

**INSPECTION UNDER SECTION 10
INSPECTION OF SCHOOLS ACT 1996**

**Ysgol Bro Famau
Eryrys Road
Llanarmon-yn-Ial
Sir Ddinbych
CH7 5TB**

School number : 663 / 2167

Date of the Inspection : 24 – 26 June, 2002

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Date : 27 August, 2002
under ESTYN contract number – T/222/01P**

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CURRICULUM AND KEY STAGES NOMENCLATURE

A new nomenclature to describe pupils' progress through the school was introduced in 1989. It is intended that this system of numbering year groups from the start of compulsory education until the age of 18 should facilitate communication amongst schools, governing bodies, parents and LEAs and emphasise the importance of progression.

The term "Reception" (R) refers to the year group of pupils in a primary school (not a nursery class) whose fifth birthday will occur during the academic year. "Year 1" (Y1) is used for the year group of pupils whose sixth birthday will occur during the academic year and so on until Y13 - the year group whose 18th birthday will occur during the academic year:

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

Key stage (KS) 1 of the National Curriculum includes Y1 and Y2; KS2 includes Y3 to Y6; KS3 includes Y7 to Y9 and KS4 includes Y10 and Y11 (the last year of compulsory education).

GRADE DESCRIPTIONS

The following five point scale is used to represent the main opinions in the report as follows:

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

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1. CONTEXT

The school and its priorities

Ysgol Bro Famau is a 'cluster' of three units located on three separate sites at Llanarmon-yn-Iâl, Graianrhyd and Llanferres under the jurisdiction of one head. The units function as three separate entities for most of the week but at particular times pupils come together on one site to establish larger peer groups. Teachers also move between sites as the school endeavours to make the most efficient use of their specialist expertise.

At the time of the inspection, the school had 98 pupils on roll including eight nursery children (full-time equivalent). The area is described by the school as a mix between relatively prosperous areas and areas which are neither prosperous nor economically disadvantaged. Approximately 10% of the pupils are entitled to receive free school meals. A total of 18 pupils are on stages 1–4 of the present Code of Practice and two pupils have statements of special educational needs (SEN). All pupils come from homes where English is spoken.

The school development plan (SDP) for the year 2001-2002 identifies the following main priorities:

- to further develop links with the secondary school by arranging for secondary teachers to teach the 'core' subjects for a period at the school;
- to produce a scheme of work for the development of personal and social education (PSE)
- to develop the Graianrhyd unit as a centre for the education of children under five.

2. MAIN FINDINGS

The main findings of the report

The school provides a broad, varied and appropriately balanced curriculum across all three units. The staff have established a caring ethos within the school and demonstrate constant concern and care for the pupils. The pupils respond with interest and enthusiasm, they are happy in school and willing to turn to the teachers for advice and guidance.

The standards achieved by children under five are as follows:

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

- In key stage 1 (KS1) and KS2, standards of achievement in the national curriculum (NC) subjects and religious education are as follows:

Subject	KS1	KS2
English	Satisfactory	Good
Mathematics	Good	Good
Science	Good	Good
Welsh Second Language	Satisfactory	Satisfactory
Design and Technology	Good	Good
Information Technology	Good	Good
History	Good	Good
Geography	Satisfactory	Good
Art	Good	Good
Music	Satisfactory	Satisfactory
Physical Education	Satisfactory	Satisfactory
Religious Education	Good	Good

- Standards of achievement in the key skills across the curriculum are good. Pupils listen well, contribute appropriately to discussions and write to meet a range of different purposes. Able pupils write effectively and with a good measure of accuracy. Reading standards reflect the pupils' age and ability although able readers read beyond their chronological age. Numeracy standards are good throughout the school. Pupils measure accurately and make good use of data handling skills when producing charts and graphs. Information and communication technology [ICT] skills are used consistently across the curriculum. Pupils use equipment and software skilfully. They also make good use of CD ROMs and the Internet and are beginning to use the interactive whiteboard.
- The quality of the teaching was satisfactory in 20%, good in 60% and very good in 18% of the lessons observed. The teaching was unsatisfactory in only 2% of the lessons. Classroom organisation is generally good and teachers use a range of appropriate teaching techniques and strategies to enhance the pupils' learning. Invariably, good working relationships have been established with the pupils. However, the tasks set do not always meet the needs of pupils of different abilities.
- Pupils' spiritual, moral, social and cultural development is good and reflects the positive and caring ethos of the school. Pupils co-operate well and older pupils support younger pupils. The school promotes high moral standards. Good links are established with the community.
- The quality of self-evaluation and planning for improvement is unsatisfactory. The school has yet to establish a self-evaluation culture which ensures that members of staff and governors actively contribute to the evaluation of standards and to the monitoring of the quality of class teaching. At present, the monitoring role of the head and curriculum leaders is underdeveloped. The quality of the School Development Plan (SDP) is satisfactory. It includes a broad overview of the current school situation and identifies some areas in need of development. However, it does not sufficiently recognise the school's main priorities and the need for planning for future development.
- The quality of leadership and efficiency is satisfactory. The head is well supported by the staff in promoting good standards in a number of areas. The governors are supportive of the school and perform their responsibilities efficiently. Staff with management responsibilities contribute well to the development and smooth running of the school. The school manages its available resources carefully and well. Good use is made of staff expertise in delivering the curriculum across the three units. There are no significant shortcomings in the school's financial management. The school provides value for money.

