

INSPECTION UNDER SECTION 10 OF THE
SCHOOL INSPECTIONS ACT 1996

YSGOL BRO CERNYW
LLANGERNYW
ABERGELE
LL22 8PP

SCHOOL NUMBER: 662 2148

DATE OF INSPECTION: 1 – 3 MARCH 2004

BY

MR M THOMAS

REGISTERED INSPECTOR: WO93 17639

DATE: 6TH MAY 2004

UNDER ESTYN CONTRACT NUMBER: C/T/134/03P

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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:

	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 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 shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

LIST OF ACRONYMS USED IN THE REPORT IN ALPHABETICAL ORDER :

ACCAC	-	Awdurdod Cymwysterau Cwricwlwm ac Asesu Cymru (The Qualifications, Curriculum and Assessment Authority for Wales)
AT	-	Attainment Target
CoP	-	Code of Practice
GB-		Governing Body
ICT	-	Information and Communications Technology
IEP	-	Individual Education Plan
INSET	-	In-Service Education and Training
KS	-	Key Stage
LEA	-	Local Education Authority
NC	-	National Curriculum
PSE	-	Personal and Social Education
SDP	-	School Development Plan
SEN	-	Special Educational Needs
SENCO	-	Special Educational Needs Co-ordinator
WAG	-	Welsh Assembly Government
Y	-	Year

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PART 2: THE INSPECTION SCHEDULE

1. CONTEXT

The school and its priorities

Ysgol Bro Cernyw is located in the village of Llangernyw, near the town of Abergele in Conwy. The school serves the local village and rural community, an area described by the school as one that is neither prosperous nor subject to economic disadvantage; 7% of pupils receive free school meals. Approximately 80% of pupils come from homes where Welsh is spoken as a first language, but the school estimates that 93% speak Welsh as a first language or to a comparable standard. The number of pupils has been very stable over the last few years and during the inspection there are 91 full-time pupils on roll, in addition to nine children who attended the nursery on a part-time basis. Currently four pupils have a statement of SEN according to the requirements of the new CoP with seven further pupils appearing on the school SEN register.

There have been several changes in staffing recently; the head, deputy and one of the teaching staff all joined the school during the current academic year. This has evidently affected both management and teaching methods. During the inspection one full-time teacher is on long-term sick leave; consequently, the head is teaching full-time in her place.

The school was last inspected in the spring term 1998 and describes its main priorities as follows:

- to offer education of the highest possible quality and ensure equal opportunities for each pupil, by preparing a curriculum that responds to the specific needs of the individual according to statutory requirements;
- to create an attractive and stimulating ethos, establishing a happy and hard-working environment based on a relationship of respect and care, one which enables pupils to develop positive and confident attitudes and to grow, develop and mature to their full potential;
- to develop self-awareness and nurture moral values, self-discipline and acceptable behaviour.

The present targets of the school include a commitment:

- to lead the school through the process of the Investors in People assessment;
- to create a four year self-evaluation cycle;
- to raise standards in a number of specific curriculum areas such as English oracy;
- to extend work in ICT across the curriculum.

2. MAIN FINDINGS

The main findings of the report

Ysgol Gynradd Bro Cernyw is a good, effective school that has made very good progress in relation to the key issues raised at the end of the last inspection. Standards of achievement are

at least good and often very good across the range of NC subjects and a significant proportion of the teaching is also very good. The new teaching team is enthusiastic and hard working, led by a head and GB who are both sincere and committed, and who have an exciting vision for future development and progress

- The educational provision for children under five, taken overall, is generally appropriate and promotes the Desirable Outcomes in the six areas of learning. Standards are as follows:

Nursery

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

Reception

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

- During the inspection standards of achievement are at least good in 100% of sessions including approximately 63% where they are very good. In KS1 standards are very good in approximately 71% of sessions and good in the 29% remaining. In KS2 standards are very good in approximately 59% of sessions and good in the 41% remaining. Standards in individual subjects are as follows:

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

- In key skills, standards are very good in speaking, listening and numeracy, and good in

reading, writing and ICT. Pupils listen extremely carefully and courteously, sometimes for extended periods, and show developing ability to listen critically. Welsh oracy is naturally polished, full of interesting idioms with an infectious quality in discussions. Pupils make very good use of data in several curriculum areas and interpret this effectively in their discussions.

- Pupils' spiritual development is good. Periods of worship are of good quality in many respects, but from time to time, concurrent activities have a detrimental affect on the atmosphere of the occasion and some pupils are absent because of these; however pupils' self-awareness is very good.
- Pupils' moral, social and cultural development is very good. They have a very good appreciation of the difference between right and wrong and discuss a number of challenging moral issues in a mature fashion. Teachers delegate challenging responsibilities to pupils of every age, who show considerable pride in these opportunities to show initiative. Pupils have a very good knowledge and firm sense of ownership of their community. There is special focus on the Welsh dimension within provision, which also places much emphasis on developing an international dimension; as a result pupils have very good appreciation of citizenship and diversity.
- The quality of behaviour and attitudes is good. Positive relationships have been established between staff and pupils and between pupils and each other; expectations are consistently high regarding good behaviour and discipline as a basis for a happy community.
- Attendance is good with statistics showing an average of 95% over the last three terms. The school does not set specific targets for improving attendance however.
- During the inspection quality of teaching is at least good in 100% of sessions including approximately 61% where it is very good. In the early years teaching is consistently very good. In KS1 teaching is very good in approximately 71% of sessions and good in the 29% remaining. In KS2 teaching is very good in approximately 47% of sessions and good in the 53% remaining. Teaching is consistently at least good in all classes.
- The quality of assessment, recording and reporting is very good. Teachers know their pupils very well and are aware of their abilities. Assessments are consistent, correct and meet statutory requirements including those for SEN. Assessment booklets suggested by the LEA are used effectively and the results of NC tests are interpreted very well to identify strengths and shortcomings, and to set targets.
- The quality of the curriculum is good. It is broad and balanced and meets statutory requirements. Provision reflects social inclusion in all aspects of access and equal opportunities and is well structured according to the main aims of the school.
- All pupils enjoy a broad range of competitive games and sports and the curriculum is enriched by a purposeful range of extra-curricular activities including enthusiastic competition in the Eisteddfod, both in stage and home competitions.
- The quality of support, guidance and pupils' welfare is good within the supportive ethos, but the school has not adopted a disability policy as is statutory.

- Provision for pupils with SEN is very good and meets the requirements of the new CoP in full. Appropriate pupils make progress which is at least good according to their age and ability. They receive very good support within classes and very appropriate IEPs are prepared for them.
- The quality of the school's partnerships is very good. A good number of parents play a practical role on a daily basis and several have attended LEA short courses on how to best help their children's learning; one notable outcome of this is the manner in which parents contribute to the setting of personal targets for pupils. The school plays a prominent role in the local community, which in turn appreciates the role and contribution of pupils and staff. Links with other schools are also very good; minutes of planning meetings for transferral arrangements between the primary and secondary schools show a range of curriculum and pastoral links to facilitate continuity and progression in teaching and learning; this is very good practice.
- Partnership with industry is good. Appropriate use is made of the industrial resources of the area and a number of local businesses help the school to enrich the quality of curriculum provision.
- The quality of self-evaluation and planning for improvement is very good. Since the arrival of the new teaching team, very good progress has been made in establishing new processes and a sound ethos of self-evaluation across every aspect of the school's work. A challenging three year programme has been adopted and monitoring of teaching by the head is already in place. Very good use is made of local and national data to compare aspects of the school's performance.
- The school has a good SDP to drive improvements in provision and standards. It contains a detailed evaluation of the previous plan with honest judgments regarding strengths and shortcomings. The current three-year plan naturally concentrates on establishing new frameworks according to the vision of the new head and teaching team. It is a working document, regularly updated to identify progress. Good consideration is given to obligations of personnel, expenditure and INSET. However, in those aspects, which deal with specific improvements in standards, success outcomes are not always sufficiently measurable.
- The quality of leadership and management is very good. It is easy to discuss with the head who is extremely hard working and sincere in her commitment to the school. She has succeeded in inspiring both staff and pupils and has an exciting vision based on a sound ethos of teamwork. She has already achieved much in the short time since her appointment and has a sound appreciation of the strengths and shortcomings of the present situation.
- The GB is extremely hardworking and sincere in its commitment to the school and well organised in the manner in which it undertakes its statutory duties. A number of sub-committees have been established to shoulder the burden of the work equitably. Governors' knowledge of statutory curriculum requirements is very good and they play a practical role in the process of monitoring; this includes their commitment to oversee a specific subject and there is written evidence of their visits to the school to see the curriculum at work. They have a very good overview of every aspect of school life and

minutes of meetings show an informed discussion of several management issues, including finance and the SDP. Their ownership of the most important documents of the school is very good.

