum and attain good standards in language, numeracy and information and communications technology (ICT). In KS1 and KS2, pupils attain good standards in Welsh and English in listening and speaking, reading and writing. Standards are also good in numeracy and ICT.

Quality of education provided

- The quality of teaching is mainly good across the school. The quality of teaching the under-fives is good. In the lessons observed during the inspection, the quality of teaching was very good in 10 per cent, good in 63 per cent and satisfactory in 27 per cent. Good and very good teaching is characterised by detailed planning, lively presentations, purposeful questioning, effective use of a variety of teaching techniques and purposeful resources, and a good relationship between teachers and pupils. In some lessons in KS1, insufficient attention is given to promoting subject skills, and overall across the school, although the marking of pupils' work is regular, it does not offer pupils sufficient guidance on how to improve their work.
- The curriculum for the under-fives is good and gives good attention to the six areas of learning. The curriculum provided for KS1 and KS2 pupils is of good quality and offers pupils of all ages and ability a variety of interesting experiences. The curricular provision for pupils with SEN is entirely appropriate. The wide variety of extra-curricular activities, educational visits and visitors to the school extend and enrich the curriculum greatly.
- The accuracy and consistency of assessment across the school are good in the core subjects but underdeveloped in foundation subjects and religious education. Appropriate use is made of assessment data to improve standards. Within the cluster of local primary schools, work has started on developing a portfolio in the core subjects to reflect standards of achievement in relation to NC level descriptors. The annual reports to parents include useful information on pupils' progress and achievement in the core subjects but the comments on other subjects are too general. In KS1, history, geography and religious education are not reported on as separate subjects.

-
- The provision for pupils with SEN is good and fully conforms with Code of Practice requirements.
 - The quality of support, guidance and pupils' welfare is very good. All staff know the pupils well and ensure they have equal opportunity in the life and work of the school. Pupils' personal and social education is effectively promoted across the curriculum in line with Qualifications, Curriculum and Assessment Authority for Wales' (ACCAC) guidelines.
 - The quality of the partnership between the school and parents and the local community is very good and good with schools and other institutions. The links with industry are satisfactory with some good features.

Pupils' spiritual, moral, social and cultural development

- Pupils' spiritual and moral development is well promoted through the act of collective worship, through curriculum subjects and the general life of the school. There are good opportunities for the pupils to take part in the services and to consider issues which relate to their own lives and those of others.
- The staff promote very good moral standards and values among pupils. There is respect for each individual in a warm and homely atmosphere. Pupils' behaviour is very good; their attendance is good.
- Pupils' social skills are very well developed. Pupils of all ages and ability have the opportunity to take part in a wide range of extra-curricular activities which include educational visits on a day and residential basis.
- Pupils' awareness of Welsh culture and heritage is promoted very effectively. Their awareness of other cultures is also good.

School management and efficiency

- The school has a good ethos which maintains sound values and promotes good standards.
- The headteacher offers good leadership to the school. She is hard-working and she receives good support from the staff, governors and parents in her efforts to fulfil the school's objectives.
- The governors are very supportive of the school. Members have a good awareness of their responsibilities and they undertake these conscientiously.
- Purposeful self-evaluation procedures have been formulated and the school is placing an increasing emphasis on planning for improvement. However, there is no programme which indicates a method of evaluating pupils' standards of achievement in all subjects across both key stages, and the role of subject co-ordinators has not been developed in that process.
- The school is well staffed. It makes effective use of all available resources and the accommodation in order to achieve good educational results. However, the accommodation is insufficient for the number of pupils on roll.

Effectiveness dealing with issues identified in the previous inspection

- The school was last inspected in the summer term 1998, and in the report five key issues were identified for implementation. The school worked successfully on the majority of these issues but some aspects remain to be addressed in the key issues of this report.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

- Children under five make good progress and attain standards which are consistently good in each one of the six areas of learning.
- In KS1 and KS2, standards achieved by pupils were very good in four per cent of the sessions observed, good in 74 per cent and satisfactory in the remainder (22 per cent).
- Standards in Welsh in KS1 and KS2 are good and standards in English in KS2 are good. In mathematics and science, standards are good in both key stages.
- Standards in music are very good in KS2 and good in KS1. Standards are good in both key stages in information technology, history and art.
- Standards of achievement in design and technology and geography are good in KS2 and satisfactory in KS1. The standards in physical education and religious education are satisfactory in both key stages.
- Pupils with SEN make good progress and achieve standards commensurate with their age and ability.
- As the number of pupils who sat NC tests in KS2 in 2003 was less than five, details of the results are not included in the report.

3.2 Standards Achieved in Key Skills across the Curriculum

Children under five years of age make consistent progress in their use of the key skills across the curriculum and attain standards which are good in literacy and communication, numeracy and ICT. In KS1 and KS2, pupils attain good standards in every one of the key skills.

- Adequate opportunities are provided for children under five years of age to apply and improve their developing skills in early literacy, early numeracy and using ICT within and across the six areas of learning. They make good progress in every one of the skills.
- In both key stages, the vast majority of the pupils listen well to teachers' instructions and respond appropriately. There are a few who do not listen attentively enough, particularly in physical education activities. The majority speak clearly and audibly and the more able pupils offer extended comments fluently with some very good contributions in English. They have good opportunities to express opinion and defend their points of view although a few pupils' contributions are short.
- Pupils' reading skills are developing well. Regular opportunities are arranged for them to read quietly as well as reading aloud. Key Stage 1 and KS2 pupils make good use of a variety of printed material for their studies. They find information in a variety of sources including the Internet and CD-ROM, to extend their knowledge and understanding of the subjects they study.
- Key Stage 1 and KS2 pupils write in a range of styles and for different purposes. In their recording work, they write well in their own words when conveying information in history or explaining processes in a scientific experiment, for example. Their grasp of syntax is developing well in Welsh and English in KS2. Overall, however, a number of

pupils do not give enough attention to the standard of their handwriting and the quality of the presentation of their work.

