

**Inspection under Section 10 of the
Schools Inspections Act 1996**

**Betws yn Rhos Primary School
Betws yn Rhos
Abergele
LL22 8AP**

School Number: 6623062

Date of Inspection: 09/05/06

by

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16774**

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The purpose of Estyn is to improve quality and standards in education and training in Wales. Estyn is responsible for inspecting:

- * nursery schools and settings maintained or used by local education authorities (LEAs);
- * primary schools;
- * secondary schools;
- * special schools;
- * pupil referral units;
- * independent schools;
- * further education;
- * adult community-based learning;
- * youth support services;
- * LEAs;
- * teacher education and training;
- * work-based learning;
- * careers companies; and
- * the education, guidance and training elements of Jobcentre Plus.

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- * provides advice on quality and standards in education and training in Wales to the National Assembly for Wales and others; and
- * makes public good practice based on inspection evidence.

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Betws yn Rhos Primary 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 Betws yn Rhos Primary School took place between 09/05/06 and 11/05/06. An independent team of inspectors, led by Phil Mostert undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

"There are three types of inspection.

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

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

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

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

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

This school received a **short** inspection.

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

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Context

The nature of the provider

1. Ysgol Betws yn Rhos is a Church in Wales controlled school and is located in the village of Betws yn Rhos, about five miles from the town of Abergele. The school provides education for 72 pupils, including eight part-time nursery children. It serves the village and the surrounding area. Pupil numbers have been relatively consistent over the past three years.
2. Welsh is the main language spoken in the home by 41% of the pupils, but many of the other pupils become more fluent in Welsh as they move up through the school. Children are admitted on a full-time basis annually following their fourth birthday and part-time annually following their third birthday. Pupils from the full range of ability are admitted.
3. The school describes the nature of the pupils' background as relatively prosperous. 2% of the pupils are entitled to free school meals, a percentage that is much lower than the county and national figures. 15% of pupils have special educational needs [SEN], a percentage that is much higher than the national average; three pupils have a statement of SEN.
4. The school was awarded the Investors in People accreditation in October 2004 and the Basic Skills Agency's Quality Mark in November 2004.
5. The present head was appointed in September 2004. The school was last inspected in May 2000.

The school's priorities and targets

6. The current priorities of the School Development Plan [SDP] include:
 - developing aspects of information technology;
 - raising standards in music, geography, art and science in Key Stage1;
 - updating the scheme of work for Welsh;
 - strengthening the international dimension;
 - continuing to work towards the 'Healthy School' accreditation;
 - joining the Physical Education and School Sport [PESS] scheme;
 - preparing for the new Foundation Phase.

Summary

7. This is a good school. The inspection team agreed with the grades awarded by the school in six out of seven key questions.

Table of grades awarded

8. The inspection team judged the school's work as follows:

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

Standards

9. The overall quality of the educational provision for children under five is appropriate to their needs. Children make good progress towards the Desirable Outcomes for Children's Learning.
10. Children in the early years, in both the nursery and reception classes, make good progress in their communication skills. Their creative skills and their ability to solve problems, their numeracy skills and information and communication technology [ICT] skills are also good.
11. At Key Stage 1, the standards achieved and the progress made by pupils across the curriculum in speaking, listening, reading and writing are good. They also make good progress in their numeracy and ICT skills. Their creative skills and their ability to solve problems are good.
12. At Key Stage 2, the standards in the key skills in Welsh and English across the curriculum in speaking and listening, reading and writing are good. Pupils make good progress in their numeracy and ICT skills. Pupils demonstrate good progress in their creative skills. They co-operate well on tasks and solve problems well.