- The GB presents an annual report to parents, but there are some gaps in the statutory requirements in this respect.
- Financial control is rigorous. Staffing is prioritised within the budget and a suitable underspend is aimed at annually (approximately 5%) to ensure that present levels are maintained. All expenditure is sensible and financial systems are highly praised in the recently held internal audit. The consistent monitoring of the quality of teaching by the head and governors is a useful tool to ensure value for money in terms of the main priority, while the INSET and resource audits also offer a clear picture of how to budget further.
- The school gives very good value for money.
- Human and teaching resources are well managed on the whole but the head is currently over-burdened in this respect. The building is in good condition and there is special attention to hygiene throughout.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

During the inspection standards of achievement are at least good in 100% of sessions including 63% where they are very good. In KS1 standards are very good in approximately 71% of sessions and good in a further 29%. In KS2 standards are very good in approximately 59% of sessions and good in the 41% remaining.

- The educational provision for children under-five, taken overall, is generally appropriate and promotes the Desirable Outcomes in the six areas of learning. In the nursery, standards are very good in language literacy and communication skills, personal and communication development and knowledge and understanding of the world, and good in the three remaining areas. In the reception class, standards are very good across all six areas of learning.
- In core subjects standards are very good in Welsh in both key stages; pupils display a natural, rich accuracy of language both in oracy and written assignments; they make very good use of idioms to enrich their work. English is not formally introduced in KS1, but teachers do build purposefully on pupils' natural language; in KS2 standards in English are good.
- In mathematics and science standards are very good in KS1 and good in KS2. Work in numeracy is especially good in KS1 with pupils showing detailed knowledge and confident use of number bonds as they solve problems. In science, KS1 pupils' knowledge is mature and very detailed for their age; they discuss challenging concepts and use broad, scientific language in their work.

- In foundation subjects, work in history, geography and religious education is very good in both key stages; pupils' knowledge of their locality is a notable feature. Other such features include a very good understanding of chronology, observational skills in geography and the use of artefacts in religious education, as well as a notable appreciation of what it means to belong to a Christian community. The work in art is also very good in both key stages; a number of large-scale projects completed in co-operation with local artists are strikingly displayed across the school and pupils' appreciation of artistic concepts especially good.
- In design and technology, information technology and music, standards are good in KS1 and very good in KS2. Older pupils explore different mechanisms in detail to control their technological models and they develop well in computer based design. They deploy a number of challenging skills in information technology such as administering the school library, managing the loan and return of books. Work in two-part singing and penillion at the upper end of the school is very good.
- Standards in physical education are good in both key stages.
- The KS1, teacher assessments for 2003 show that the majority of pupils achieve national expectations (level two) in Welsh, mathematics and science. In Welsh, approximately 63% of pupils achieve level two and a further 13% level three. In mathematics, approximately 25% achieve level two and 50% further level three. In science, approximately 63% achieve level two. 63% of pupils achieve the core subject indicator.
- When compared with county norms, all results are approximately 12% lower; this percentage, however, is equal to the result of one child and, as only eight pupils were in Y2, the comparison is not particularly useful. When benchmarked against Welsh or partly Welsh schools with up to 8% receiving free school meals, all results are in the lower quartile. Girls perform better than boys in Welsh and mathematics, but boys perform better in science; once again the small number of pupils affects these comparisons to a considerable extent. The statistics as a whole do not compare with pupils' achievement over a period of years, the pattern of which is normally substantially higher.
- In KS2 pupils' achievement in the NC tests for 2003 show that the majority achieved national expectations (level four) in Welsh, English, mathematics and science. In Welsh, approximately 42% achieve level four and a further 50% level five. In English, approximately 34% achieve level four and a 50% further level five. In mathematics, approximately 42% achieve level four and the same percentage achieve level five. In science 75% achieve level four and the 25% remaining achieve level five. 83% of pupils achieve the core subject indicator.
- All KS2 statistics are higher and sometimes substantially higher than county norms. When results are benchmarked against Welsh schools or partly Welsh schools with up to 8% receiving free school meals, results are in the higher quartile in science, above the median in Welsh but below the median in mathematics and English though without being in the lower quartile. There is little difference in the performance of boys and girls, except in Welsh, where girls perform better by 15%.

3.2 Standards Achieved in Key Skills across the Curriculum

Standards are very good in speaking, listening and numeracy and good in reading, writing and ICT.

- The progress and achievement of children under-five in key skills across the curriculum are at least good and sometimes very good.
- Pupils in both key stages listen very closely to their teachers and peers. The quality of listening in periods of worship is also good and pupils respect others' viewpoints in a sensible fashion. By listening sensitively, they contribute in a lively fashion to whole class discussions at the beginning of lessons. In subjects such as music, they also develop ability to listen in a critical fashion and to identify and analyse the use of specific elements.
- Pupils' oral language is very accurate rich and polished. They speak in a naturally infectious manner, changing to a more formal language when required. When performing on stage, they are completely confident and know their audience well. Their use of subject specific language across the curriculum is very good.
- Pupils discover information quickly and confidently from the internet, sorting and using this correctly and reading well from the screen. They research non-fiction books well, discussing what they find in a lively and interesting fashion.
- Across the school, there are good examples of writing to record practical experimentation or research facts. Syntax is correct and the work is often presented in an interesting fashion, again with a sound appreciation of audience. From time to time however, pupils are not afforded sufficient freedom to develop their own forms of recording practical activity, especially at the upper end of the school.
- Pupils make very good use of data in several curriculum areas and interpret this effectively in their discussions; they successfully choose the most suitable graph format to present their findings. They undertake number problems quickly and confidently in a number of curriculum areas, such as those related to historical dates.
- Pupils' ICT skills are developed frequently across the curriculum and their knowledge of concepts and management of a range of skills is good in this respect. Their ability to work independently develops well in this aspect of the work; one notable feature of such independence is their management of loaning and returning books in the school library. In some subjects such as music however, pupils at the upper end of the school do not exploit the full potential of the computer programs they use.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

Pupils' spiritual development is good and their moral, social and cultural development very good.