- Pupils in both key stages use their developing numeracy skills effectively in an appropriate range of contexts. They apply their knowledge well in their work in science and geography and when measuring the sizes of materials in design and technology.
- In both key stages, pupils make increasing use of ICT in their work across the curriculum. Younger pupils use ICT to differentiate shape and size and they can use the ‘mouse’ to load and choose relevant programs and print their work. These skills have been further developed with KS2 pupils and they can combine picture and text successfully. They record their work in music and use a computer program to compose. They use the Internet effectively to extend their knowledge and skills in subjects such as Welsh, English, mathematics, geography, history and art.
- Pupils with SEN achieve standards which are generally good according to their age and ability in dealing with work across the curriculum in literacy/communication, numeracy and ICT.

4. ETHOS OF THE SCHOOL

4.1 Pupils’ Spiritual, Moral, Social and Cultural Development

The school promotes pupils’ spiritual, moral, social and cultural development effectively.

- Acts of collective worship contribute well to pupils’ spiritual development. The school conforms with statutory requirements. Pupils have good opportunities to take part and consider issues which are important to their own lives and others’ lives. Their singing is particularly tuneful.
- The school provides a whole curriculum and attitudes to learning which incorporate Christian values. The quality of relationships in the school is very good.
- Pupils’ moral development is very good. They show respect and courtesy towards their fellow pupils, towards others and towards property.
- Their personal and social development is promoted effectively. They work together and play together in a happy and friendly manner. They work diligently to raise money for charities and good causes.
- Pupils have a very good awareness of their own heritage and culture through their studies and through taking part in Urdd activities and other events in the community.
- Their awareness of other cultures is well promoted through the work they do in religious education, music, art and geography, for example. Racial equality and equal opportunity are promoted effectively.
- The school promotes healthy eating through its fruit shop and the pupils are very aware of the need to secure and maintain the beauty of the environment.

4.2 Behaviour and Attitudes

The standard of pupils’ behaviour is very good and the enthusiasm and interest they show in their work have a positive effect on the quality of school life and the school’s efforts to maintain and raise standards of achievement.

-
- The school has policies and rules which succeed in making the school an orderly and friendly community.
 - No evidence of misbehaviour or bullying was seen in the school and there are effective arrangements to deal with such cases if they arise.
 - Pupils are polite and respectful towards adults and their fellow pupils and the relationship between pupils and their teachers is a happy and friendly one.

4.3 Attendance

Pupils' attendance rates are good throughout the school.

- Over the period of the three terms before the inspection, pupils' attendance rates across the school was 95.16 per cent.
- The school's attendance policy is implemented successfully and the arrangements for registration conform fully with statutory requirements. Unauthorised absences are low.
- The majority of pupils arrive at school punctually at the start of the day and teachers ensure that the lessons start on time.

5. QUALITY OF EDUCATION

5.1 Teaching

The quality of the teaching is mainly good across the school. The quality of teaching under-fives is good. In the lessons observed during the inspection, the quality of teaching was very good in 10 per cent, good in 63 per cent and satisfactory in 27 per cent.

- Teachers plan in detail and explain the objectives of the lesson clearly to the pupils at the beginning and arrange good opportunities at the end to strengthen and evaluate what has been learnt.
- Often, teachers' presentations are lively and interesting and the pupils respond ardently and with enthusiasm.
- The questioning is purposeful by testing pupils' knowledge and understanding of work done earlier.
- The experiences in different subjects are effectively combined together so that one experience strengthens the other.
- The relationship between teachers and pupils is very good and this promotes pupils' motivation, interest and learning.
- Good use is made of time and a variety of learning techniques and resources.
- The use made of different teachers' subject specialisms in KS2 is effective and raises pupils' standards of achievement.
- In KS1, lesson plans and the activities which stem from them do not sufficiently address subject skills, especially in the foundation subjects.
- In general, teachers' marking does not offer the pupils enough guidance on how to improve their work.

5.2 Assessment, Recording and Reporting

The school's arrangements for assessing and recording pupils' achievements and progress are good in the core subjects. The quality of reporting progress to parents is satisfactory.

- Appropriate use is made of accredited assessment schemes relevant to children of both nursery and reception age. Staff share information regularly in order to record the all-round development of the under-fives and to plan for their needs.
- The systems and procedures noted in the school's assessment policy are followed consistently in KS1 and KS2 in relation to the core subjects. These have not been extended to include all of the foundation subjects and religious education.
- The results of standardised tests in aspects of language work are used in a positive way to plan teaching and learning strategies that successfully help pupils in KS2 improve the quality of their work. Pupils are also able to refer to their personal targets to help them improve on specific weaknesses identified in their work.
- There are effective arrangements for assessing the progress of pupils with SEN.
- The accuracy and consistency of teachers' assessments in the core subjects are ensured by referring to NC criteria, and by moderation procedures at 'cluster' and UA levels. The 'cluster portfolio' of assessed examples of pupils' work in Welsh assists teachers in making sound judgements about standards of achievement.
- Pupils' work is marked regularly. Teachers frequently offer pupils encouraging comments when marking their work but instructions that inform them how to continue to improve aspects of their work are less evident.
- There are regular opportunities for parents to discuss their children's progress with teachers. The annual written reports are informative about pupils' progress in the core subjects. In the foundation subjects and religious education, parents do not receive enough information about what pupils know and can do as a result of following the programmes of study. In KS1, history, geography and religious education are not reported on as separate subjects. Written reports for the under-fives use an appropriate format.