13. The young learners gradually come to understand more oral Welsh during Key Stage 1. The bilingual skills of pupils following Welsh medium work are good. The bilingual skills of pupils following English medium work are less developed; some of these pupils are not confident even in oral communication.
14. Pupils with SEN make good progress in achieving the targets set for them. The school conforms well with the requirements of the SEN Code of Practice.
15. At Key Stage 1, with the exception of Welsh, the assessment results are substantially higher than the county and national averages; as are the rolling results over three years and when a comparison is made with similar schools.
16. At Key Stage 2, the assessment results are good. The school achieves the Welsh Assembly Government [WAG] target of between 80% and 85% of pupils attaining level 4 or higher in mathematics, science and Welsh or English, also when the rolling results over three years are considered and when a comparison is made with similar schools. There is no difference between the performance of boys and girls.
17. Pupils are generally well-behaved. They are courteous and welcoming with staff and visitors and understand and respect the school's rules. At times, such as in the canteen at lunch time, some pupils' behaviour is immature. The pupils learn and play happily together in a homely, family atmosphere. The parents and pupils testify that there is no bullying in this school.
18. Pupils have a good understanding of the importance of equal opportunity and a good awareness of the beliefs and practices of other cultures. They are aware of the need to respect different traditions and values, and the various lessons nurture an understanding of global citizenship.
19. The average attendance of pupils over the year is 95%, which is good. There are no unauthorised absences. The school conforms with the registration requirements. With a few exceptions, the pupils come to school on time. Holiday absences lower the attendance percentages. In the summer term last year, holidays accounted for more absences than medical reasons.
20. Partnership with the world of work and industry is not a prominent or regular feature of the school's curriculum. There is no whole school policy or strategy to co-ordinate this aspect. Local contacts are not exploited regularly to enrich the curriculum in partnership with the world of work. Some sponsorship was received from commercial sources, including a set of football shirts.
21. Little attention is paid to developing the pupils' awareness of sustainable developments, multicultural aspects and global citizenship. A good emphasis is placed on studying the heritage of Wales and the Curriculum Cymreig.

22. The local environment is used well to enrich the learning. The school is active in its community and the pupils perform in concerts, eisteddfodau, and services and they compete successfully in sports. All this promotes their social and cultural development.

The quality of education and training

23. In the lessons observed, it was judged that the quality of teaching was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6%	69%	25%		

24. The percentage of Grade 3 or better lessons is higher than the current target of the WAG of 95%, and the percentage of Grade 2 or better lessons is higher than the WAG target of 50%. Purposeful differentiation, very good use of assistants, skilful questioning and developing the children's independence are features of the Grade 1 and 2 teaching.
25. Although there is much good teaching, there are some shortcomings in the lessons awarded a Grade 3. Some presentations are too long, there is insufficient differentiation when preparing tasks for children of different abilities, and not enough is done to develop pupils' independence.
26. The vast majority of the pupils display positive attitudes towards their work; they show interest in the tasks set for them and the majority are able to concentrate for extended periods.
27. The quality of the arrangements for assessment and recording are good and the quality of the annual reports for parents is good. The assessments in the core and foundation subjects are good. Although teachers mark positively and sensitively, not enough responsibility is given to pupils to improve their own work.
28. All pupils have full access to a broad and balanced curriculum and equal opportunities to experience all of the school's activities. The quality of curriculum planning is generally good.
29. Pupils' spiritual, moral, social and cultural development is good. Appropriate attention is paid to aspects such as helping the less fortunate. The school's collective worship emphasises the need to respect diversity. The pupils show empathy towards others by raising money for good causes. There is equal opportunity for everybody in every activity.
30. The whole school's ethos contributes well to developing aspects of the pupils' personal and social education [PSE]. The staff provide a homely, safe and caring environment and ethos. The relationship between the pupils and everyone working at the school is good.
31. Good links exist with the parents and with numerous agencies within the community. There are also good links with the secondary schools.