- The school makes good provision for pupils with SEN. All are fully integrated into the life of the class and the school. They have access to the same broad and balanced curriculum as the other pupils. Pupils with SEN achieve good standards.
- The curriculum provided is broad, varied and generally stimulating. The curriculum for the under-fives ensures that the desirable outcomes for children's learning are successfully promoted. The school provides a wide range of extra-curricular activities which include residential visits, Urdd activities and games against other schools.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards achieved in subjects and areas of learning

- Standards were satisfactory or better in 98% of the lessons observed, including 61% where standards were good and 4% where they were very good. Standards were unsatisfactory in only 2% of lessons.
- The standards achieved by the under fives are good in personal and social development, mathematical development and physical development. Standards are satisfactory in language, literacy and communication skills, creative development and knowledge and understanding of the world.
- In KS1, standards are good in mathematics, science, design and technology, information technology, history, art and religious education. Standards are satisfactory in English, Welsh Second Language, geography, music and physical education.
- In KS2, there are good standards in English, mathematics, science, design and technology, information technology, history, geography, art and religious education. Satisfactory standards are achieved in Welsh Second Language, music and physical education.
- Pupils with SEN achieve good standards. In general the ablest pupils and pupils of average ability also produce work of a good standard. Less able pupils achieve satisfactory standards.
- In 2002, in KS1, the percentage of pupils achieving level 2, which is typical for a seven year old, is significantly higher than the national norm in English and science and is slightly lower in mathematics. This figure is lower because the percentage of pupils achieving level 4 in maths is appreciably higher than the national average. The percentage of pupils achieving level 3 in English and science are approximately a third below the national figures. The percentage of pupils achieving the Core Subject Indicator (CSI), namely attaining level 2 in English, mathematics and science in combination, is 20% higher than the national norm. All the above figures refer to teacher assessment only.
- In 2002, in KS2, the percentage of pupils achieving level 4, which is typical for an 11 year old, is significantly lower than the national norm in English by teacher assessment and slightly higher by test. In mathematics, the percentage achieving level 4 corresponds to the national norm in teacher assessment, but is slightly higher by test assessment. In science, the school's figures are higher than the national percentages in both assessments. The percentages of pupils achieving level 5 are slightly lower than the national figures in all three subjects. The percentage of pupils achieving the CSI, namely attaining level 4 in English, mathematics and science, is significantly lower than the national figures according to teacher assessment but roughly equivalent by test.

- The comparative performance of boys and girls varies between subjects; there is no apparent gap in achievement or attainment.
- The quality of the pupils' handwriting is good as is their presentation of work.

3.2 Standards in key skills

- Listening standards are good throughout the school. Pupils of all ages and abilities listen well to stories, to instructions and to one another during whole class discussions and group activities.
- Pupils' oral skills are good. They answer questions readily and often make spontaneous and relevant contributions during lessons. They speak clearly and audibly in a range of different contexts as they explain, describe, compare and express opinions.
- Reading standards reflect pupils' age and ability, although abler readers read beyond their chronological age. In general, pupils read texts which are appropriate to their competence as they seek information from books and electronic sources. At times, there is a tendency to copy verbatim from sources rather than convey information in their own words. Pupils of average ability and above read aloud fluently and with appropriate expression; lower ability pupils read mechanically. Standards are generally good.
- Pupils write in a variety of forms and to meet a range of different purposes. Able pupils structure their writing effectively and write extensively and with a good measure of accuracy. Although pupils of average ability and below write less extensively and have a less secure grasp of the writing conventions, their work shows progress as they move through the school.
- Throughout the school, pupils' standards in numeracy across the curriculum are good. They measure accurately when carrying out scientific investigations, solving design technology problems and when recording distances during physical education activities. Good use is made of data handling skills when producing charts and graphs, particularly in science.
- All pupils make good use of ICT to produce original writing and to gather and present information. Pupils' word processing skills and use of digital camera images enhance their written work. They use equipment and software skilfully in a wide range of contexts. Their basic skills develop systematically throughout the school. Pupils handle information effectively to produce graphs and tables in subjects such as mathematics, science and physical education. In both key stages, pupils have started to use the interactive whiteboard with ease and confidence in mathematics, language and science lessons. Pupils make good use of CD-ROMs and the Internet. Older pupils combine their skills to produce a very good record of their history work combining several skills such as word processing, scanning documents, retrieving work and adding an audio commentary.

4. ETHOS OF THE SCHOOL

4.1 Pupils' spiritual, moral, social and cultural development

Pupils' spiritual, moral, social and cultural development is good and reflects the positive and

caring ethos of the school. The school meets its statutory obligations in providing religious education and a daily act of worship.

- The clear principles and values expressed through the school's aims are seen in all aspects of school life. The curriculum and day to day life of the school provide pupils with regular opportunities to gain knowledge and insight into values and beliefs.
- The pupils are given opportunities to reflect and consider related issues in subjects such as religious education and history. However, pupils are not always given the opportunity for reflection and to consider the significance of messages presented within a devotional atmosphere during collective worship.
- The school promotes high moral standards. The pupils are aware of the need to show respect for others. Charities benefit from the pupils' own and parents' generosity.
- Pupils' social development is good and is characterised by mutual respect. Pupils' co-operate well in work and play and the older pupils successfully support the younger children. They are courteous and polite at all times with the adults at the school providing very good role models.
- Pupils take part in a number of extra-curricular activities, including football sessions after school and on Saturdays. Links with the community are good and pupils attend the Explorer Club which is a Sunday school meeting held after school at one site and open to all pupils.
- Pupils' awareness and knowledge of their cultural heritage, across a range of subjects and activities as part of the Cwricwlwm Cymreig, is good. Visits by local artists, including a parent, and involvement in the Urdd Eisteddfod, have a significant effect on their awareness of Welsh culture.
- Pupils are developing an increasing appreciation of others' cultural traditions and beliefs and have benefited from a visit by Buddhist monks and a parent who is a Buddhist.