- The school meets statutory requirements by providing a daily act of worship. Assemblies are firmly based on Christian values and build on pupils' Biblical knowledge. Contemporary contexts and examples from pupils' daily lives ensure that messages are relevant; in one assembly during the inspection a parable was related to the humanitarian work undertaken recently by pupils; this is very good practice. Pupils learn to reflect sensibly on what is presented to them and do so sincerely.
- There are some issues of provision regarding collective worship which require further attention. Some pupils are absent from periods of worship because of other activities and the fact that they arrive or leave during assembly sometimes has a detrimental affect on the worshipful atmosphere. From time to time, periods of worship are also too long, particularly for younger pupils.
- Experiences provided in art and music are further opportunities for pupils to deepen their sense of awe and they respond in an enthusiastic and imaginative manner to these opportunities. Work undertaken in circle time is of good quality and contributes specifically to the sound self-awareness which pupils display.
- Pupils' understanding of the difference between right and wrong is very good in a variety of contexts. Teachers and pupils feel strongly that sound moral values are key to the success of the school ethos and respect towards the individual, others and property is consistently emphasised. Pupils show evident willingness to discuss a number of moral issues such as kindness, neighbourliness, honesty and tolerance and do so sincerely with increasing understanding. In one assembly during the inspection, a wall was constructed of different moral values with opportunity for pupils to add their own ideas during the remainder of the day.
- Pupils' moral responsibility is developed through annually supporting a number of charities, with a special emphasis on an international dimension; the humanitarian nature of this work also specifically contributes to standards and pupils show good knowledge of the purpose and outcomes of this work.
- Teachers delegate challenging responsibilities to pupils of both key stages, such as the evident role they play in the school council, which provides frequent opportunities for pupils to show initiative; one such meeting was attended during the inspection which was a model of very good practice. All pupils are very caring of one another and this is a notable feature of the community with the quality of relationships throughout the school very good. Pupils show great pride in such opportunities to display initiative and complete their tasks very well.
- Every opportunity is taken to play a prominent role in the daily life of the local community, which in turn appreciates the role and contribution of pupils and staff. Pupils' knowledge, ownership and citizenship of their locality is very good.
- Special emphasis is placed on the Welsh dimension and pupils' appreciation of the Welsh culture on both a local and national level is very good. They know a broad range of the main Welsh symbols and famous people, and consistently play a prominent role in the activities of the Urdd Eisteddfod, both locally and nationally. During the inspection, St David's Day was celebrated in a manner that developed pupils' pride in Welsh citizenship and nationhood.

- Provision also places special emphasis on European and worldwide connections; the school has received an International School award under the auspices of the British Council. As a result, pupils have an evident international perspective in several respects.
- Teachers take very seriously their duty to ensure that pupils respect racial equality and take every opportunity that rises naturally within lessons and periods of worship to nurture positive attitudes in this respect, according to the policy of the LEA and the school document. Other religions feature appropriately within the curriculum; pupils develop broad knowledge and increasing respect towards other faiths and also consider the nature of life in those countries that they support in a humanitarian way; as a result they develop good understanding of the concepts of diversity.
- Pupils respond well to the efforts of the school to nurture their spiritual, moral, social and cultural understanding.

4.2 Behaviour and Attitudes

The quality of behaviour and attitudes is good.

- Good relationships have been established between teachers and pupils, and between pupils and each other, as a basis for a happy community. All pupils are naturally friendly and courteous.
- Teachers have high expectations regarding behaviour and discipline. Pupils work hard and show evident interest in the tasks prepared for them; their concentration has a beneficial affect on standards of achievement.
- Standards of behaviour have a positive affect on the ethos of the school; staff and pupils appreciate that sound discipline is key to its success.
- The school has a detailed and valuable policy for dealing with any incidents of bullying and has incorporated this as part of the arrangements for PSE; during the inspection no incidence of bullying was seen.
- There have been no exclusions during the last educational year.

4.3 Attendance

Attendance is good.

- Statistics show an average attendance of 95% over the last three academic terms.
- Pupils arrive promptly in school and lessons commence on time during the day.
- The school meets well the requirements of WAG circular 3/99 in relation to the registration of pupils.
- The school does not set specific targets for improving attendance.

5. QUALITY OF EDUCATION

5.1 Teaching

During the inspection the quality of teaching is at least good in 100% of sessions including approximately 61% where it is very good. In the early years, teaching is consistently very good. In KS1 teaching is very good in approximately 71% of sessions and good in the 29% remaining. In KS2 teaching is very good in approximately 47% of sessions and good in the 53% remaining. Teaching is consistently at least good in all classes.

Good features

- Teachers' expectations are very high in all aspects of the work and pupils try hard to respond to this.
- Lessons are carefully planned with well honed aims and objectives introduced at the beginning of lessons, and revised in detail at the end of the learning session. Teacher's knowledge and understanding of the subjects they teach are often very good.
- Teachers' questioning skills are often very good with sound sequencing and direction evident, and secure differentiation to ensure that the most able pupils are suitably challenged.
- Teaching strategies and techniques are appropriately varied to meet the individual needs of pupils and tasks. The use of paired strategy is frequent and in KS2, teachers are competent in their use of the interactive white board to raise the standards of their presentations further.
- Specialist teaching within music and physical education is good and sometimes very good.
- The constant emphasis on developing concepts is a very good feature of teaching as are the high expectations regarding polished, accurate Welsh.

5.2 Assessment, Recording and Reporting

The quality of assessment, recording and reporting is very good.

- Teachers know their pupils very well and are aware of their abilities. Assessments are consistent and correct, and meet statutory requirements including those for SEN.
- Children under five are appropriately assessed according to baseline assessments and very effective use is made of this data for purposeful planning.
- Assessment booklets suggested by the LEA are very effectively used to record pupils' educational development in all subjects at both key stages; good use is made of recording

to plan the next step in the process of learning.

- Results of NC tests are interpreted very well to reveal strengths and shortcomings, and to set targets.
- Pupils play a practical role in the process of self-assessment and effectively use personal targets within some subjects to improve their work.
- The school is in the process of completing portfolios of levelled samples of work in core subjects, in order to help secure consistency of assessment.
- Pupils' work is consistently marked in a manner which shows clearly how to improve further.
- Three open evenings are held each year for parents to see their children's work and to discuss progress. Reports to parents have useful comments on development in all NC subjects. They give an honest and correct reflection of pupils' achievement, and contain detailed comments on how to improve work further.

5.3 Curriculum

The quality of the curriculum is good.

- The curriculum is broad and balanced and meets statutory requirements. Provision reflects social inclusion in all aspects of access and equal opportunity and is well structured according to the main aims of the school.
- The curriculum for children under five is very good and prepares rich experiences that stimulate childrens' development and enthusiasm across the six areas of learning.
- A series of policies have been adopted for every subject in the NC and religious education. These are detailed documents which carefully consider the nature and requirements of each individual subject. Due prominence is given to the Cwricwlwm Cymreig and key skills, and the policies form a good collection of documentation as a basis for curriculum management.
- Schemes of work are detailed in several respects and show continuity and progression in learning to a considerable extent. The school is in the process of monitoring and refining their suitability, as much of this documentation is new and is being implemented for the first time this year.
- Provision for key skills is evident in teachers' short-term planning; as part of the monitoring process, this information is gradually being transferred to the long-term schemes of work, following evaluation of the effectiveness of provision.
- The school has a good homework policy which is supported by the vast majority of parents. Careful consideration is given to all provision, which is well structured according to the age and abilities of the pupils.

- There is no formal scheme of work for PSE but the school uses a number of guidelines and resources, such as those from ACCAC, to prepare a programme that meets pupils' needs. A number of policies contributing to this area have been drawn together and this year, all teachers are tracking this new provision across the school as a basis for a further review at the end of the year. Several notable features, such as the school council, have been established, and this makes an evident contribution to both provision and standards.
- All pupils enjoy a broad range of competitive games and sports and the curriculum is enriched by a purposeful range of extra-curricular activities including enthusiastic competing in the Eisteddfod in both stage and home competitions.

5.4 Support, Guidance and Pupils' Welfare

The quality of support, guidance and pupils' welfare is good.