Leadership and management

32. The school is well-led. Under the head's firm leadership, a caring environment is developed based on trust and respect. The school's aims and objectives are promoted appropriately. All members of staff contribute and this ensures that agreed aims and objectives are included in the SDP when planning for improving or maintaining standards for the future.
33. The SDP is a comprehensive and detailed document which identifies a vast number of suitable priorities. However, the document is lengthy and the main priorities aren't sufficiently clear to promote the understanding of the governing body and enable them to be actively involved in setting targets and aims.
34. The school is well-managed by a governing body that fulfils its duties conscientiously. The governing body administers the budget efficiently, but due to recent savings on staff wages the balances exceed 11% of the budget, a slightly higher amount than the recommendation of the Audit Commission. The intention is to spend some of the money on increasing the staffing ratio from September this year. The members co-operate well with the head. They have recently become more active in the process of monitoring standards and setting a strategic direction for the school's development.
35. The details in the school's handbook and the governing body's annual report do not conform fully with the requirements of WAG.
36. The self-evaluation system is effective. The head and all subject co-ordinators in turn monitor the quality of the teaching and learning, but no definite judgement is made on the standard of the work. A sub-panel of the governing body receives a report on the general outcomes and in turn present the details to the full body.
37. A good quality self-evaluation report was produced for the inspection team. It refers to evidence to support the judgements and also includes details of aspects to be developed.
38. Good use is made of staff expertise to enrich the teaching across the curriculum. The teachers have followed a number of suitable courses to develop their competence in various areas and this has had a positive impact on standards.
39. The subject co-ordinators fulfil their duties conscientiously.
40. The nursery assistant and teaching assistant employed contribute significantly to the progress of the pupils in their care.
41. The fabric of the main building is generally sound and appropriate maintenance work ensures that it remains so. The classroom for year 2 and 3, in which there are 21 pupils, is rather small.

42. The school has good resources for all aspects of the National Curriculum [NC], but multicultural materials are scarce. The resources are managed efficiently and the school ensures good value for money.
43. The school responded well to the key issues identified in the previous inspection.

Recommendations

In order to improve the school in the areas inspected, there is a need to:

- R1. maintain the good standards;
- R2. give pupils more responsibility for improving their own work;
- R3. develop links with the world of work, develop enterprise education, and develop the pupils' understanding of the area's economic activities;
- R4. pay more attention to developing the pupils' awareness of sustainable developments, multicultural aspects and global citizenship.

[] there is a reference to this in the current SDP.*

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

44. The findings of the inspection team correspond to the school's grade 2 in its self-evaluation report.
45. The general quality of the educational provision for children under five is appropriate to their needs, and the children make good progress towards the Desirable Outcomes for Children's Learning.
46. Standards are good in all aspects of the work of children under five observed. Children in the early years, in both the nursery and reception classes, make good progress in their communication skills. Their creative skills and their ability to solve problems, their numeracy and ICT skills are also good.
47. At Key Stage 1, the standards achieved and the progress pupils make across the curriculum in speaking and listening, reading and writing are good. Standards in numeracy and ICT across the curriculum are good. Their creative skills and their ability to solve problems are also good.
48. At Key Stage 2, the standards in the key skills in Welsh and English across the curriculum in speaking and listening, reading and writing are good. Pupils make good progress in their numeracy and ICT skills as well as in their creative skills. They co-operate well on tasks and solve problems well.
49. The young learners gradually understand more oral Welsh during Key Stage 1. The bilingual skills of pupils following Welsh medium work are good. The bilingual skills of pupils following English medium work are less developed; some of these pupils are not confident even in oral communication.
50. At Key Stage 1, with the exception of Welsh, the assessment results are substantially higher than the county and national averages; as are the rolling results over three years and when a comparison is made with similar schools.
51. At Key Stage 2, the assessment results are good. The school achieves the WAG target of between 80% and 85% of pupils attaining level 4 or higher in mathematics, science and Welsh or English, also when the rolling results over three years are considered and when a comparison is made with similar schools. There is no difference between the performance of boys and girls.
52. Pupils aren't given enough responsibility for improving their own work.
53. The vast majority of the pupils display positive attitudes towards their work, they show an interest in the tasks set for them and are able to concentrate for extended periods.

54. Pupils are generally well-behaved. They are courteous and welcoming with staff and visitors and understand and respect the school's rules. At times, such as in the canteen at lunch time, some pupils' behaviour is immature. The pupils learn and play happily together in a homely, family atmosphere. The parents and pupils testify that there is no bullying in this school.
55. Pupils have a good understanding of the importance of equal opportunity and a good awareness of the beliefs and practices of other cultures. They are aware of the need to respect different traditions and values.
56. The average attendance of pupils over the year is 95%, which is good. There are no unauthorised absences. The school conforms with the registration requirements. With a few exceptions, the pupils come to school on time. Holiday absence lowers the attendance percentages. In the summer term last year, holidays accounted for more absences than medical reasons.
57. Partnership with the world of work and industry is not a prominent or regular feature of the school's curriculum. There is no whole school policy or strategy to co-ordinate this aspect. Local contacts are not exploited regularly to enrich the curriculum in partnership with the world of work. Some sponsorship was received from commercial sources, including a set of football shirts.
58. The pupils take part in concerts, eisteddfodau, and services and compete successfully in sports. All this promotes their spiritual, moral, social and cultural development.
59. The resources are managed efficiently. The school ensures good value for money.