4.2 Behaviour and attitudes

Pupils' behaviour is very good. Pupils have positive attitudes towards learning.

- Pupils are respectful and courteous towards each other, their teachers, other staff and visitors to the school. They are considerate listeners.
- The school's procedures for controlling pupils' behaviour are current and practical. Teachers employ skills acquired on an assertive discipline course.
- Pupils were consulted when the school rules were drawn up. Consequently, they understand and respect them. They respond positively to the school's reward system.
- Clear strategies have been established to identify and respond to any cases of bullying. No instances of bullying, racism or other kinds of negative discrimination were observed during the inspection.
- Pupils are interested in their work. They respond to the teachers' instructions and are ready to co-operate.

- The parents support the school's procedures. They have responded positively to the home-school contract.

4.3 Attendance

Across the three terms prior to the inspection, the average pupil attendance was 95.4%, which is good.

- The pupils are eager to attend school and enjoy the experience.
- Parents are familiar with the school's expectations and the vast majority of them send prompt explanations for absences.
- The legal requirements for recording and presenting reports on attendance are fulfilled.
- The school has a policy and sound procedures to maintain and improve attendance levels. Unauthorised absences are low.
- Punctuality at the beginning of the day is good. Effective use is made of the time allocated for teaching.

5. QUALITY OF EDUCATION

5.1 Quality of teaching

The quality of the teaching was satisfactory or better in 98% of the lessons observed, including 60% where it was good and 18% where it was very good. Teaching was unsatisfactory in only 2% of the lessons.

- In general, teachers have a good knowledge and understanding of the subjects and areas they teach and of the demands of the NC and religious education.
- Although the teachers' short term planning is often sketchy and inconsistent, they have a clear notion of the objectives of individual lessons and organise content and activities effectively.
- Classroom organisation is generally good and teachers use a range of appropriate teaching techniques and strategies to enhance the pupils' learning.
- On the whole, teacher presentations, explanations and questioning are effective. Open ended questions often encourage pupils to think more deeply and to extend their responses.
- Without exception, teachers have established a good working relationship with the pupils. For their part, pupils are relaxed and at ease and willing to contribute spontaneously to discussions in the knowledge that their efforts will be respected.
- Teachers generally make good reference to previous learning so that pupils have a good understanding of the context and relevance of any new learning.
- Where lessons are good or very good, the pace of the activities is maintained and pupils produce an appropriate amount of work in the time available. Teachers generally provide

appropriate activities and experiences and encourage the pupils to develop their investigative skills, to work independently and to evaluate their work. The more able pupils are not always extended by the tasks undertaken.

- Where lessons are satisfactory, there is a tendency for teachers to do too much for the pupils. Too often, short answers are accepted and opportunities to extend pupils are missed. At times, following the initial presentation, the pace of activities drops and pupils produce too little work. At times, the tasks allocated do not meet the needs of pupils of varying abilities.

5.2 Assessment, recording and reporting

The quality of assessment, recording and reporting is satisfactory.

- Assessment information is collated in Pupil Progress Folders which include samples of work levelled against NC descriptions, assessments of progress in the core subjects and some foundation subjects, personal and social development comments and results of formal testing – reading ages and recent NFER Mathematics Test.
- Insufficient use is made of assessment information to assist curriculum planning to support the setting and reviewing of pupil targets and to ensure that teaching and learning caters for the specific needs of individual pupils.
- The assessment of the work of children under-five is satisfactory. Staff use the prepared Local Education Authority (LEA) booklets to record the educational progress of the children. Baseline assessment is undertaken appropriately.
- The assessment and recording procedures for pupils with SEN fully meet the requirements of the Code of Practice.
- Pupils' work is regularly marked, often in their presence. In some classes, teachers comment on the pupils' understanding of the skill introduced during the lesson. The quality of the marking of pupils' work is variable but is generally satisfactory.
- An open evening is arranged twice a year to enable parents to discuss their children's progress. Parents would appreciate this arrangement being extended to pupils' in the Nursery class. The regular information provided by the school is acknowledged and appreciated by the parents.
- The quality of the annual reports to parents is good across both key stages. Appropriate comments are made on pupils' achievements, attitudes and effort. Insufficient reference is made to specific weaknesses and to the setting of targets for future improvement in pupils' work. Parents do not respond to the reports in writing, but they are invited to school to discuss their child's report and general progress.

5.3 Curriculum

The school provides a broad, varied and generally stimulating curriculum which meets the requirements of the NC and religious education.