5.3 Curriculum

The curriculum provided for the under-fives and KS1 and KS2 pupils is suitable, broad and balanced and conforms with NC requirements and religious education.

- The curriculum for the under-fives is good and promotes the Desirable Outcomes in the six areas of learning.
- All NC subjects and religious education are taught for an appropriate period of time in KS1 and KS2. The quality of the curricular experiences presented to pupils is good.
- The quality of the curricular provision for pupils with SEN is good. The NC is not modified for any of the pupils.
- Policies have been provided for NC subjects and religious education. There are complete schemes of work for all subjects except art and design and technology.
- Pupils' key skills are well developed through the tasks they perform in the different subjects and the topics they follow.
- The school promotes pupils' personal and social development effectively and pupils respond well to the provision. The school follows ACCAC guidelines.

-
- Homework which includes reading, language tasks, spelling and mathematics, supports class work well.
 - The wide variety of extra-curricular activities, such as clubs, inter-school sports, eisteddfod competitions, concerts in the community, visits and visitors to the school enriches and extends pupils' experiences very considerably.
 - Each pupil has access to the full curriculum and the provision is socially inclusive.

5.4 Support, Guidance and Pupils' Welfare

Very good provision is made for the support, guidance and welfare of pupils. This is a strong feature of the school.

- The school provides a supportive, safe and happy environment for its pupils. They are well-protected and their well-being is effectively promoted. Parents' views, as expressed in the questionnaires and at the pre-inspection meeting, show that they appreciate the help and guidance their children receive from the school.
- Teachers and other staff know the pupils well and are quick to respond to their personal and social needs. Procedures for promoting the personal and social development of the pupils are integrated effectively into the life and work of the school and pupils respond positively to this provision.
- The school is highly inclusive and ensures that all pupils have equal access to the curriculum for early years and the curriculum for KS1 and KS2.
- There is a range of appropriate school policies to guide the management of practices. These include policies that relate to ensuring pupils' safety and aspects of health education. Pupils benefit from participating in the 'Healthy Schools' initiative.
- There are appropriate arrangements in place for child protection and for dealing with pupils' medical needs.
- The school has established good liaison with specialist support services and benefits from routine contact with officers and advisers.
- The school is vigilant in meeting its responsibilities in supporting, guiding and ensuring the welfare of its pupils.

5.5 Provision for Pupils with SEN

Provision for SEN is good. There are good arrangements to ensure that the requirements of the Code of Practice for SEN are met and pupils are well-supported.

- Pupils on the SEN register have full access to all aspects of the school curriculum.
- The arrangements and strategies for identifying pupils with SEN are effectively carried out. Administrative matters are well-organised by the headteacher who also fulfils the role of the SEN co-ordinator (SENCO).
- The governor with specific responsibility for SEN is actively involved in supporting teachers and parents, and in helping to keep the governing body well-informed about all aspects of the provision.
- Currently, eight pupils are identified with SEN. Statements of SEN are maintained for two pupils and five are supported at the school action plus stage. The length of time taken

to complete the process of statutory assessment for two of these pupils is a cause of concern for the school.

- All pupils on the register have individual education plans (IEPs) which detail suitable targets for each pupil's needs, and these are reviewed periodically. Parents are fully involved in matters relating to their child's progress.
- There is effective liaison between the support teacher who visits one pupil weekly and the learning support assistant (LSA) who provides support between visits. The group of pupils with SEN in the junior class receive appropriately differentiated work and benefit from withdrawal sessions for focused tasks with their class teacher who is the SENCO.
- The school receives helpful advice from supporting agencies and services.
- The school's provision enables pupils to gain confidence and make steady progress in accordance with their age and ability.

5.6 Partnership with Parents and Community, Schools and Other Institutions

The quality of the partnership between the school and parents and the local community is very good and good with schools and other institutions.

- The school gives good information to parents about school life and pupils' development in the core subjects through the handbook and circulars and in the two open evenings arranged for parents during the year. The school has an appropriate home/school agreement
- Parents come to the school to help with a variety of activities such as the art club, the Urdd, sport and to listen to children reading.
- The Parent Teacher Association is hard-working. The members arrange a variety of activities during the year to raise money to buy extra resources for the school.
- The school plays a prominent part in the life of the community. Services are held termly in the church and the chapel is used for the Christmas concert and school eisteddfod.
- Members of the community visit the school regularly to talk about their work and experiences and to contribute to activities such as in art, music and sport.
- There are good links with other primary schools through the 'cluster' activities. A good range of curricular and extra-curricular activities is arranged which offer a variety of valuable experiences for the pupils.
- Pupils transfer mainly to one secondary school. The transfer arrangements are good.
- The school has good links with a variety of institutions in the county and the surrounding area and makes good use of the services offered by the UA and other agencies.

5.7 Partnership with Industry

The school's partnership with industry is satisfactory with good features to its links with businesses and public bodies.

- The school has a suitable policy for developing its links with industry.
- The school has established a number of initiatives to promote pupils' awareness of the business world. The pupils run a fruit shop in the school and they collaborate with a local company to create Christmas cards to sell in the community.