The quality of education and training

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

Grade 3: Good features outweigh shortcomings.

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

61. In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6%	69%	25%		

62. The percentage of Grade 3 or better lessons is higher than the current WAG target of 95%, and the percentage of Grade 2 or better lessons is higher than the WAG target of 50%.

63. The following features are present where the teaching achieved Grade 1:

- purposeful, thorough differentiation and suitable and interesting tasks set for different groups;
- very good use of assistants to guide and encourage the children;
- aims are shared with the children before activities and reinforced at the end;
- skilful questioning by all adults;
- the pupils' independence developed;
- appropriate timing of lesson activities.

64. The following features are present where the teaching achieved Grade 2:

- the work is planned and prepared thoroughly;
- effective use of various resources;
- opportunities for pupils to reflect on lesson content and effective plenary sessions;
- teaching methods are varied effectively;
- perceptive questioning of pupils by teachers encouraging them to make their own decisions and to provide extended responses.

65. Where the teaching achieved Grade 3, although some of the above features are found, there are the following shortcomings:

- insufficient differentiated tasks are set;
- insufficient focus on the outcomes expected of pupils;
- the work does not develop enough independence in the pupils;
- the introductions to lessons are too long.

66. The teachers have a sound knowledge of NC subjects.

67. Good models of language are presented in Welsh and English, and very effective use is made of both languages as teaching media.
68. Appropriate use is made of individual, pair, group and whole class work across the school. The pupils are arranged effectively in order to achieve lesson objectives.
69. Examples of sharing the learning objectives with the pupils are rare; when this happens they impact positively on the learning.
70. Good questioning by some teachers encourages pupils to explain their thinking and helps them understand and improve their work.
71. The quality of arrangements for assessment and recording is good and the quality of the annual reports for parents is good. Very detailed records are kept of the progress of children under five. The assessment records for the core and foundation subjects are thorough but the system is onerous for teachers. Pupils' progress is tracked using standardised tests in mathematics and reading.
72. Portfolios are kept in the core subjects and they are well-related to the NC description levels. They are used appropriately to ensure consistency across the school. However, the science samples have not been chosen carefully enough.
73. Although the teachers mark sensitively and positively, not enough responsibility is given to pupils to improve their own work.
74. The pupils in one classroom are given targets but these do not contribute significantly to their progress as they are not linked to specific tasks.
75. Two open evenings are arranged for parents during the year to discuss pupils' progress; parents praise these meetings.

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

76. The findings of the inspection team correspond to the grade 2 awarded by the school in its self-evaluation report.
77. Overall, the learning experiences are well-planned to meet the needs and interests of all pupils.
78. The school offers a wide range of experiences and provides equal access to a curriculum based on stimulating and relevant activities.
79. The overall quality of the educational provision for children under five is appropriate to their needs. Pupils make good progress towards the Desirable Outcomes for Children's Learning. The experiences they have are enriching. The curriculum provided for Key Stages 1 and 2 is appropriate to the needs of the pupils and is well-planned.
80. The school achieved the Quality Mark for literacy in November 2004. Good attention is paid to the key skills across the curriculum but there are no procedures to monitor the teaching of the key skills in various subjects across the curriculum.
81. External visits, inviting visitors to the schools, cultural activities and numerous sporting activities complement the work done in class. This includes participating in sports and swimming tournaments, supporting the village gardening show, opportunities to compete with the Urdd, the after-school care club and a lunchtime computer club.
82. The school has a formal link with the Church in Wales and the pupils' spiritual development is well-addressed in school services and prayers at the end of the morning and at the end of day. Pupils' moral, social and cultural development is also good.
83. The first year of the Healthy School scheme was completed successfully. PSE is carefully planned. The School Council meets regularly, children under five have Rainbow Time to discuss personal and social issues and the school intends to introduce Circle Time for the same purpose in every classroom.
84. Good links exist with the parents. They praise the welcome they receive and the manner in which the school responds to their suggestions. They praise the quality of the homework, and the information they receive in the form of letters and an activity calendar. Parents help in practical ways such as contributing from their expertise to install computers or to arrange fund raising fairs.
85. The village hall and play field are spacious and are used to conduct activities such as physical education and lunch. The school collaborates with nearby primary schools to arrange and share the cost of educational visits and visitors.