- The curriculum for the under-fives provides a balance of activities across the six areas of learning and ensures that the desirable outcomes for children's learning are successfully promoted.
- In KS1 and KS2, all the subjects of the NC and religious education are appropriately presented. In KS1, a topic approach is adopted which deals with subject knowledge in an integrated manner which helps pupils' understanding. In KS2, a more subject orientated curriculum is provided but every effort is made to establish links and to identify overlaps between areas of learning. Over a period, all subject areas receive an appropriate allocation of time.
- Schemes of work and medium term plans have been provided in all core subjects and in the vast majority of foundation subjects. On the whole they are detailed and comprehensive and provide good support for teachers. Schemes of work in one or two subjects are in course of preparation.
- The school does not have a document which plans for the development of the key skills across the curriculum. Nevertheless, in almost all subjects the teachers are aware of the need to provide for the key skills and do so successfully.
- Although the school has not prepared documentation which outlines the arrangements for the pupils' personal and social education, the teachers are well aware of this need and make appropriate provision during lessons, the daily act of worship, as well as in the life of the school in general. The main recommendations of the non-statutory framework provided by ACCAC are met.
- Homework is provided on a regular basis in most classes and can vary from reading, to learning from spelling lists, to completing mathematical and language exercises or to seeking information from the Internet and other sources related to topic work. Where the homework is a valid extension of work done in class, it contributes effectively to the pupils' education. At times, the homework duplicates exercises which pupils have already mastered; when this happens it loses much of its value.
- The curriculum is enhanced by a wide range of extra-curricular activities which include residential visits, Urdd activities and games against other schools. A number of pupils learn to play musical instruments under the guidance of visiting peripatetic teachers. Educational visits, which relate to the work undertaken in class, further enrich the pupils' educational experiences. Parents and visitors to the school also contribute to the pupils' curriculum.
- As the school is located across three separate units, arrangements are made for staff and pupils to move from one unit to another. This is done in a considered manner and makes appropriate use of teacher expertise as well as bringing pupils together during peer group sessions. Although some time is lost to travel, the advantages which accrue to the pupils, namely specialist teaching and the stimulus provided by being part of a larger peer group, outweigh the disadvantages. From the limited evidence provided during the inspection, the pupils gain from the arrangement and respond well. The recent acquisition of a minibus for the joint use of the school and the community will further facilitate these arrangements.
- The curriculum provided for pupils with SEN is appropriate. All pupils have equal opportunities within the curriculum and equal access to the experiences provided. Also, all pupils across all three units enjoy a comparable range of curricular experiences.

- The Cwricwlwm Cymreig (Welsh dimension) is well catered for, particularly in subjects such as history, geography, music, art and religious education. Incidental Welsh is used consistently, effectively and progressively throughout the school.

5.4 Support, guidance and pupils' welfare

The quality of support, guidance and the attention given to pupils' welfare is good.

- Teachers and support staff demonstrate constant concern and care for the pupils. Pupils are happy in the school environment and are sufficiently confident to turn to their teachers for support.
- The staff know the pupils well and have established a caring and positive ethos within the school where all pupils feel appreciated and safe. Parents appreciate the care provided by the after-school club.
- Older pupils support the younger pupils and display appropriate care and attention for each other.
- Opportunities are provided for pupils to take on responsibilities consistent with their age and maturity.
- All members of staff are not fully aware of statutory child protection procedures.
- The school is currently reviewing its provision of qualified first aiders at each site and will take steps to address any shortcomings. Pupils receive immediate attention to minor accidents and the school informs parents of any head injuries.
- The school has a well established and effective routine for ensuring the safety of pupils when boarding and alighting from school buses both during and at the end of the school day.
- Aspects of sex education and the dangers of drug abuse are included in the main school curriculum and are discussed as part of the pupils' personal and social development.

5.5 Provision for pupils with special educational needs (SEN)

The school makes good provision for pupils with SEN. A total of 18 pupils are on stages 1-4 of the present Code of Practice and two pupils have statements of SEN.

- A register of pupils with SEN is kept in accordance with the statutory requirements. The SEN policy is being reviewed in the light of the new Code of Practice procedures.
- All SEN pupils are fully integrated into the life of the class and the school. They have access to the same broad and balanced curriculum as the other pupils.

- In mainstream classes, the work is differentiated where appropriate, and where these pupils are withdrawn for specialist support, the tasks are well suited to their learning requirements.
- The needs of individual pupils are identified and individual educational plans (IEPs) are produced to ensure progressive learning. Class teachers, the SEN co-ordinator (SENCO), the SEN peripatetic teacher and the Learning Support Assistant meet each term to review progress and to set new targets in the IEPs.
- The head works closely with staff and parents to support the SENCO who has a good overview of the provision. Team meetings are held twice a year with LEA staff. There is good liaison with the local secondary school.
- Pupils have a positive attitude to learning and a good sense of fair play.
- The designated governor for SEN has a good awareness of the school's procedures.

5.6 Partnership with parents and community, schools and other institutions

The school's partnerships with parents and community, schools and other institutions are good.

- Parents are very supportive of the school's aims and of the education and values that it promotes. A good number of parents, and others from the community, volunteer to give practical help to the school according to their specialisms and skills.
- The school operates an open door policy and parents are regularly invited to events involving pupils. There are appropriate arrangements for parents to discuss the progress of their children.
- The Parents, Teachers and Friends Association organises fund raising activities which provide generous donations towards school funds. Last year they contributed about £3,300.
- The school prospectus provides useful information for parents. However, some statutory requirements, such as progress on meeting sporting aims, details of equal opportunities policies and the steps taken to make the school sites secure, are not included.
- The governors' annual report to parents provides a good account of the school's achievements over the year. Both the full and summary versions meet the statutory requirements.
- The school has established a sensitive balance between integrating the three school communities and fostering the characteristics peculiar to each one.
- The school makes good use of local resources. Relevant visits are arranged to sites and institutions within the area and beyond. During the inspection week, the school took delivery of a new minibus provided by The Foundation for Sport and the Arts. Its use will be shared between the school and the community.