- Teachers manage matters of health and safety by means of a useful policy; this is equitably implemented and pupils are aware of several issues relevant to their daily lives. Responsibility for different aspects are clearly noted within the documentation.
- Positive relationships have been developed between the school and a number of agencies. The police visit regularly and there are regular links with the fire brigade and the nurse to further promote good support and guidance.
- Staff have good knowledge of the detailed guidelines for child protection. They make considerable use of the guidelines of the LEA in this respect and protocols for implementation are well established.
- Supervision arrangements for pupils are noted clearly within the documentation and are effectively implemented.
- As part of the provision for PSE, a number of policy documents have been drawn together including sex education, health education and drug and alcohol education in order to ensure consistent, integrated and comprehensive delivery. Older pupils discuss these aspects with understanding and display ability to make sensible decisions for themselves. Provision draws considerable support from the vast majority of parents.
- The school's equal opportunity policy ensures that no pupil is judged on the basis of race, religion, language, educational ability, social standing or disability. Again, this policy is well implemented in the daily lives of pupils and as a result, social inclusion is good.
- The school has not adopted a policy on disability issues as is statutory.
- Pupils' work is marked regularly and in a manner that provides specific guidance on how to improve the work further; this educational support and guidance is very good.

5.5 Provision for Pupils with SEN

The quality of provision for pupils with SEN is very good.

- Provision for the 11 pupils with SEN, including the four who have a statement is appropriate, effective and meets in full the requirements of the new CoP. All relevant pupils make progress which is at least good according to their age and ability.
- Effective use is made of standardised tests in order to recognise SEN early.
- Pupils with SEN enjoy full access to all areas of the NC and the very good support they receive in class ensures that they are fully integrated into the life of the school. This, in turn, makes a specific contribution to the good social inclusion.
- A register for pupils with SEN is kept by the SENCO with detailed comments regarding their development and progress. This is consistently assessed and the register is continuously updated.
- Very appropriate IEPs are prepared for pupils with SEN by the SENCO, class teachers and by the LEA inclusion teacher. They contain clear and achievable targets.
- Two pupils who attend a special unit in the morning make good progress according to their ability. There is close co-operation between the unit and the school and the teacher from the unit spends three further afternoons per fortnight in school working with the two pupils. This arrangement promotes their progress well.
- Class assistants provide very good support as does the specialist teacher from the Dyslexia Unit.
- Parents of pupils with SEN are regularly advised and this close partnership between school and home also promotes improvement.
- Appropriate, differentiated work is set in all classes in order to meet the needs of individuals.
- The LEA gives good support to the school , with the inclusion teacher playing a very effective role in the process of providing for SEN.
- Very effective use is made of all external agencies and there is very good support from the nominated governor for SEN.

5.6 Partnership with Parents and Community, Schools and Other Institutions

The quality of the school's partnerships is very good.

- The school prepares a good range of information for parents and makes every effort to ensure a regular discussion of several educational and social aspects. As part of the inspection process, 37 questionnaires were received from parents and the vast majority of these were very positive in support of the school and the staff's efforts. 12 parents came to the pre-inspection meeting with the registered inspector and their comments were also very supportive of the school.

- A good number of parents help in classes on a daily basis, with tasks such as reading, role-play or contributing to specific topics such as introducing their new baby to the younger pupils of the school. Several have participated in short courses run by the LEA on how best to help their children learn and this is good practice which has a beneficial effect on standards of achievement. One very good outcome is the manner in which parents contribute to setting personal targets for pupils.
- The parent-teacher association is flourishing and raises substantial sums of money which is a means of purchasing further resources for learning; an evident example of this is the new provision in the school library; this in turn, again, has a positive affect on standards of achievement.
- The handbook for parents meets statutory requirements in all respects.
- The school plays a prominent role in the life of the local community, which in turn appreciates the role and contribution made by staff and pupils. The status of the school as a community school promotes this link very well and considerable use is made of most parts of the building by a number of societies and night classes. There are strong links with the church and with all chapels in the area, which are used on a rota basis as venues for services. Religious leaders visit regularly to lead assemblies. The frequent work with local artists is a means not only of raising standards in art but also contributes considerably to the link that exists between the school and the community.
- Links with other schools are very good. Minutes of the planning meetings for transferral arrangements between the primary and secondary schools, identify a range of pastoral and curriculum links to promote continuity and progression of teaching and learning; this is very good practice. Resources are shared with a number of local primary schools to enrich provision further and this is also very good practice.
- There are appropriate arrangements to receive students on teaching practice from the local university. A good number of pupils from the secondary school come to Ysgol Bro Cernyw on work experience as part of their own social development programme.

5.7 Partnership with Industry

Partnership with industry is good.

- The GB has adopted an appropriate policy for partnership with industry and teachers work hard to implement this for the purpose of raising standards.
- Good use is made of local industrial resources. Pupils visit local farms, not only to see the farm at work but also to learn about the concept of business and the manner in which the land is used.
- Another notable feature is the link with the Forestry Commission where pupils are encouraged to undertake fieldwork in their locality; this contributes specifically to standards in geography as well as strengthening pupils' appreciation of their locality and its Welsh dimension.

- A number of local companies support the school to enrich curriculum provision. One good example of this is the support in food technology where pupils develop small enterprise schemes by selling their produce in the school fair.
- The new fruit shop is a means for pupils in KS2 to show initiative and take responsibility in an enterprise as well as playing a prominent role in plans to be a health promoting school.
- Although no member of staff has been on a formal education business partnership, a number of the above projects have evidently influenced their professional development.

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

The quality of self-evaluation and planning for improvement is very good.

- Since the last inspection, the school has taken the process of self-evaluation very seriously. There is detailed commentary of several whole school features concerning ethos and quality of teaching, with specific judgements on provision, and honest evaluation of strengths and shortcomings; this is very good practice. Since the arrival of the new teaching team, very good progress has been achieved in establishing further new procedures and a secure ethos of self-evaluation across all aspects of the work.
- A detailed and challenging three year programme for self-evaluation has been agreed. This includes the whole curriculum with consistent focus on core subjects. Additionally, several aspects of whole school life and ethos are included. Those aspects which were completed in the autumn term 2003, are of a very good standard.
- The new head has already taken steps to monitor the quality of teaching with special focus on mathematics; the head herself, has also been monitored and all teachers have been given feedback. Written commentaries are positive and identify strengths and shortcomings in an honest fashion.
- Good use is made of local and national data to compare various aspects of school performance. Results of the NC tests are interpreted in detail and teachers also make very good use of official analyses of test answers in order to help with further planning.
- The school has a good SDP to drive improvements in provision and standards. It contains a detailed evaluation of the previous plan with honest judgments regarding strengths and shortcomings. The current three year plan naturally concentrates on establishing new frameworks according to the vision of the new head and teaching team. It is a working document, regularly updated to identify progress. Good consideration is given to obligations of personnel, expenditure and INSET. However, those aspects, which deal with specific improvements in standards, success outcomes are not always sufficiently measurable.

6.2 Leadership and Efficiency

The quality of leadership and efficiency is very good.

- The GB has adopted a number of purposeful aims and objectives for the school and these are included as an introduction to the SDP.
- It is easy to discuss with the head who is extremely hard working and sincere in her commitment to the school. She has succeeded in inspiring both staff and pupils and has an exciting vision based on a sound ethos of teamwork. She has already achieved much in the short time since her appointment and has a sound appreciation of the strengths and shortcomings of the present situation.
- The head has made very good use of the non contact time she enjoyed during the first term and a half, to establish procedures according to her vision. Because of the long term ill health of one of the teachers, she is now teaching full time.
- In all aspects of the work the head is supported by a good deputy who is already developing confidence in important aspects of management although he is relatively new to the post and responsibilities.
- The GB is extremely hardworking and sincere in its commitment to the school and well organised in the manner in which it undertakes its statutory duties. A number of sub-committees have been established to shoulder the burden of the work equitably. The governors' knowledge of statutory curriculum requirements is very good and they play a practical role in the process of monitoring; this includes their commitment to oversee a specific subject and there is written evidence of their visits to the school to see the curriculum at work. They have a very good overview of every aspect of school life and minutes of meetings show an informed discussion of several management issues including finance and the SDP. Their ownership of the most important documents of the school is very good.
- The GB presents an annual report to parents but there are some gaps in the statutory requirements in this respect.
- Financial control is rigorous. Staffing is prioritised within the budget and a suitable underspend is aimed at annually (approximately 5%) to ensure that present levels are maintained. All expenditure is sensible and financial systems are highly praised in the recently held internal audit. The consistent monitoring of the quality of teaching by the head and governors is a useful tool to ensure value for money in relation to the main priority, while the INSET and resource audits also offer a clear picture of how to budget further.
- A written agreement outlines the expenditure powers of the head and it is evident that this works appropriately.
- Day-to-day organisation is sound and smooth under the leadership of the head.
- The school meets statutory requirements and gives appropriate attention to guidelines published by the WAG.