86. Appropriate transition links exist with the Welsh and English medium secondary schools to which pupils transfer at the end of Y6. Prospective teachers have spent time at the school in the past, and secondary students are allocated to the school for teaching practice and work experience.
87. The planning ensures that the learning experiences meet the requirements of the Desirable Outcomes and the NC and conform to statutory requirements. The content of the syllabus of the Standing Advisory Council of Religious Education (SACRE) is well-presented.
88. Partnership with the world of work and industry is not a prominent or regular feature of the school's curriculum. There is no whole school policy or strategy to co-ordinate this aspect. Local contacts are not exploited regularly to enrich the curriculum in partnership with the world of work. Some sponsorship was received from commercial sources, including a set of football shirts.
89. The school works continuously to develop the bilingual skills of pupils from non-Welsh backgrounds, and Welsh is the everyday language of the classrooms. However, a number of the non-Welsh pupils are reluctant to use the language in informal situations. The requirements of the Curriculum Cymreig are well-addressed.
90. Equal opportunity is ensured for every pupil in every activity. Pupils show empathy towards others by raising money for good causes. The School Council helped to choose some of the charities.
91. There aren't any recycling bins in the school and pupils are not made aware of energy saving measures to promote the importance of sustainability. The pupils collected rubbish as part of a Keep Wales Tidy campaign and they have visited the Centre for Alternative Technology.
92. Pupils of all ages produce, price and sell goods on a stall in the school fair. However, there are no examples of projects to develop various enterprise and business skills.
93. The opportunities to develop the pupils' awareness of global citizenship are rare. Although they discuss postcards from different countries, the pupils, for example, are not in correspondence with children in other countries.
94. Both the election of members and involvement in the activities of the School Council have developed the pupils' understanding of democratic procedures. They undertake their duties conscientiously and make worthwhile suggestions; the school has acted on some of them.
95. The school contributes to lifelong learning. Laptops are available, bought for the school by a county initiative, and are used by the community out of school hours.

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

Grade 2: Good features and no important shortcomings

96. The findings of the inspection team correspond to the grade 2 awarded by the school in its self-evaluation report.
97. The quality of care, support and guidance provided for pupils is good. The teachers acknowledge the different needs of every pupil and are supportive of them. They make effective use of services such as speech therapists and the behaviour support service. The school's support staff contribute well and success is celebrated in a variety of ways.
98. Parents work well with the school and this is reflected in the number of positive responses in the questionnaires and the post-inspection meeting. There are no formal arrangements to gather the opinions of parents but they are given the opportunity to have their say during the parents' evenings. The Home/School Agreements were completed appropriately.
99. The induction arrangements for the nursery children are good and the children settle down quickly at the school. There are effective induction programmes when pupils transfer to the secondary schools and these ensure that they are happy and confident when changing school.
100. Although the school does not provide Circle Time in every class, the remainder of the PSE programme is well-covered, including the School Council which undertakes decisions to improve the school environment for the pupils. The school provides personal support and guidance of a very high quality for the pupils. Pupils' personal and social development is promoted effectively through activities such as the Healthy Schools scheme. This is a strength in the school.
101. The school responds fully to the statutory requirements for registering pupils' attendance. Whole school arrangements have been established to promote attendance and punctuality and for monitoring the provision.
102. In a relatively small school, attendance is monitored through personal acquaintance with pupils and their families. The parents' handbook notes the expectations but does not include attendance and absence statistics as required.
103. Appropriate policies have been established to ensure pupils' welfare and safety and a number of risk assessments have been completed. Frequent attention is paid to pupils' personal welfare and health and safety issues in formal and informal situations. Pupils are well-organised and managed as they arrive in the morning, throughout the day and as they leave at the end of the day.
104. Fire drills are conducted regularly and electrical equipment is inspected annually. The governors inspect the school building regularly.