- The partnership with the voluntary nursery units feeding the school is good. The school is part of a cluster of local primary schools, which has recently received a Welsh Assembly grant to foster co-operation.
- There are good pastoral and curricular links with the receiving secondary school. Secondary pupils make good use of the school for work experience which benefits both parties.
- An effective link has been established with the various services of the local unitary authority (UA).

5.7 Partnership with industry

The school's partnership with industry is satisfactory.

- From time to time, visits are arranged to local businesses and industries that are relevant to the school's thematic work. These visits help pupils to appreciate the role that industry and commerce plays in everyday life.
- Senior pupils make decisions about running the school shop and consider factors which influence the fluctuation of their business. They also discuss the viability of various fund raising projects for the school's Christmas Fair.
- The school receives valuable support from local industry and commerce.
- The school's strategy for developing its partnership with industry has not been formalised into a written policy.
- The school has not taken advantage of Education and Learning Wales [ELWa] schemes to foster its partnership with industry.

6. MANAGEMENT

6.1 Quality of self-evaluation and planning for improvement

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

- Members of staff have some awareness of the quality of provision and standards of pupils' achievement. However, present arrangements are informal; no specific procedures have been established for identifying the school's strengths and weaknesses.
- The school has yet to establish a self-evaluation culture which will ensure that members of staff and governors actively contribute to the evaluation of standards and to the monitoring of the quality of class teaching.
- The monitoring role of the head and curriculum leaders is underdeveloped. Although some curriculum post holders have recently begun to evaluate aspects of subject provision across the school, there is no planned programme for systematic monitoring.
- An analysis of the school's NC task and test results compared with county and national performance, is provided by the LEA, but is not systematically analysed in order to set appropriate targets for pupils.

- The analysis of NC test scripts is not undertaken in order to build upon the strengths and identify the weaknesses in the core subject provision.
- Whole school targets have been set for Y6 pupils for a four year period. They are suitable targets reflecting the ability and potential of the pupils in the cohort. No individual pupil targets have been set.
- The quality of the SDP is satisfactory. It includes a broad overview of the current school situation and identifies some areas in need of development. It does not sufficiently recognise the school's main priorities and the need for planning for future development.

6.2 Leadership and efficiency

The quality of leadership and efficiency is satisfactory. The head, staff and governors promote a positive ethos within a friendly and orderly learning environment.

- The head, who has a .6 teaching commitment is well supported by the staff in promoting good standards in a number of areas. However, the school has no specific strategies to monitor the curriculum and to share good practice.
- The school has a clear statement of aims and values with a commitment to equal opportunity for all. These aims are revisited annually and discussed by staff and governors.
- The governors are supportive of the school and perform their statutory responsibilities efficiently. Staff with management responsibilities contribute effectively the development and smooth running of the school. All staff have appropriate job descriptions.
- Curriculum co-ordinators effectively undertake their duties in providing good quality long and medium term planning documentation. In-service educational training [INSET] corresponds well to curriculum priorities and has a positive effect on the quality of medium term planning throughout the school.
- The school manages its available resources carefully and well. Good use is made of staff expertise and resources in delivering the curriculum across the three units.
- There are no significant shortcomings in the school's financial management. However, the SDP, which is updated annually, does not predict long term expenditure. The school provides value for money.
- Formal communication across the school is in place, however, the scattered nature of the buildings constrains informal discussion between staff.
- The school's administrative procedures and day to day practices are effective.

6.3 Staffing, accommodation and learning resources

The school makes good use of all the resources available.

- The level of staffing is good and the teachers are appropriately qualified for the age ranges they teach. Teachers attend a good range of INSET courses and there is some cascading of experiences for the benefit of colleagues.

- Curricular responsibilities are appropriately shared between members of staff. Good use is made of the expertise and interests of individual teachers.
- Ancillary and auxiliary staff contribute well to the smooth running of the school.
- The accommodation is generally sufficient for the number of pupils on roll. It is used effectively at all three sites. However, the provision for under five pupils at the Llanferres Unit restricts the range of experiences available to them, and limits the opportunities for the integration of nursery and reception pupils. There is a shortage of storage space at the Llanarmon Unit.
- Recently, a fenced external play area for under fives has been provided at the Llanarmon Unit. A similar area has been available at the Llanferres Unit for some time. An interesting garden area has been developed at each of the three sites.
- During the inspection period, a number of health and safety issues and other deficiencies were observed. At the Llanferres Unit, there are many gaps in the boundary fence between the school field and the cemetery, and in some places broken pieces of the old fence project from the ground. At Graianrhyd, the roof of the wooden storage shed is in a poor condition and the projecting bits of chain link wire on the disused gate could cause serious injury to a child. At the Llanarmon Unit, the double gate cannot be properly secured as the sliding bar is out of alignment. The gate from the road into the school field is not locked, and the fence surrounding the field is not in good condition.
- The school has a good supply of resources for teaching all the NC subjects. Pupils' use of the resources has a positive influence on standards. The school has a good supply of ICT equipment, which is used regularly and effectively across the curriculum.

7. SUBJECTS AND AREAS OF LEARNING

7.1 Standards achieved by pupils

Provision for the under-fives

The educational provision for children under five is appropriate and promotes the desirable outcomes for the children's learning. The children make good progress and achieve good standards in personal and social, mathematical and physical development. Standards are satisfactory in language, literacy and communication skills, creative development and knowledge and understanding of the world.