-
- Recently, the pupils visited a nearby farm and the visit was used effectively to enrich pupils' curricular experiences.
 - Pupils benefit from the financial support the school receives from businesses and public bodies to promote their skills in different areas such as art, for example.

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

An appropriate policy and procedures have been formulated for self-evaluation and planning for improvement and some steps have been taken towards their implementation. Overall, the quality is satisfactory.

- The school analyses evidence on pupils' performance and sets targets for pupils who sit the national tests in Y6. Appropriate use is made of reading tests and other tests in order to help improve pupils' performance.
- The monitoring work has been started through observing lessons and gathering examples of pupils' work in different subjects. The county's advisory service is also used to evaluate the provision. Some work is done on reviewing schemes of work and standardising pupils' work jointly with other schools. However, there is no programme which identifies a method of evaluating standards in all subjects across both key stages within a specific timetable together with definite steps to measure success.
- When planning for improvement, the school gives appropriate attention to extending the learning experiences within and outside the classroom, adding to the school's learning resources and providing appropriate in-service training for the staff.
- The governing body reviews progress in the school through examining external assessment results and reviewing the priorities in the SDP. The members have begun contributing to the process of self-evaluation by giving consideration to the monitoring reports presented to them.

6.2 Leadership and Efficiency

The leadership and efficiency are good.

- The school is a caring, close community which encourages good relationships, maintains sound values and promotes good standards.
- The headteacher offers good leadership to the school. She is hard-working and strives hard to ensure the best provision and education for all pupils. She has good support from the staff, governors and parents in pursuing this aim.
- The governors are very supportive of the school. Members contribute very extensively to the life and work of the school. They have a good awareness of their responsibilities and they undertake these conscientiously.
- The staff and the governors are involved with the formulating of the SDP. The plan is an effective management tool which includes all the appropriate steps for future planning.
- Job descriptions have been written for staff but their role as subject co-ordinators with an overview of educational provision and pupils' standards of achievement across both key stages has not been developed fully.

-
- The school budget is well managed. The governing body supervises the expenditure and members evaluate the effects of their decisions in order to ensure the best value for money.
 - The school has a comprehensive collection of managerial and administrative policies relating to every aspect of school work. They have been endorsed by the governors and their content is well-known to all staff.
 - The routine administration and the day-to-day arrangements are very effective and make a very positive contribution to the pupils' general development and standards of achievement.

6.3 Staffing, Accommodation and Learning Resources

The overall provision of staffing and learning resources is good. There are inadequacies in the school's accommodation.

- The two full-time teachers are appropriately qualified for the ages they teach.
- Four teachers visit the school on a part-time basis to teach their particular subject strengths to KS2 pupils. This arrangement benefits the pupils and impacts most positively on the standards they achieve, as for example, in music.
- Teachers and non-teaching staff attend a range of courses suitable for promoting their own professional development and linked to the needs of the whole school.
- The non-teaching staff, comprising of a qualified NNEB and LSA, are well-deployed; they provide invaluable support for teachers and learners.
- The headteacher virtually teaches full-time and undertakes most of her management responsibilities outside the hours of the school day.
- The part-time school secretary provides essential administrative support effectively and the school is well-served by the midday supervisor and caretaker.
- The accommodation is well-maintained as a result of the regular inspections of the buildings, and the health and safety checks conducted by the governing body. Pupils' work is effectively displayed to enhance the indoor areas and the outdoor environment is spacious.
- Aspects of the accommodation are inadequate. The number of pupils on roll, drawn from the defined catchment area, currently exceeds the school's official accommodation figure. There is no indoor space large enough to develop aspects of the physical education curriculum. A section of the infant classroom is cleared every day to provide a dining area. The under-fives lack a dedicated safe and stimulating outdoor play area.
- Through careful organisation and planning, teachers attempt to overcome these shortcomings and make every effort to ensure that pupils are not unduly disadvantaged by the physical limitations of the accommodation.
- Learning resources are generally good in terms of their quantity and quality. They are used purposefully to enhance pupils' learning. The school also makes good use of visitors, and visits outside school, as resources to enrich the curriculum.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

The overall provision for the under-fives is appropriate to their needs and the children are making good progress towards the Desirable Outcomes for Children's Learning.

The standards achieved by the under-fives are good in each one of the six areas of learning. The children make good progress in developing the key skills of literacy, numeracy and ICT.

Good features

- The eight children of nursery age attend school half-time in the afternoons, and the seven children of reception age attend full-time. Reception children share the day firstly alongside the KS1 pupils and then join the nursery children; this arrangement works well.
- The under-fives experience an appropriate curriculum and they respond positively to the variety of activities planned for them.
- The support from the qualified nursery nurse in the afternoons contributes significantly to the children's development and to the standards they achieve. The under-fives also benefit from the presence of other non-teaching assistants in the classroom.

Language, literacy and communication skills

- The under-fives listen attentively to the adults leading their activities. They follow instructions quickly, respond readily to questions and offer lively comments on the storybooks shared with them.
- Adults are sensitive to the needs of children who are learning Welsh and the good levels of interaction between adults and children enable all of them to develop their oral communication skills successfully.
- Reception children are able to match letters to sounds, recognise familiar whole words and make a good start on reading individually from appropriate texts. They practise their emergent writing skills and some children write well independently.

Personal and social development

- The under-fives are comfortable and secure with the known routines and they move confidently around the school environment. They relate positively to the adults who care for them and to each other.
- The children play alongside each other harmoniously, take turns to help themselves to fruit at snack-time, concentrate well on their activities and help to tidy things away responsibly.
- They follow the routines for personal hygiene carefully and reception children make good efforts to undress and dress themselves independently.