105. Support staff supervise the pupils carefully during break and lunch time. Locks have been fitted to deny access by strangers. The head has a full first aid qualification and other members of staff have been trained to a lower level.
106. All members of staff are familiar with the child protection arrangements and deal appropriately and sensitively with any concerns regarding the pupils in their care. A governor and senior member of staff are designated to oversee this aspect as necessary.
107. The school has very successful systems to identify pupils with additional learning needs from a very early age. Standardised tests and other assessments are used to identify which support is needed. The requirements of the SEN Code of Practice are fully met.
108. The good support by the SEN Co-ordinator, teachers and support staff promotes the progress of pupils with additional learning needs. Although the hours of the visiting teacher have been reduced recently, she makes a significant contribution to the development of these pupils. The school and various agencies collaborate well to meet the specific needs of individual pupils. All pupils with additional learning needs have an appropriate Individual Education Plan [IEP] which provides teachers with a good guide on how to meet the needs of every pupil. The IEPs are reviewed and adapted on a termly basis and the parents are pupils are involved in the process.
109. The school has a comprehensive behaviour policy and the Behaviour Support Plan's sanction system is used consistently and quite successfully. A small minority of parents voiced concerns, with some justification, regarding the negative aspects of this scheme.
110. The school provides very good support and guidance in order to ensure that there aren't any prejudices based on social, educational or linguistic background. Everybody has full access to all aspects of the life and work of the school. With appropriate support, pupils with SEN are supported to participate fully in the life and work of the school. All pupils are treated as individuals. However, the staff do not always lead the pupils to challenge stereotyping and to think about their choices.
111. The school's policies and activities nurture positive attitudes amongst pupils on issues such as recognising and respecting diversity and promoting racial equality.
112. No cases of bullying, or any aggressive behaviour were seen during the inspection and both pupils and parents testify that there is no bullying in this school. The school has an explicit and clear policy to deal with bullying should it happen.
113. The school has an Accessibility Scheme and the governing body has taken reasonable action to ensure that pupils with physical disabilities are treated the same as physically able pupils, in terms of opportunities and support.

Leadership and management

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

Grade 2: Good features and no important shortcomings

114. The findings of the inspection team do not correspond with the grade 1 awarded by the school in its self-evaluation report. The head's leadership is firm but the details in the school handbook and in the governing body's annual report do not fully meet WAG requirements. The members of the governing body have only recently become more active in the process of monitoring standards and setting a strategic direction for the development of the school.
115. The school is well led. Under the head's firm leadership, a caring environment based on trust and respect is developed. The school's aims and objectives are promoted appropriately. All members of staff contribute to the process and this ensures that agreed aims and objectives are set in the SDP when planning for improving or maintaining standards for the future.
116. The school offers broad and equal opportunities for all pupils to achieve their potential by means of a balanced and relevant curriculum and by offering a good range of extra-curricular activities that enrich the pupils' experiences.
117. The agreed values that are promoted ensure equality for all and this is reflected well in day-to-day work. The school has an appropriate range of managerial and curricular policies.
118. The school considers some national priorities and supports local partnerships. A good partnership exists with those secondary schools to which pupils transfer and bridging units have been developed to promote transfer between Key Stages 2 and 3. The recent expenditure on new ICT resources has contributed to good standards within the school and recent developments, such as establishing a School Council, have helped pupils to play a more prominent role in the life of the school.
119. The SDP is a comprehensive and detailed document which identifies a vast number of appropriate priorities. However, at present, the document isn't sufficiently clear to promote the understanding of the governing body and enable them to be actively involved in setting targets and aims.
120. The school is well-managed by a governing body that fulfils its duties conscientiously. The governing body administers the budget efficiently, but due to savings on staff wages recently the balances exceed 11% of the budget, a slightly higher amount than the recommendation of the Audit Commission. The intention is to spend some of this money to increase the staffing ratio from September this year. The members co-operate well with the head.