Good features

- The children's language, literacy and communication skills are developing satisfactorily. The majority of the children listen attentively to adults and to each other and enjoy listening to stories.
- The nursery children recognise their names and are beginning to connect sound to symbol. The reception children write their names and some pupils read and write single words and simple sentences unaided.
- The children's personal and social development is good. They show increasing confidence in forming relationships with other children and adults and benefit from integration with older pupils and from sessions in the other school units. A good majority of children concentrate for lengthening periods when involved in appropriate tasks. They are aware that all living things should be treated with care, respect and concern.
- The children's mathematical development is good. The nursery pupils use appropriate mathematical vocabulary when discussing number, shape and size and count and recognise numbers up to ten. Reception children count objects well beyond twenty and confidently identify and name numbers up to ten. During role play sessions, they are beginning to understand the mathematics of money.
- The children's knowledge and understanding of the world is developing satisfactorily. They talk about their homes and where they live and are beginning to understand the differences between the countryside and the town. They have a basic understanding of the seasons and their features and benefit from a stimulating outside environment. Some children are able to name minibeasts correctly in role play areas and when observing live creatures in class displays.

- The children's physical development is good. They move confidently and with increasing control and co-ordination. They respond well to instructions during organised sessions where they display good skills when throwing and catching balls. They benefit from the provision of fenced-in areas where they can push, pull and pedal using large play equipment. They handle small items, such as crayons, scissors and pencils, with appropriate dexterity.
- The children's creative development is satisfactory. They handle materials and tools appropriately to produce drawings, paintings and constructions related to class themes. They learn a variety of songs and rhymes and are given the opportunity to accompany music and to follow graphic scores with untuned instruments.

Shortcomings

- The language, literacy and communication skills of the children, particularly oracy skills, are not developed sufficiently through stimulating experiences and activities such as big books and story sacks.
- Due to the constraints of accommodation, opportunities for developing the children's investigative skills are not consistent across the three units.
- Opportunities for developing the children's creative skills in dance and imaginative drama are limited, particularly for the nursery children.

English

Standards are satisfactory in KS1 and good in KS2.

Good features

- Pupils throughout the school listen well and respond appropriately to the teachers' questions and to one another when working in pairs and groups.
- In KS1, pupils speak fluently and confidently in a range of situations; they offer relevant spontaneous comments during class discussion. They speak clearly and a good majority have a wide vocabulary.
- KS2 pupils, particularly in Y5 and Y6, make significant oral contributions to class discussions. They ask pertinent questions, describe events and express opinions. The ablest pupils are adept at justifying their opinions and responding to the views of others. At best, they are able to sustain class discussions by providing extended oral contributions.
- Reading standards are generally good throughout the school with some very good individual readers in KS2. Most pupils of average and above average ability in KS1 read to a good standard. They read appropriate books fluently and expressively. Less able pupils, and pupils with SEN, read syllabically and more slowly but are able to sound out words; they persevere well and make progress.

- A good number of KS2 pupils read extensively from books and from electronic sources for pleasure and information. The ablest enjoy reading at home and have a wide range of personal books. Most boys prefer factual books which they read out of interest or as preparation for school project work; a few girls like poetry books. They have their favourite authors and are able to discuss the plot and the characters presented. They read aloud with confidence and expression. Less able pupils read more deliberately but use their phonic skills to decipher unfamiliar words. They have a positive attitude towards their reading.
- In KS1, and particularly in Y2, pupils write news and stories. A few compose short paragraphs and occasionally more extended pieces of writing. These pupils have a good understanding of punctuation and spelling conventions.
- The majority of KS2 pupils, particularly in Y5 and Y6, write across a range of language forms and to meet a variety of purposes across the curriculum. Standards are generally good with a group of able pupils achieving very good standards. The best work is engaging in content and contains a rich and varied vocabulary. Pupils convey ideas and emotions and use language consciously to produce specific effects. They have a good grasp of paragraphing and spell and punctuate accurately. Pupils of average and below ability produce written work at the appropriate level and often the content is interesting. Pupils with SEN write news and stories within their range of language and often with a good measure of accuracy.
- The standard of pupils' handwriting and the general quality of the presentation of work is good.

Shortcomings

- A significant minority of KS1 pupils read syllabically and without expression and tend to guess at unfamiliar words.
- The writing of many KS1 pupils is short and contains frequent spelling and punctuation errors. Pupils do not produce enough free writing. These shortcomings also feature in the work of some Y3 and Y4 pupils.
- The written work of pupils throughout the school contains too much emphasis on decontextualised mechanical exercises which are often at an inappropriate level to meet the needs of individual pupils.

Mathematics

Standards are good in both KS1 and KS2.

Good features

- In KS1, pupils show a good grasp of basic number processes. They are familiar with small numbers and understand place value.
- Pupils count forwards and backwards up to 100. They count on in steps of different sizes and are confident in applying the pattern according to their age and ability.