Mathematical development

- The under-fives are establishing early mathematical concepts in the context of their structured play activities and through hearing the incidental use of mathematical language by adults in a variety of situations.

-
- Children of reception age count objects reliably up to 10, read and write the numerals and complete simple additions. They recognise 1p, 2p and 5p coins and simple two-dimensional shapes, sort and match objects, and create repeating patterns using beads.
 - They learn how to describe comparisons in size and weight, and in the context of playing with sand and water, they count the number of small containers needed to fill larger ones.

Knowledge and understanding of the world

- The children are developing a good awareness of the nature of their own immediate locality. They know there are differences between the village where they live and the nearby town of Corwen. They observe and record the daily changes in the weather.
- The children begin to understand the concept of time passing as they celebrate birthdays and compare old and new toys. They know how to look after their seedlings and their fish to make sure that they thrive, and that some baby creatures hatch from eggs.
- The children are able to sort materials into sets, for example, of wood and metal. They choose from a range of materials such as paper, card and fabrics in their making activities, and learn how to join some of these together. They use the computer with growing confidence, controlling the mouse to draw pictures and move objects on the screen.

Physical development

- The under-fives develop their fine manipulative skills and hand/eye co-ordination well as they experience many opportunities to handle small-scale toys, malleable materials, mark-making tools and scissors.
- On the outside yard, children of nursery age demonstrate good control of the wheeled toys as they use the space, change direction, and stop moving. Reception children follow instructions to walk, skip and run with increasing control and co-ordination of their movements.

Creative development

- The under-fives respond well to rhythm and tune. They sing songs and rhymes with enjoyment and understand how to produce a variety of sounds using percussion instruments. They dress-up during role-play activities and, outdoors, they participate enthusiastically in ring games led by the adults.
- The children use a range of materials to create representational images. For example, after listening to a story about a duck, they paint, and make collage pictures and playdough models of the character. On a larger scale, they use construction kits to create buildings, and junk materials to make robots.

Shortcomings

- The school has no indoor area where the children can engage in energetic activities and practise the development of their gross physical skills.
- There is no dedicated, safe outdoor area for the under-fives.

Both of these shortcomings limit the school's freedom to plan for the optimum use of time for these children. However, the school makes every effort to promote the children's gross physical development and other associated skills, especially during sessions outdoors when the weather is favourable.

Welsh

Standards of achievement are good in both key stages.

Good features

- Pupils of all ages listen well and respond intelligently and with interest.
- They speak fluently by using good language and presenting relevant and interesting comments when responding to teachers' presentations, discussing with each other or when conversing with visitors.
- The pupils read meaningfully in line with their age and ability by placing appropriate emphasis and expression when reading aloud. Key Stage 2 pupils read a good variety of fictional and non-fictional texts.
- The majority of pupils write fluently and interestingly. They use an appropriate range of styles which include creative writing, dialogue, diary, portrait, letter and poetry.
- Key Stage 2 pupils demonstrate good vocabulary in their effective use of adjectives and expressions, especially in their poems.

Shortcomings

- Shortcomings in spelling, punctuation and paragraphing have a detrimental effect on the development of writing skills of a minority of pupils in both key stages.
- Overall, some Year (Y) 5 and Y6 pupils do not respond orally at sufficient length.

English

English is introduced formally as a subject at the beginning of KS2.

Standards of achievement are very good in oracy and good in reading and writing.

Good features

- Pupils listen attentively to their teachers and to each other. They speak clearly and respond readily to questions. In discussions, they contribute eagerly and express strong views about controversial issues of local interest. They are able to explore and communicate their own ideas, and give reasons for their opinions confidently.
- In Y2, pupils make a good start on reading suitable books from the published scheme.
- In KS2, pupils make good progress reading independently at levels appropriate to their age and ability. They read a range of texts aloud with increasing fluency and accuracy, and present play scripts expressively.
- Pupils in Y3/Y4 develop their comprehension skills well as they respond to reading a poem. In Y5/Y6, pupils recognise the features of persuasive writing and are able to compare aspects of two familiar novels read with them. They search for information in books and ICT-based sources, and use dictionaries purposefully.
- Pupils engage in an appropriate range of writing experiences in response to a good range of stimuli. They are developing competence in writing standard English and undertake suitable practice exercises to improve their knowledge about using the language. They learn to plan their writing work by making notes and drafting.
- The school's focus on improving writing and spelling skills is successfully helping pupils to improve the quality of their work.

-
- Throughout KS2, pupils' written work reflects a growing awareness of the need to use appropriate punctuation accurately.

Shortcomings

- In their writing work, some pupils rarely sustain and develop ideas to produce extended factual and imaginative pieces.
- Pupils' handwriting and presentation skills are not developing consistently throughout the key stage.

Mathematics

Standards of achievement are good in KS1 and KS2.