121. The school has a co-ordinator for each NC subject and they have suitable job descriptions. Staff attend an appropriate range of courses that correspond to their personal and professional needs.
122. The school acts in accordance with its Performance Management policy. The teachers' targets feed directly into the SDP. All teachers are involved in monitoring and self-evaluation activities.
123. Through the head's reports, and visits by individual governors who have started to take responsibility for leadership within subjects, the governors are beginning to develop an understanding of the school's ethos and organisation. They support the head when setting a strategic direction for the school. They meet regularly and there are a number of sub-committees.
124. The requirements regarding pupils' teaching hours are met. Although the governing body's latest report for parents and the school handbook identify a number of good features, the content does not fully meet the statutory requirements.

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

Grade 2: Good features and no important shortcomings.

125. The findings of the inspection team correspond to the grade 2 awarded by the school in its self-evaluation report.
126. The head, governors and staff are committed to improving standards. A self-evaluation system was established based on analysing first-hand evidence and a number of valuable reports have been produced so far. Not all reports include opinions on standards of work and the quality of teaching.
127. Although the general outcomes are not reported directly to the governing body, there is a procedure of inviting governors to the school to discuss evaluations with the co-ordinators. The governors, in turn, report back on their findings to the full body.
128. The governing body is very supportive, and makes a valuable contribution to the self-evaluation process. Further training on their responsibilities is planned for them.
129. The priorities of the SDP and the self-evaluation programme are closely linked. A sub-panel of the governing body monitors curricular developments.
130. A very comprehensive self-evaluation report of a high quality was produced for the inspection team. It describes, in detail, the strengths of the school, and also identifies those aspects in need of development.
131. The responsibilities of the staff are clearly defined and they conscientiously fulfil their duties, such as looking at the quality of planning and evaluating standards of work. Regular sessions are conducted to discuss and analyse the pupils' work.
132. The key issues of the last inspection have been well-addressed, including raising standards in areas such as art and design and technology which were judged to be satisfactory at that time. The key skills, which needed attention, are now good in Welsh and English. The scheme of work for children under five has been completed.
133. The school needed to ensure the active participation of the governing body in management and leadership issues. The members now undertake their responsibilities effectively. There was also a need to review the provision in terms of teaching space for Key Stage 2 pupils; a number of improvements have been made to the site and building since the last report.

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

Grade 2: Good features and no important shortcomings

134. The findings of the inspection team correspond to the grade 2 awarded by the school in its self-evaluation report.
135. 3.5 teachers are employed, including the head who has classroom responsibilities for 0.7 of the time. With the exception of one teacher, the teachers are suitably qualified for the ages they teach. They update their skills by attending in-service training. The courses are found to have a positive impact on the teaching.
136. Staff expertise is exploited to enrich the teaching. Use is also made of the service of the area Welsh teacher [*athrawes fro*] to teach language lessons on two afternoons a week.
137. The school has suitable and sufficient resources for delivering all aspects of the NC but multicultural resources are scarce. There is a good supply of books and the library has been catalogued purposefully.
138. The school has invested heavily in ICT equipment, including an interactive white board in every classroom and laptops which are available for the use of the public in the evenings. The teachers make good use of the white boards but little interactive use was seen. One of the white boards has been fixed too high, and some pupils in another classroom have difficulty seeing it when it is used for group presentations.
139. There is approximately one computer per three pupils, which is a particularly good ratio. Generous contributions from parents and friends enable the school to plan confidently for improving resources as necessary.
140. Since the last inspection, a new extension has been completed consisting of a new nursery/reception class, the head's office, staff room, kitchen and toilets. However, the classroom for Y2 and Y3 pupils, where there are 21 pupils, is rather small.
141. Purposeful displays support the teaching in every classroom. Both the inside and outside of the school are kept clean and tidy. The governors inspect the building regularly and arrange maintenance as necessary. Consequently, the fabric of the building is sound.
142. Good use is made of the village hall, a nearby hard court and the community play fields.
143. There is a good supply of large toys and other equipment for the children under five.
144. A clerk/administrator is employed to lighten the teachers' administrative workload, and there are suitable arrangements for releasing teachers for planning, preparation and assessment.
145. The resources are managed efficiently. The school ensures good value for money.