- They readily double and halve numbers and identify simple patterns in number sequences and calculations. They explain their methods of calculation and record their work clearly.
- The pupils recognise the value of coins, make small purchases and calculate amount and change. They identify and name a range of two dimensional and three dimensional shapes and understand symmetry and fractions. Pupils discuss the basic properties of regular shapes.
- Pupils cope well with investigative mathematics, both as individuals and in groups, and use practical apparatus appropriately.
- In KS2, pupils deal competently with mental and written exercises involving number, measurement and shape. They record their work clearly and tidily. Their understanding of place value is sound and by the end of the key stage pupils confidently deal with large numbers.
- During mental activities pupils respond quickly and accurately using number fans and generators to display their answers.
- Throughout the key stage, pupils show an increasing awareness of fractions, decimals and percentages and older pupils apply this understanding when dealing with problems of probability and chance.
- They explain their thinking, check results and amend where appropriate. When investigating and problem solving, they adopt a systematic approach.
- They produce and interpret charts and graphs, use co-ordinates and measure angles in degrees.
- Pupils use ICT effectively to develop concepts, to collect data and to record their findings. They use computer programs which run on the Smartboard to further develop their understanding of angles.

Shortcomings

- At KS1, the more able pupils do not produce enough challenging work.
- Some KS2 pupils are unable to respond quickly and accurately during differentiated mental mathematics sessions.

Science

Standards are good in both key stages.

Good features

- Pupils in both key stages possess a good knowledge and understanding of current and previous work and display sound conceptual understanding.

- In KS1, pupils have a substantial range of scientific knowledge and know the difference between living and non-living things. They have a secure understanding of changes which take place during the life cycle of a butterfly.
- They have a good understanding of the characteristics of the minibeasts' favoured habitats in the local environment, and use simple conventions to describe their findings and to present their work.
- They ask intelligent questions and are eager to discuss their findings during their investigations.
- In KS2, pupils demonstrate a good knowledge and understanding of vocabulary associated with a range of scientific enquiry. They have a good knowledge of the human skeleton and can name internal organs and their functions correctly.
- They make careful observations and measurements and record them appropriately when investigating the effect of exercise and rest on pulse rate.
- Pupils understand the importance of fair testing and use the results of their investigations to draw conclusions. When investigations produce unexpected data, they confidently give reasons and offer explanations
- Pupils in both key stages use a range of methods to obtain, select and present information, including effective use of ICT.

Shortcomings

There are no significant shortcomings.

Welsh Second Language

Standards are satisfactory in both key stages.

Good features

- In KS1, pupils have a good understanding of a range of vocabulary and sentence patterns. A good majority answer questions, describe the weather and use the appropriate greetings. They use a number of prepositions correctly when responding to visual stimuli, often with the prompting of the teacher.
- Pupils read the words, phrases and sentences which they use orally and record them on worksheets.
- KS2 pupils use a wider range of vocabulary and sentence patterns and have a more secure grasp of the language items they have learned. They begin to extend their oral responses by adding adjectives and adverbs.
- By Y5 and Y6, pupils ask and answer questions and begin to sustain short oral dialogues. They respond enthusiastically during Welsh lessons and to the use of incidental Welsh throughout the day.

- Pupils read the language items introduced to them accurately and with appropriate intonation. They also read simple picture book texts with satisfactory understanding.
- Throughout the key stage, pupils record the language they have learned orally by completing exercises on worksheets associated with the scheme they are following. They also write short story sequences and short paragraphs describing themselves. Standards are generally satisfactory with some individuals producing work to a good standard.

Shortcomings

- Throughout the school, pupils have an insecure grasp of basic sentence patterns and their responses are often slow, hesitant and at times inaccurate. Some pupils have difficulty in pronouncing Welsh words correctly.
- Pupils' written work is largely limited to individual sentences and short paragraphs. They do not produce enough extended writing.

Design and technology

Standards are good in both key stages.

Good features

- Pupils' ability to apply knowledge, skills and understanding related to design and technology is progressing well across the key stages.
- In KS1, pupils are aware of the design and making process. They plan their designs well on paper or by using suitable ICT software and produce models related to current topics.
- They work with a variety of materials and their measuring, cutting, folding and gluing skills are developing well. They produce greeting cards of good quality in conjunction with a visit from a local craftworker.
- They accurately direct a programmable toy and have a good understanding of the controls.
- In KS2, pupils make effective use of planning sheets to outline their initial ideas. They select appropriate materials, equipment, tools and techniques for the task in hand and apply cross-curricular skills, including accurate measuring, to make products of good quality.
- They evaluate their design ideas effectively as they develop and confidently discuss improvements with others in the class. They are willing to adapt their products if the first attempt fails.
- They apply appropriate finishes to their products, select from a wide range of materials and demonstrate improving sewing techniques when producing bags and purses.
- Pupils in both key stages make effective use of ICT in the design process and apply cross-curricular skills related to mathematics, science and art when producing their artefacts.
- Pupils throughout the school are aware of the safety measures required when working with various tools and materials.

Shortcomings

- There are insufficient opportunities for pupils to develop skills in devising and building moving models that use power from different sources.

Information technology

Standards are good in KS1 and KS2.

Good features

- In KS1, pupils develop their keyboard skills effectively and use the mouse confidently.
- They have a good understanding of storing, retrieving and displaying data when recording information gathered by class questioning.
- They use a paint program to design and reproduce pictures to enhance their work and when making, for example, Easter cards.
- Pupils use the interactive whiteboard to create further designs.
- When using “Roamer”, pupils’ understanding of control and the importance of accuracy when giving information and instructions to a machine is good.
- Pupils successfully create their own music tunes by programming “Roamer” to play their compositions and then recording their work on audio tape to play back the compositions to older pupils at school.
- The pupils are beginning to use digital camera images and a scanner to support their work in other areas of the curriculum.
- In KS2, word processing skills continue to develop well. Pupils change font size and style, save and edit their work and print in different colours and formats. They enhance their written work with pictures, photographs and drawings they have copied and then inserted into the text.
- They show a good level of competence when using spreadsheets to store and display data.
- Pupils’ understanding of logo work is developed further as they confidently input data to control the turtle.
- They are able to store their work completed on the Smartboard on disc, feed the information into a paint programme and add labels and arrows before printing their final copy.
- Pupils work as a group when using the “Slideshow” facility on the computer to collectively produce a record of their work following research, scanning, editing and then adding commentary.
- They make effective use of CD-ROMs and the Internet to gain access to appropriate programs for research in other subjects.