- The school gives very good value for money.

6.3 Staffing, Accommodation and Learning Resources

Staffing, accommodation and resources are good.

- Current staffing is appropriate for the school and reflects the commitment of the GB to prioritise staffing within the budget. There are five full-time teachers including the head. Three are graduates and two have teaching certificates. Currently one teacher is on a temporary contract.
- With a comparatively small number of staff the range of initial qualifications is naturally narrow and mainly in language, art and humanities. With a new teaching team, there has as yet been no audit of extended INSET, but in general, there is a good basis for presenting a broad and balanced curriculum to pupils. Commitment to INSET is well related to the priorities identified in the SDP.
- There is scope to re-evaluate present responsibilities, as the head is currently overburdened.
- The school employs a full-time assistant for various purposes; during the afternoon, she serves as an assistant in the nursery class and, for the remainder of the day, she supports pupils with SEN and those at the upper end of the school. In all aspects of the work, the use of this support is very good.
- There are three one-to-one support assistants. One works full-time to support a child with a statement of SEN in KS1, and the other two job-share a similar post. Again the quality of the support provided is very good.
- A considerable number of specialist teachers come to the school to support the work in SEN. This provision includes a teacher from the Dyslexia Unit, four language and speech therapists and a number who support the physical needs of some of the pupils. This provision is consistently very good and enables the relevant pupils to make progress which is at least good.
- Three peripatetic music teachers visit to offer guitar, harp and violin tuition. Some of this provision was inspected and the quality of the teaching was very good. Appropriate pupils often make very good progress and they evidently benefit from the frequent opportunities afforded them to perform in public.
- An administrative assistant is financed for half a week.
- There is an appropriate range of resources in the school, sufficient to meet the requirements of the NC and religious education in every year group.
- Accessibility of resources is good and consistent use is made of them within lessons.
- Present space is appropriate for the number of pupils and use made of it is consistently

efficient. There is some constriction in KS2 classes because of the large number of pupils.

- Much care and attention is given to hygiene throughout the building by the caretaker and cleaners.
- The hard yard is appropriately smooth and safe for pupils. The boundaries of the school are secure and the school gates are kept locked throughout the day as well as the main door.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

The educational provision for children under-five, taken overall, is generally appropriate and promotes the Desirable Outcomes in the six areas of learning. In the nursery, standards are very good in language literacy and communication skills, personal and communication development and knowledge and understanding of the world, and good in the three remaining areas. In the reception class, standards are very good across all six areas of learning.

Language, Literacy and Communication

Standards are very good in both the nursery and reception.

Good features

- Nursery children listen carefully and repeat a story in their own words in the correct sequence. They respond orally with enthusiasm and speak very confidently with clear enunciation. They recognise a very good number of letters and hold books correctly.
- Reception children listen very well and speak in a lively manner using rich language. They respond confidently as they discuss their work and the majority communicate with extended language in a variety of contexts. They construct words effectively as they read, and write their names independently. The majority write some individual words correctly.

Shortcomings

- There are no significant shortcomings.

Personal and Social Development

Standards are very good in the nursery and reception.

Good features

- Nursery children listen and play very well amongst themselves and understand that they

must wait their turn and give opportunities to others. They are aware of hygiene and benefit socially from sharing the class with reception children.

- In the reception class, children show respect towards each other and are very caring of the nursery children. They concentrate well on their tasks and understand the importance of class rules. They convey their feelings effectively and show very good social behaviour.

Shortcomings

- There are no significant shortcomings.

Mathematical Development

Standards are good in the nursery and very good in reception.

Good features

- Nursery children count up to ten and sort objects according to colour and shape. They develop mathematical language such as small and large as they play with sand.
- Reception children correspond numbers and symbols correctly and understand numbers up to twenty. They add sets of objects with ease and explain differences in shapes very effectively. They understand simple units of money and complete and create patterns confidently.

Shortcomings

- There are no significant shortcomings.

Knowledge and Understanding of the World

Standards are very good in both the nursery and reception.

Good features

- Nursery children discuss differences in the seasons with enthusiasm and have a very good understanding of the order of the day including the meaning of yesterday and today. They show great interest in living creatures and know the names of places in Wales as well as the names of several countries. As they play with water, they show increasing understanding of the concepts of floating and sinking.
- Reception children speak with enthusiasm about their homes and families. They create simple maps using pictures. They have a very good appreciation of the passage of time and the key times of the day. They know many facts about countries such as New Zealand, describing its flag and creatures; they know that the easiest way of travelling there is by aeroplane. They discuss with enthusiasm the experiments completed in melting snow and chocolate.

Shortcomings

- There are no significant shortcomings.

Physical Development

Standards are good in the nursery and very good in the reception class.

Good features

- Nursery children use small equipment such as pencils and paintbrushes with increasing control. As they play with large-wheeled toys they show good control skills.
- Reception children use small equipment such as pencils and weaving equipment very well and handle scissors effectively and safely. They show very good appreciation of different parts of the body and make effective use of space and show good body management skills as they play with bicycles.

Shortcomings

- There are no significant shortcomings.

Creative Development

Standards are good in the nursery and very good in reception.

Good features

- Nursery children role play in a very lively fashion and sing nursery rhymes and songs with much energy. They create paintings and lively collage work using a range of techniques. They mix paint successfully and use clay to create interesting models of hedgehogs.
- In the reception class children respond enthusiastically to music. They create very effective pictures, such as self-portraits, and produce attractive models of finger puppets using a variety of materials.

Shortcomings

- There are no significant shortcomings.

Welsh

Standards are very good in both key stages.

Good features

- In KS1 pupils listen very well and show understanding as they ask questions and offer meaningful comments. They speak with enthusiasm and express preferences confidently. They discuss their work with enthusiasm and role play in a lively fashion, using correct language and appropriate vocabulary. They speak fluently, using rich, natural idioms. They have a very good knowledge of the differences in dialect between North and South Wales.
- Pupils in KS1 read very well. They use appropriate strategies to decode new words and they discuss pictures effectively; by Y2, the vast majority read with understanding. They discover facts in information books and use dictionaries confidently.
- Pupils in KS1 write very effectively for a number of purposes across the curriculum. They use a wide range of forms such as imaginative stories and letters to create very good work. Class poems show good use of very appropriate adjectives. In general, pupils show high levels of accuracy in spelling and punctuation.
- Pupils in KS2 listen to each other and to their teachers very well and speak with enthusiasm about their work. Their natural language is rich. They ask sensible questions and reflect their opinions very clearly using polished, accurate language.
- Pupils in KS2 read a broad range of texts with understanding and discuss plot and characters very effectively. They read in public in a lively fashion, with sound enunciation and meaning. Some individuals at the upper end of the key stage read widely and discuss the style of authors in detail. Pupils gather information from different sources effectively and use indexes and contents pages well.
- The majority of pupils in KS2 write very effectively in a range of formats, developing their ideas in an organised fashion and presenting them in an interesting manner. They understand syntax well and the quality of spelling and punctuation is very good. They make effective use of language guidelines on the walls of the classes to improve the quality of their work. A good number of pupils in every class across the key stage write in an extended fashion, producing work of a very high standard which shows real originality and effective paragraphing.