Good features

- In Y1, pupils understand a variety of methods for adding and subtracting to 10 and use the number line to 20 to begin extending their number skills.
- Pupils in Y2 calculate change from 20p, count in 10s to 100 and begin to establish the concept of place value in tens and units. They practise strategies that help them add nine or 11 to numbers confidently, and quickly recognise odd and even numbers.
- They understand halves and quarters in relation to whole objects and have a good grasp of telling the time on the hour and half-hour.
- Pupils are able to estimate and use the correct units to measure simple weight and length. Following a practical activity, they make accurate recordings measuring simple capacity.
- They know the mathematical names for common two and three-dimensional shapes and can describe the properties of some of them. Pupils display information collected about favourite cereals and colour of hair in appropriate graph form.
- Pupils in Y3/Y4 use their knowledge of multiplication tables 2, 3, 4, 5 and 10 to aid their calculations using the four operations. They make progress understanding place value by adding and subtracting with three-digit numbers and reading numbers that are greater.
- They can deal with simple fractions, recognise angles of turn and describe the properties of some polygons, and express sums of money and measurements of length in equivalent forms.
- Pupils in Y5/Y6 develop a good knowledge of fractions, decimals and percentages, and know how to calculate perimeter and area. They present their data relating to work in science using a good variety of computer-generated graphs.
- By the end of the key stage, pupils have a good knowledge of number. They are confident in mental activities, enjoy investigation work, and use mathematical terms correctly in oral sessions.

Shortcomings

- There are no significant shortcomings.

Science

Standards of achievement are good in both key stages.

Good features

- Key Stage 1 pupils can sort materials into groups through referring to what is similar or different in them.
- When planning an investigation, they begin to realise that a test or comparison is not always fair.
- As a result of their scientific investigation, they are able to describe basic conditions, such as the supply of water and light, that plants need to grow and stay alive.
- Key Stage 2 pupils have a good knowledge across the programme of study.
- They have a good understanding of the main stages in the life cycle of a flowering plant including pollination, seed production, seed dispersal and germination.
- Year 3 and Y4 pupils respond well to suggestions and they present their own ideas on how to carry out a scientific investigation.
- Year 5 and Y6 pupils can recall well work done earlier. They can explain the part played by evaporation and condensation in the water cycle.

Shortcomings

- Key Stage 1 pupils' earlier work does not show enough written recording using appropriate vocabulary.

Design and technology

Standards of achievement are satisfactory in KS1 and good in KS2.

Good features

- Pupils in KS1 are beginning to understand the processes that underpin design and technology.
- They make a suitable range of products using card, paper, textiles and wood, and successfully explore ways of joining materials and of making hinges. Their making skills are further developed by measuring and cutting different materials.
- Pupils readily offer suggestions for making a picnic and as they record their ideas, they give sensible reasons for including or rejecting certain items of food. They make their initial design patterns for a placemat for the picnic.
- In KS2, pupils display ingenuity and variety in their designs and working models using pneumatic power. They appreciate that design and technology is about solving problems in designing and making; they evaluate their efforts critically and are quick to offer solutions to problems encountered.
- They handle different materials and tools with increasing dexterity. They apply particular skills and knowledge effectively, for example, when strengthening corners on the cuboids that form the basic shapes for their Tudor houses.
- Pupils refer to photographs and a working model as they generate ideas for designing a waterwheel and discuss the choice of suitable materials for the task. Knowledge of the local environment gives impetus to their work, for instance, when they learn the

technique of making felt from local sheep wool. They subsequently produce well-finished wall hangings that incorporate stitching.

Shortcomings

- In KS1, pupils' knowledge and understanding of the design and making process are restricted because they do not practise particular skills regularly through focused tasks.
- In KS2, pupils' skills in the use of control technology are underdeveloped.

Information technology

Standards of achievement are good in both key stages.

Good features

- Key Stage 1 pupils' keyboard handling skills are developing well according to their age and ability. The majority are able to load, recall and save their work.
- The pupils make increasing use of ICT programs, such as word processing to support their work across the curriculum.
- They draw simple tables and graphs when doing data handling work and they can control the 'mouse' skilfully to create pictures and shapes.
- Key Stage 2 pupils make good use of ICT to support their work across the curriculum. They use ICT to keep and produce stored information.
- They search for information on the Internet or on the CD-ROM to support their research work in a variety of subjects.
- They make good use of data handling programs to produce a variety of tables, graphs and records.
- They are able to exchange and present information in different forms including making effective use of PowerPoint.

Shortcomings

- Pupils' modelling and control skills are underdeveloped in both key stages.

History

Standards of achievement are good in both key stages.

Good features

- Key Stage 1 pupils become aware of the passage of time through ordering objects and pictures in a sequence and by making distinction between aspects of their own lives and past times.
- In their oral and written work, they make increasing use of terms such as 'yesterday', 'today' and 'long ago'.
- They find information about the past through visits, questionnaires, dealing with a variety of artefacts, photographs and video programmes. They convey their knowledge through role playing and writing about an event in the past, such as 'The Welsh Not'.
- Key Stage 2 pupils have a good knowledge of chronology. They can locate important events accurately on a time line.

-
- They ask and answer questions about the past through using historic sources effectively. They know about the contribution of famous Welsh people such as Owain Glyndwr and Bishop William Morgan.
 - They organise and communicate historic information in a variety of ways and achieve good standards such as in their work on the Tudors.

Shortcomings

- There are no significant shortcomings.

Geography

Standards of achievement are satisfactory in KS1 and good in KS2.

Good features

- Key Stage 1 pupils can name geographical features they see on their way to school such as a river, bridge and mountain.
- They can locate their village on a map of Wales and Y2 pupils can refer to the location of Cardiff as the capital of Wales.
- After listening to the story *Diwrnod Cyntaf Nia*, they succeed in locating different objects accurately in the class and in the school.
- Key Stage 2 pupils have a good knowledge of physical and human features of their local area.
- Year 3 and Y4 pupils can interpret accurately symbols and keys on a map. They explain the difference between a plan and a map.
- Year 6 pupils have a good knowledge of a contrasting area in Wales and of a less economically developed country.
- Pupils' geographical vocabulary is developing appropriately. The majority in KS2 can use simple co-ordinates to locate places on a map.