School's response to the inspection

The staff and governors of Ysgol Betws yn Rhos would like to thank the inspection team for the thorough and professional manner in which they conducted the inspection. We are confident that their findings reflect the essence of the school and that they are well-founded.

We are proud that the school's standards and curricular provision across the school are good. We are pleased to note that the quality of teaching is good and that pupils display positive attitudes towards the teaching and are interested in what they learn.

Reference was made to the good assessment arrangements that support the teaching and also to the learning experiences planned to meet the needs of all pupils. It was noted that the quality of care provided is good. We are proud of our relationship with the local community and the opportunities children consequently have. The report identifies that resources are managed efficiently and that the school ensures good value for money.

The head was given the opportunity to be involved in the discussions which were constructive and productive.

Reference was made to the school's strengths and also to areas in need of further development. The recommendations for improving the school further are appreciated and the action plan will respond fully to them. As a team, we look forward to maintaining the good standards and driving the school further forward.

Appendix 1

Basic information about the school

Name of school	Ysgol Betws yn Rhos
School type	Church in Wales Voluntary Controlled
Age-range of pupils	3 - 11
Address of school	Betws yn Rhos Abergele CONWY
Post code	LL22 8AW
Telephone number	01492 680603

Head	Mrs D Elen Owen
Date of appointment	September 2004
Chair of governors/Appropriate authority	Councillor Ena Wynne
Registered Inspector	Mr Phil Mostert
Dates of inspection	9-10 May, 2006

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	8	10	7	10	11	12	10	4	72

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	3	1	3.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	20:1
Pupil: adult (fte) ratio in nursery classes	N/A
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	22
Teacher (fte) : class ratio	1.13:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of the school %
Summer 2005	90	94	96
Autumn 2005	86	95	96
Spring 2006	86	92	95

Percentage of pupils entitled to free school meals	2%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Key Stage 1 Assessment Results 2005			Number of pupils in Y2			11	
Percentage of pupils on every level							
			D	W	1	2	3
Welsh	Teacher Assessment	School				75	25
		National		2	8	64	26
Welsh: oracy	Teacher Assessment	School				75	25
		National		1	10	64	25
Welsh: reading	Teacher Assessment	School				75	25
		National		2	15	60	22
Welsh: writing	Teacher Assessment	School				75	25
		National		2	18	66	13
Mathematics	Teacher Assessment	School				73	27
		National		2	10	63	24
Science	Teacher Assessment	School				100	
		National		2	9	65	24

National Curriculum Key Stage 2 Assessment Results 2005		Number of pupils in Y6		7	
As the number of pupils eligible for end of Key Stage Assessment 2 was more than four but less than 10, only the general performance indicators are included.					

Percentage of pupils attaining at least level 4 in mathematics, science and either English or Welsh (first language)			
In the school	100	In Wales	73

Appendix 4

Evidence base of the inspection

The school was inspected by a team of three inspectors who were present in the school for a total of five days. During this period:

- a total of 16 lessons, or part lessons, were attended, sharing the time fairly equally between the classes;
- their work was discussed with the pupils, the head, teaching staff, the specialist teachers and assistants;
- the pupils were questioned in detail about their knowledge of the curriculum;
- a wide range of pupils were heard reading in both Welsh and English;
- samples of pupils' work, completed during the current term, and during previous terms, were inspected;
- a substantial sample of the school documentation was studied, including its policies and long, medium and short term schemes of work;
- the SDP was examined in detail;
- attendance registers and pupil assessment records were studied;
- detailed attention was paid to the school budget;
- inspectors were present in the joint-worship sessions on two mornings;
- a parents' meeting was arranged and attended by 14 parents, and 24 parents' questionnaires were analysed;
- two formal meetings were held with the governing body, one pre, and one post-inspection.

Appendix 5

Composition and responsibilities of the inspection team

Team Member	Responsibilities
Phil Mostert Registered Inspector	Context Summary and recommendations Key questions 1, 2, 6 and 7
R John Roberts Lay Inspector	Contributions to key questions 1, 3, 4 and 7
Gwenan Williams Team Inspector	Key questions 3, 4 and 5
The head was chosen as the nominee by the school.	

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Acknowledgement

The inspectors wish to thank the governors, head, staff, pupils and parents of the school for their willing cooperation during the inspection.