Shortcomings

- There are no significant shortcomings.

English

English is not formally introduced to KS1 pupils. However, teachers build occasionally on pupils' natural language, and several good examples were seen in reading, writing and oracy. In KS2 standards are good across all skills.

Good features

- Throughout KS2 a good number of pupils succeed in expressing themselves with ease in English, commenting individually and discussing in groups as they work together and talk

informally with adults. They voice opinions and role-play confidently.

- A good number of pupils read fluently using text and various sources. The majority read accurately, pausing and enunciating appropriately and have a good knowledge of phonics. Pupils show positive interest in books and are aware of a number of authors, voicing opinions on the different styles of some of them. They gather information effectively from print.
- The vast majority of pupils write well with good levels of accuracy, occasionally producing extended pieces. They are aware of a number of writing forms and use these appropriately as they write across the curriculum. They plan their work effectively and use a variety of syntax and appropriate vocabulary. In general, the standard of spelling is good.
- Handwriting and presentation of work is very good.

Shortcomings

- There are no significant shortcomings.

Mathematics

Standards are very good in KS1 and good in KS2.

Good features

- Standards in mental arithmetic are very good in KS1. Pupils work quickly and confidently as they count forwards and backwards and place value is developed well in tens and units. A number of the most able pupils in Y2 understand hundreds and by the end of the year the simplest multiplication tables have been learnt fluently. Across the key stage the understanding of number bonds is at least good and often very good, whilst pupils also recognise the most simple fractions correctly and quickly.
- Work with money is very good in KS1; pupils know all the different coins and sort these confidently and quickly as they sort problems both mentally and on paper. They discover a range of possibilities as they come to a specific total and explain their strategies with understanding.
- The most able pupils in KS1 know a number of mathematical facts and recall these as they solve problems. They know, for instance, that there are one hundred pennies in a pound, or a thousand millilitres in a litre and they use this information to discover how many millilitres of milk they receive in school on a daily basis.
- Shape work is good in KS1. Pupils recognise a broad range of two dimensional shapes and increase their knowledge of three dimensional shapes. They discuss a number of appropriate properties with understanding and know that nets are a means of constructing and understand the properties of three dimensional shapes.

- In the early years of KS2, pupils are well versed in accurate and quick mental arithmetic. They cope well with large numbers and adapt their knowledge of fractions to solve problems quickly. They use correct mathematical language and explain the strategies they use with understanding, coming to a good appreciation of number patterns. Evident progress is made in their knowledge of multiplication tables.
- Measurement work is correct in Y3 and Y4 with pupils recognising a range of standard measurements and using these with ease. They understand the relationship between centimetres and millimetres thoroughly and measure correctly using both.
- Younger pupils in KS2 also make evident progress in their shape work. They use mature terms, such as vertical and horizontal in their work and recognise a number of different triangles, categorising these correctly. They discuss the main priorities of a large number of two-dimensional shapes and more complex issues such as symmetry with increasing understanding.
- Numeracy is good at the upper end of the school. Pupils work with a broad range of numbers including examples such as square and negative numbers. They understand the relationship between fractions, percentages and decimals thoroughly and solve number problems quickly and confidently.
- At the upper end of the school, work in shape is good. Pupils measure angles correctly through the careful use of a protractor; they label the different types of angles correctly and consistently.
- Across KS2 pupils work with an appropriate range of data and are confident in the process of collecting information and presenting this neatly. There is evident progress in their ability to choose the most appropriate form of graph to record their findings and their interpretative skills develop well in this respect.

Shortcomings

- There are no significant shortcomings.

Science

Standards are very good in KS1 and good in KS2.

Good features

- Pupils in KS1 have detailed scientific knowledge of the areas they have studied. They use mature scientific language competently and correctly as they discuss their work.
- The understanding of pupils in KS1 of a fair test is very good. They predict their results very sensibly and offer sound comments as to what should stay the same and what should change within a practical experiment. Their work on discovering an appropriate environment in which a snowman could live is very good in this respect.

- Pupils in Y2 categorise materials into groups of solids, liquids and gases quickly and correctly. They understand that forces are able to change the shape of materials and they explain a number of changes that are permanent and those that are reversible.
- Pupils in Y2 understand the differences between plants and animals and label the external parts of the human body and plants correctly. They also know that plants need light, water and air to grow.
- Across KS2 pupils undertake practical experimentation in a detailed and well-organised fashion. Their appreciation of fair testing is secure, they predict results sensibly and offer sensible comments to ensure that the test is fair. They understand that repeating a test is a useful technique to ensure relevant and dependable results.
- Pupils in KS2 make evident progress in their knowledge of materials and discuss a broad range of properties correctly including flexibility, aspects of magnetism and electricity, as well as materials which are translucent, opaque and transparent. They produce an appropriate range of electrical circuits correctly and explain their operation with understanding.
- Pupils' good understanding of forces is also evident across KS2. They comprehend and discuss a number of different examples including gravity and up-thrust. They explain the manner in which forces are able to be balanced or imbalanced and the affect this has on objects.

Shortcomings

- There are no significant shortcomings.

Design and technology

Standards are good in KS1 and very good in KS2.

Good features

- Across both key stages, pupils work with an appropriate range of equipment and techniques and make evident progress in their skills. The finished artefacts they produce meet the initial requirements of the task well.
- Pupils in KS1 have good knowledge of the manner in which different toys move. They adapt their knowledge of simple forces into this work, but also understand that simple motors and winding systems with a key are additional resources. They discuss these with understanding.
- Pupils in KS1 make good use of commercial building kits to research facts such as levers and simple pulleys. They proceed to build their own simple systems under the leadership of the teacher and use these to add moving parts to their work, such as a spider that climbs and falls.
- In KS2 pupils investigate more challenging concepts such as gears. They use challenging

building kits to devise systems to propel different objects and their understanding and manipulation of a control box is very good.

- A number of vehicles of a very good quality are designed by older pupils in KS2, who experiment with several different means of making them move independently; the finished product is neat and often shows pupils' ability to work in detail with small, challenging equipment.
- Pupils in KS2 know that there is a variety of possible designs and choose the most appropriate ones for their tasks; for instance, they design several different kinds of bridges following very good investigative work.
- Pupils in KS2 produce good work in food technology and use their produce as a small enterprise to raise money.
- At the upper end of the school, pupils make good progress in designing on the computer.

Shortcomings

- There are no significant shortcomings.

Information technology

Standards are good in KS1 and very good in KS2.

Good features

- In KS1, pupils often work independently on the equipment and name the different parts of the computer correctly. Their control over the mouse is good and they move objects across the screen quickly and confidently.
- Word processing skills develop well in KS1. Pupils locate the text in an attractive manner and type correctly; they use capital letters and punctuation mostly correctly in their work.
- Computerised art work is good in KS1. Pupils make attractive pictures and also use the program to investigate artistic concepts such as line and colour.
- Pupils in KS1 send simple letters to Santa Claus by means of e-mail and they discover pictures from the web to support their historical studies; they discuss these with understanding.
- Pupils in KS1 are evidently familiar with working independently on the interactive white board following a short introduction by the teacher.
- Pupils in KS1 make good progress in designing a simple program for a roamer and control these successfully.
- Evident progress is seen in word processing skills by KS2; pupils produce attractive sheets to convey information or their opinion as well as posters to advertise or warn. Their

productions are colourful and they use a variety of techniques including cutting and pasting. They develop a sound appreciation of how to organise a sheet in a striking fashion.