Shortcomings

- Key Stage 1 pupils' knowledge of their locality and its relationship with other areas are insufficiently developed.
- Key Stage 1 pupils' geographical skills, such as following directions and using maps and pictures are not secure enough.
- Some KS2 pupils are not certain about their use of co-ordinates and reference numbers.

Art

Standards of achievement are good in KS1 and KS2.

Good features

- In KS1, pupils experiment with a good range of media and materials to produce drawings, paintings, collages and models. They understand the effects of mixing paints to create cool shades of colour.
- Pupils are learning to observe and draw aspects of their immediate environment. In the one lesson observed, they chose an interesting selection of textured materials to create effective representations of the view from the school yard.

-
- As a result of working with a visiting graphic designer, pupils in both key stages learn about some printing techniques. They successfully use the knowledge and understanding acquired when making their own prints.
 - In KS2, pupils are engaged in a stimulating range of art experiences which extends their understanding of different materials, tools and techniques. For example, they experiment with weaving using chicken wire and make both delicate and bold wall hangings using different fabrics. Their paintings on silk are carefully executed.
 - Pupils in Y3/Y4 focus on shape and tone as they create individual collage townscapes.
 - The three-dimensional work using *papier mâché* is well-finished, and the collection of imaginative terracotta models is particularly striking.
 - Pupils benefit from the school's link with a local business through which a number of artists visit to work with them. A number of pupils also benefit from attending the extra-curricular art and craft club where they produce, for example, small-scale tapestry work to a high standard.

Shortcomings

- Pupils do not develop specific knowledge, skills and understanding through a structured sequence of learning experiences. This means that pupils lack coherence and continuity in their art experiences from Y1 to Y6.
- Pupils' use of the visual language of art to describe and make comparisons between their own work and that of others is underdeveloped.

Music

Standards of achievement are good in KS1 and very good in KS2. A small number of pupils benefit from receiving instrumental tuition from a visiting teacher. Pupils also benefit from their involvement in the extra-curricular music club.

Good features

- In KS1, pupils sing tunefully and confidently, with evident enjoyment. They understand that appropriate posture and breathing can improve the quality of their singing and they recall their songs using good diction.
- They demonstrate a good sense of rhythm as they clap a steady pulse when listening to a recorded song and when accompanying music played on the piano. They are able to vary the tempo with good control.
- Pupils can distinguish between high and low sounds, and quickly understand how to relate the pitch of sol fah notes shown on a modulator to physical actions involving parts of the body.
- They choose percussion instruments and work in groups to create patterns of sounds representing the home, and the characteristics of different animals.
- Pupils are familiar with following a graphic score as they perform music.
- In KS2, pupils sing expressively, with technical competence and a sense of occasion. Instrumental groups perform folk tunes arranged for them, and their own compositions, with increasing confidence. They maintain their parts well using a range of recorders, percussion instruments and electronic keyboard effects to produce pleasing sounds.

-
- Pupils in Y5/Y6 use the experience of listening to a familiar folk song recorded in two contrasting styles to influence their own composing. In small groups, they experiment and compose an introduction, a link between verses, and a coda for the song. They use their knowledge of some of the musical elements to enhance their collaborative performance, and appraise their recorded work.
 - Pupils make good progress learning to play recorders. They acquire appropriate musical terminology to talk about their own work and the characteristics of music they hear played to them.

Shortcomings

- There are no significant shortcomings.

Physical education

During the inspection, games lessons were observed in KS1 and KS2 and a gymnastics lesson on a video tape in KS2. On the basis of limited evidence, it is judged that pupils' standards of achievement are at least satisfactory in both key stages.

Pupils follow a varied programme which includes different games such as football, rugby, netball and cross country running. They have swimming lessons and successfully take part in the area sports and in Urdd games competitions. Older pupils attend the residential course in Glan Llyn.

Good features

- Pupils in both key stages enjoy taking part in lessons and respond appropriately to the tasks set for them.
- Key Stage 1 and KS2 pupils use the space on the yard and the playing field effectively to warm-up their bodies for the activities. They realise the impact of exercise on the heartbeat.
- When practising their skills in throwing and aiming a ball, pupils in KS1 are beginning to co-operate more effectively in a group activity.
- Year 3 and Y4 pupils work together satisfactorily in pairs to develop their skills in sending and receiving a ball. The more able pupils succeed in transferring these skills to a simple game situation.
- Year 5 and Y6 pupils take part energetically in a competitive rugby game. Some pupils show good handling and attacking skills.
- In gymnastics, the more able pupils can link well a series of movements on the floor, improving their control of different shapes and levels.

Shortcomings

- There are a minority of pupils in both key stages who do not listen to instructions carefully enough.
- Pupils in both key stages do not sufficiently evaluate their own and others' performances or use the information to improve their work.

Religious education

Standards of achievement are satisfactory in both KS1 and KS2. Acts of collective worship make a positive contribution to pupils' understanding of elements of religious education.

Good features

- Pupils in KS1 know that the Bible is an important book and that it contains stories about Jesus. They recall some of these stories in pictures and words.
- Pupils are aware of the significance of Easter and Christmas and that they are occasions for special celebrations. They also know about the festival of Diwali.
- They know that people attend chapel for different kinds of services and understand that singing and praying are features of worship. Pupils suggest appropriate reasons for saying 'thank you' prayers.
- In KS2, pupils extend their knowledge of events and personalities from the Old and New Testaments.
- They know about the contributions made by St David and William Morgan to the history of Christianity in Wales.
- Pupils can recall accurately some facts about the customs and celebrations associated with the Jewish faith.
- During their current study of Buddhism, pupils are acquiring good knowledge and understanding about how and why followers of the Buddha worship, meditate and celebrate their faith. Pupils talk about the artefacts on display and research information from a range of sources.

Shortcomings

- In both key stages, there is only limited evidence of pupils recording their work.

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

In the last inspection which was held in the summer term 1998, the following key issues were identified for implementation:

1. Raise standards in reading and writing in the upper end of KS1.

Following the last inspection, training was arranged for the teachers and books and other resources were bought to extend pupils' experiences. In this inspection, it was judged that reading and writing standards in the upper end of KS1 were good.

2. Raise standards in the subjects which are satisfactory at present.

The post-inspection action plan refers to a number of steps the school intended to take to improve standards in every one of the subjects where shortcomings were identified. The school has given good attention to raising standards in Welsh and English; the investigative work in science in Y5 and Y6 is now good and standards in history in KS1 and geography in KS2 have risen from satisfactory to good. Standards in music are now good in KS1 and very good in KS2.

3. Continue with the monitoring work by addressing the quality and standard of work.

Since the last inspection, the monitoring plan has begun and the work of observing lessons and looking at pupils' work has been started. Although the quality and standard of work is addressed, the monitoring at present does not evaluate pupils' progress and achievement across KS1 and KS2.

4. Ensure that the tasks provided for pupils of various abilities are suitable for their development.

More attention was successfully given to providing differentiated tasks for pupils of different ages and abilities. In both key stages, the practice of dividing groups and having additional teachers and support staff to teach and to assist individuals as well as groups of pupils makes a positive contribution towards raising standards.

5. Ensure an annual assessment record in the foundation subjects and create a more convenient assessment and recording plan

The school has appropriate procedures for assessing pupils' progress and achievement in the core subjects; methods of assessing standards in the foundation subjects have not been ensured.

8.2 Key Issues for Action

In order to build on its strengths, the school needs to:

- address the shortcomings identified in the subjects, particularly where standards are satisfactory;
- within the assessment, recording and reporting arrangements:
 - (i) develop a method of assessing pupils' standards of achievement in the foundation subjects and religious education, and ensuring that the comments in the annual reports to parents refer to pupils' progress and achievement in these subjects;
 - (ii) in KS1, report on each subject individually in the annual reports to parents;
- develop further the method of evaluating pupils' standards of achievement in all subjects across both key stages;
- work with the appropriate authorities to ensure sufficient space for the number of pupils on the school roll.

APPENDIX

A. Basic Information About the School

Name of School	Ysgol Gynradd Betws Gwerful Goch
School type	Community
Age-range of pupils	3-11
Address of school	Betws Gwerful Goch Corwen Denbighshire
Post-Code	LL21 9PY
Telephone Number	01490 460315

Headteacher	Mrs Buddug Ellis
Date of appointment	November 1995
Chair of Governors	Mr Trebor Edwards
Registered Inspector	Mr D Gwynfor Evans
Dates of inspection	17-19 May 2004

B. School Data and Indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	4	7	4	10	7	4	8	7	51

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	4	2.8

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	16.7:1
Average class size, excluding nursery and special classes	23.5
Teacher (fte) : class ratio	1.4:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Spring 2004	97.1	94.8	96.8	96.2
Summer 2003	96.0	94.1	97.0	95.7
Autumn 2003	90.3	93.5	97.1	93.6

Number of pupils excluded during 12 months prior to inspection	0
--	---

C. Results of NC Assessments and Public Examinations

END OF KEY STAGE 2: 2003

National Curriculum Assessment KS 2 Results: 2003	Number of pupils in Y6: 3
As the number of pupils eligible for assessment at the end of Key Stage 2 was fewer than five, summary information is not included.	

D. The Evidence Base of the Inspection

The school was inspected by a team of three inspectors who were present for six inspector days.

Thirty lessons or part-lessons were inspected.

A sample of pupils in both key stages was heard reading. Discussions were held with a number of pupils and they were questioned about aspects of their work in NC subjects and religious education.

A sample of their written and practical work was scrutinised in all subjects.

School policies and documents were studied before the inspection.

Inspectors held discussions with teachers during the inspection period on a wide range of issues relating to their responsibilities and school work. Consideration was given to the school's planning documents and its various files and records.

Attendance registers were scrutinised.

Inspectors were present in all morning services.

Seventeen parents attended the pre-inspection meeting and 16 questionnaires were completed.

The Registered Inspector met with the governors before and after the inspection.

A pre-inspection meeting was held with staff and they were provided with an oral feedback following the inspection.

E. Composition and Responsibilities of the Inspection Team

Inspector	Type	Aspect Responsibilities	Subject Responsibilities
Mr D G Evans	Rgl	Context; Main findings; Educational standards achieved by pupils; Pupils' spiritual, moral, social and cultural development; Teaching; Curriculum; Quality of self-evaluation and planning for improvement; Leadership and efficiency; School improvement.	Welsh, science, information technology, history, geography, physical education
Mr G Morris	Lay	Behaviour and attitudes; Attendance; Partnership with parents and community, schools and other institutions; Partnership with industry.	
Mrs Rh Steeds	Team	Assessment, recording and reporting; Support, guidance and pupils' welfare; Provision for pupils with special educational needs Staffing, accommodation and learning resources.	English, mathematics, design and technology, art, music, religious education, under-fives

The visiting inspectors wish to thank the governors, the headteacher and all the staff for the co-operation and courtesy they received during the inspection.