- Pupils in KS2 use the LOGO program very effectively to model patterns and shapes with the most able undertaking challenging work in this respect.
- Pupils in KS2 are afforded the valuable opportunity of administering the school library by means of information technology. They understand how to use the database that is linked to the system and how to use the correct processes needed when loaning or returning books. This is very good practice which enables pupils to take responsibility for their learning.
- Older pupils of the school prepare interesting Power Point presentations to convey a historical understanding of the Second World War. Presentations are detailed and some are enhanced by simple animations and sound effects.
- Pupils in KS2 are competent in the process of collecting and inputting information to form databases; in this respect their questioning skills also develop well.

Shortcomings

- There are no significant shortcomings.

History

Standards are very good in both key stages.

Good features

- Pupils in KS1 have a very good appreciation of the concepts of long ago and today and recognise that objects, such as toys, change over periods of time.
- Pupils in KS1 have a sound knowledge of various aspects of the Victorian Age. They name and describe artefacts related to wash day and ways of life from today and yesterday very well.
- Pupils across the school understand chronology well and make effective use of time lines and the time tree in the foyer.
- Pupils in both key stages use appropriate terms as they discuss characters and events studied.
- Pupils in KS2 have a very good appreciation of local history. They know about the contribution of Sir Henry Jones to education in Wales. They have very good information about the importance of famous Welsh people of the past, such as the Esgob William Morgan and St. David.
- Pupils in KS2 correctly recall, in an organised fashion, the work studied about the Celts

and the Tudors. They prepare a lively presentation by means of Power Point to reflect their knowledge of the Second World War. They empathise effectively with people who were living under the difficult conditions of the war.

- Pupils in Y3 and Y4 have a sound knowledge of homes through the ages. They discuss the materials used to build over the years and effectively compare historical architectural styles with those of today.
- Pupils in Y5 and Y6 have very good knowledge of the different aspects of the Romans. They use a range of sources to research information and their understanding of living conditions in that period is evident as they discuss relevant artefacts.
- Across the school, pupils' understanding of historical concepts is strengthened by visits to relevant places such as Plas Mawr in Conwy and Celtica. Their grasp of history is further deepened when visitors with specialist knowledge come to the school to discuss their own experiences, many of which pupils recall well.

Shortcomings

- There are no significant shortcomings.

Geography

Standards are very good in KS1 and KS2.

Good features

- Pupils in KS1 recognise features of the weather and confidently discuss how climate influences the lives of animals and plants.
- Pupils in KS1 have simple mapping skills as they record their walk across the village. They discuss the features of the locality well and show a good knowledge of names and streets. They use simple keys effectively.
- Pupils in KS1 are familiar with the living conditions in Botswana as a land of economic development. They compare the living conditions of the people in that country with those in Wales very effectively.
- Pupils in KS1 have a good knowledge of Wales. They locate towns on the map correctly and know that Cardiff is the capital. They have a good knowledge of the local seaside town of Rhyl and compare this with their own village.
- Pupils in KS1 understand simple geographical terms well and use these appropriately as they discuss their work, for instance, the physical features of the land.
- Pupils in KS2 discuss locations on a map and compare references effectively. Their knowledge of the points of the compass is very good as is their understanding of a key. They make effective use of aerial photographs to locate specific areas on a map.

- Pupils in KS2 have a very good knowledge of the area and locality. In in Y3 and Y4, they compare the locality of Llangernyw with Conwy in a detail and in Y5 and Y6, they compare and contrast their locality with the town of Llandudno.
- Pupils in KS2 discuss the relationship of Chembakoli in the South of India with Wales especially well. They identify the processes that produce economic development in the country and they compare elements, such as the climate in Wales, very effectively through graphs.
- Pupils in KS2 know the names of the continents and a large number of countries and capitals of the world and locate these correctly on maps. Their knowledge of the physical and human geography of Wales is very good.
- Pupils in KS2 have a good appreciation of the manner in which man influences the environment; they have positive attitudes and direct experience of sustainable development on a local basis.
- Across the school pupils collect, record and interpret geographical information in a variety of forms very well as they investigate geographically. In KS2 they make consistent and good use of ICT to support their learning.

Shortcomings

- There are no significant shortcomings.

Art

Standards are very good in both key stages.

Good features

- Pupils in KS1 understand the purpose of mixing colours very well and they often experiment to deepen their knowledge. They mix to create new colours and also to produce different shades of the same colour.
- There is striking collage work in the KS1 class; pupils work with a good range of materials and succeed in creating three dimensional effects in their finished display.
- Computerised artwork undertaken in KS1 is at least good and sometimes very good.
- Pupils in KS2 research artistic concepts in detail, including tone, line, texture and shadow. Their knowledge of such concepts is very good and they discuss the manner in which they have used these in their own work and as they emulate the work of the masters.
- During the inspection pupils in Y3 and Y4 are working on a picture of the bedroom by Van Gogh, completing parts omitted from the original; they blend colours in a capable manner and take into account the size and perspective of the objects drawn.
- Pupils in Y5 and Y6 develop a good appreciation of perspective in their work.

- Pupils across the school contribute regularly to large-scale projects often in co-operation with a local artist. The quality of the finished products in these projects is very good and the work is displayed in a striking manner across the school. Pupils use the exhibition of their own work to deepen their understanding of their locality and of the techniques of the artist who helped them.

Shortcomings

- There are no significant shortcomings.

Music

Standards are good in KS1 and very good in KS2.

Good features

- The quality of singing is at least good. Pupils enunciate clearly and sing in a rhythmic fashion and the large majority keep to a correct pitch successfully. They breathe carefully to add good interpretation to the words.
- In KS2 singing is very good. Pupils keep to the correct pitch very securely in all their work. At the upper end of the school they undertake challenging two-part singing and also sing penillion to a very high standard.
- In KS1 pupils choose and sort different sounds to be used as an accompaniment to a story or songs. In their composing work, they develop simple graphic scores to record their ideas and explain these with understanding, following them carefully as they perform. Their control over the different instruments is generally good.
- Pupils in KS1 use the computer to deepen their understanding of pitch by composing simple melodies of high and low notes. Their rhythm work also develops well by relating rhythms to words, phrases or names familiar to them and they generally succeed in keeping a steady beat well.
- Pupils in KS2 listen critically to music and discuss this in detail according to the elements used within it. They discuss a number of features including pitch, pace, dynamic, structure and texture with confidence and understanding.
- Pupils across the school benefit from listening to a broad range of music including examples from the Western classical tradition, folk, pop, jazz music, Welsh music and examples from other traditions. This especially promotes their stylistic understanding which is at least good and sometimes very good.

Shortcomings

- There are no significant shortcomings.

Physical education

During the inspection, one dance lesson in KS1, a gymnastics lesson in KS2 and a sports lesson in KS2 was seen. Standards are judged to be good in both key stages.

Good features

- Pupils across the school have a good understanding of the beneficial affects of physical education on their health and are aware of safety issues in their work.
- The skills of pupils in KS2 develop well as they take part in a range of sports and club activities prepared after school, such as Dragon Sports in rugby, football, netball and swimming. The school sports teams are successful in competitive games against other schools.
- As they dance, pupils in KS1 move with energy and show a good appreciation of the different parts of the body. They use different levels well and co-operate well with a partner. They plan, perform and evaluate their work effectively.
- In gymnastics, pupils in KS2 create interesting shapes with their bodies, and use these within sequences of movement. They manage their bodies well and evaluate the work so that they improve their performance.
- In games in KS2, boys' and girls' football skills are effective as they pass, move with the ball and tackle. They use space effectively as they co-operate well.

Shortcomings

- There are no significant shortcomings.

Religious education

Standards are very good in both key stages.

Good features

- Pupils in KS1 have very good knowledge of the Bible as a holy book. They know a number of Bible stories and recall these well.
- Pupils' knowledge in KS2 of the stories of the Old and New Testament are very good and they explain their relevance to daily life effectively. They question and respond to religious matters in a mature fashion.
- By visiting places of worship pupils in both key stages are familiar with the main features of the architecture of chapels and churches and the use made of them. Pupils in Y1 and Y2 know much about the different forms of baptism.
- By means of purposeful activities and through the life of the work of the school, pupils in both key stages have a very good appreciation of what it means to belong to a Christian

community.

- Pupils in both key stages understand the significance of prayer and write their own simple and effective examples.
- Pupils across the school have a sound appreciation of the responsibility of man towards the environment and they appreciate their role in their locality.
- Pupils in KS2 have a very good understanding of principles such as friendship, care for others and sharing; they discuss these very effectively in circle times.
- Pupils in KS1 have a very good knowledge of the contribution of the notable religious characters of Wales such as Mari Jones. In KS2 they know about worldwide humanitarian efforts such as those of Dr Barnado and Marie Curie, and understand the influence of Christianity on the individual.
- Pupils have very good knowledge of some of the main features of Judaism and they compare Judaism with Christianity very effectively. They make very good use of resources and relevant artefacts to deepen their knowledge in this area.
- The Locally Agreed syllabus is implemented well throughout the school.

Shortcomings

- There are no significant shortcomings.

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

The school was last inspected in the spring term 1998 where four key issues were identified. Progress is at least good and often very good.

To maintain the good standards achieved in subjects and to target excellence across the school.

- Progress is very good. The school has responded especially well to the challenge of maintaining standards and has been successful in its aim of targeting excellence; standards of achievement in a large number of subjects are very good

To continue with provision for monitoring that has been established and to extend this to all areas of the curriculum.

- Progress is good. Since the arrival of the new head and teaching team an appropriate monitoring system has been agreed in accordance to a specified timetable. Work completed so far is of a good quality, but the new systems have not yet had sufficient time to influence standards. The evident contribution of the governors has also been an important tool in this respect.

To build on the satisfactory standards in mathematics in Y1 to Y4 and English oracy in KS2 and in music across the school.

- Progress is good. Standards in all noted subjects have been raised substantially and are now at least good and are very good in music in KS2.

To improve features of the assessment schedule

- The assessment structure is now very good.

8.2 Key Issues for Action

The school needs to:

- continue to respond to the challenge of maintaining high standards of achievement and targeting excellence across the curriculum;
- give attention to issues of provision related to periods of collective worship;
- give further attention to staff development including extended INSET, a fairer delegation of responsibilities, and monitoring opportunities for every curriculum leader;
- adopt a policy on disability issues and ensure that the annual report of the GB meets statutory requirements in all respects.

Key issues 1 and 3 are already identified in the current SDP.

Inspectors wish to thank the GB, head, staff, parents and pupils of Ysgol Gynradd Bro Cernyw for their cooperation and help during and after the inspection.

APPENDIX

A. Basic Information About the School

Name of School	Ysgol Bro Cernyw
School type	Primary
Age -range of pupils	3 – 11 years
Address of school	Llangernyw Abergele Conwy
Post-Code	LL22 8PP
Telephone Number	01745 860238

Headteacher	Mrs Gwenda Pringle
Date of appointment	September 2003
Chair of Governors	Mrs Non Davies
Registered Inspector	Mr Meurig Thomas
Dates of inspection	1 – 3 March 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	4.5	12	11	13	9	18	16	12	95.5

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	5	0	5

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	18:1
Pupil : adult (fte) ratio in nursery classes	9:1
Pupil : adult (fte) ratio in special classes	
Average class size, excluding nursery and special classes	23
Teacher (fte) : class ratio	1:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Term 1	95.5	96.75	96	96.08
Term 2	92	95.65	95.54	94.39
Term 3	93.64	95.12	93.4	94.05

Number of pupils excluded during 12 months prior to inspection.	0
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C. Results of National Curriculum Assessments and Public Examinations

END OF KEY STAGE 1: 2003

National Curriculum Assessment KS 1 Results: 2003	Number of pupils in Y2:8
As the number of pupils eligible for assessment at the end of Key Stage 1 was greater than four but fewer than 10, overall performance indicators only are included	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school:	63%	In Wales:	79%

END OF KEY STAGE 2: 2003

National Curriculum Assessment KS 2 Results: 2003							Number of pupils in Y6:12						
Percentage of pupils at each level													
			D	A	N	B	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0	0	0	0	0	0	16	34	50	0
		National	0	0	0	0	0	1	6	16	45	31	0
	Test/Task	School	0	0	0	0	0	0	0	16	34	50	0
		National	0	2	1	1	0	0	5	12	38	40	0
Welsh	Teacher assessment	School	0	0	0	0	0	0	8	0	42	50	0
		National	1	0	0	0	1	1	4	18	51	25	0
	Test/Task	School	0	0	0	0	0	0	8	0	42	50	0
		National	1	1	0	2	0	0	3	15	50	28	0
Mathematics	Teacher assessment	School	0	0	0	0	0	0	0	16	34	50	0
		National	0	0	0	0	0	0	4	19	46	30	0
	Test/Task	School	0	0	0	0	0	0	0	16	42	42	0
		National	0	2	1	0	0	0	4	18	42	33	0
Science	Teacher assessment	School	0	0	0	0	0	0	0	0	58	42	0
		National	0	0	0	0	0	0	2	13	49	35	0
	Test/Task	School	0	0	0	0	0	0	0	0	75	25	0
		National	0	2	0	0	0	0	1	9	48	39	0

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school:	83%	In the school:	83%
In Wales:	70%	In Wales:	71%

D	Pupils who are excepted under statutory arrangements from part or all of the National Curriculum
A	Pupils who have failed to register a level because of absence
N	Pupils who have failed to register a level for reasons other than absence
B	Pupils not entered for tests because they are working outside the levels of the tests.
W	Pupils who are working towards level 1, but have not yet achieved the standards needed for level 1
n	tests do not cover these levels.
n/a	not applicable.

D. The Evidence Base of the Inspection

- The inspection took place over three days by three inspectors. Professional inspectors were in school for five days and the lay inspector for one day. 31 sessions or part sessions were observed.
- All teachers were visited and work in all subjects of the NC and religious education inspected.
- Regular discussions were held with pupils to ascertain their knowledge of curriculum areas and their attitude to learning.
- Pupils work across the age and ability range was examined systematically and the school provided the inspection team with a comprehensive record of pupils' work and other school activities.
- Discussion also took place with the head and staff, including non teaching staff, to establish their specific responsibilities and profession perspectives.
- School documentation was examined and a detailed discussion took place with the head concerning financial matters.
- The views of parents and governors were received and analysed.

E. Composition and Responsibilities of the Inspection Team

NAME	ASPECTS	SUBJECTS
Mr Meurig Thomas	1.The school and its priorities 2.Main Findings 3.1Standards achieved in subjects and areas of learning 3.2 Standards achieved in key skills across the curriculum 5.3 Curriculum 6.1 Quality of self-evaluation and planning for improvement 6.1 Quality of self-evaluation and planning for improvement 8.1 Progress since the last inspection 8.2 Key issues for action	Mathematics Science Design and Technology Information Technology Music Art
Mr Gwilym Morris	4.2 Behaviour and attitudes 4.3 Attendance 5.4Support, guidance and pupils welfare 5.6 Partnership with parents and community, schools and other institutions 5.7 Partnership with industry	
Mrs Zohrah Evans	4.1 Pupils' spiritual, moral, social and cultural development 5.1 Teaching 5.2 Assessment, recording and reporting 5.5 Provision for pupils with SEN 6.3 Staffing, accommodation and learning resources	Early Years Welsh English History Geography Physical Education Religious Education