- In KS1 and KS2, pupils' skills have been enhanced by their visits to the Technology Centre at Middle Lane. They confidently explain the use of heat, light and sound sensors and methods of recording and displaying the information.

Shortcomings

- Pupils do not communicate by electronic mail.
- Pupils do not share their work with others through accessing the school's website.

History

Standards are good in KS1 and KS2.

Good features

- By studying old and new toys and placing them on a time line, pupils develop a good understanding of the concept of change over time. Their understanding is further enhanced by questioning parents and grandparents.
- Pupils have studied a Victorian school and visited a replica of a Victorian classroom in Llangollen. They are well able to describe the main features of a Victorian classroom, contrast them with their experience of school today and express opinions.
- By studying old photographs and other artefacts, pupils draw distinctions between now and the past and are beginning to understand the different ways in which the past is represented.
- In KS2, pupils have a good knowledge of the historical periods they have studied, such as Early Man, the Celts and the Romans. Visits to Legacy and Chester have further enriched their knowledge and have given them an insight into the living conditions of people at different periods in the past.
- The story of a pit girl in the South Wales Valleys has made pupils aware of the lifestyle and hardship experienced by children and their families during the Industrial Revolution. They sympathise with the plight of these children and express their emotions through empathetic writing. They are aware of the contribution of people such as Lord Shaftesbury.
- In Y5 and Y6, pupils are beginning to analyse data, such as the 1891 Census returns for local villages, and to study other relevant documentary evidence as they build a picture of life in their area, and in other parts of Wales, in the late nineteenth century.
- Pupils have a good knowledge of chronology and locate events accurately on a time line. They have a rudimentary understanding of 'cause and effect'. Able pupils distinguish between primary and secondary sources of evidence.
- Pupils have a good knowledge of local history and of the history of Wales.
- They make effective use of ICT to support their learning.

Shortcomings

- The ability of a significant minority of pupils to interpret historical evidence is limited.

- Pupils' written work relies too heavily on copying verbatim from various sources.

Geography

Standards are satisfactory in KS1 and good in KS2.

Good features

- In KS1, pupils have a satisfactory knowledge of the physical landscape of their locality. They describe the nature and location of houses and other buildings and draw a simple plan of their playing field.
- They name and describe different kinds of shops and the goods they sell. By tracing the origins of food and goods, pupils begin to show an awareness of places beyond their own locality.
- Pupils recognise the seasons and their characteristics and describe, in general terms, the weather patterns associated with each season.
- They are aware of the Country Code and of the need to keep the countryside free of litter.
- In KS2, pupils extend their knowledge base and progressively develop their geographical skills. They describe their journey to school and trace the journey on a large scale OS map of the area. They use co-ordinates effectively to locate features on a map.
- Pupils in Y3 and Y4 have analysed the use made of land in their local area for farming, leisure, forestry, building and industry and are beginning to understand the need to keep a balance between various demands.
- They have studied the water cycle and understand the meaning of terms such as source, tributary, meander and waterfall. This work is further extended in Y5 and Y6 as pupils discuss the uses of rivers and their importance to people. A significant number of pupils have a good understanding of the issues involved.
- Pupils have analysed how they travel to school, recorded the results of a traffic survey in graph form and analysed the findings in their own words to a good standard.
- In their study of St. Lucia as an economically developing country, pupils have acquired a good understanding of differences and similarities with Wales in terms of climate, landscape, vegetation and people's living conditions. They use their mapping skills to locate St. Lucia on a map of the world.
- Pupils have studied Llandudno as a contrasting area in Wales and have gathered much information from a range of print and electronic sources on aspects such as physical features, population, weather, attractions and amenities. Able pupils have some understanding of economic issues such as profit, loss, employment and unemployment.
- In general, particularly in Y5 and Y6, pupils are beginning to learn independently and make good use of ICT, OS maps, photographs, atlases and other resources to support their learning.

Shortcomings

- Pupils resort too frequently to copying work verbatim rather than expressing their knowledge and opinions in their own words.

Art

Standards are good in both key stages.

Good features

- Pupils in both key stages paint with increasing control and experiment with a variety of techniques and materials. They produce watercolour paintings of high quality in response to a visit from a local artist.
- In KS1, pupils explore a good range of media when drawing, painting, modelling and printing including charcoal, pastels, paint, clay and crayons and pay attention to both form and texture.
- Pupils benefit from the study of the work of famous artists and respond practically and imaginatively to the methods and ideas of others. They produce effective two dimensional work based on *The Snail* by Matisse. They demonstrate increasing skills when producing good three dimensional models related to class topics.
- In KS2, pupils evaluate their own performance using appropriate vocabulary . They concentrate on improving skills, such as creating a range of colours, when producing a design in the style of Laura Ashley.
- Pupils make good use of opportunities to experiment with line, tone , colour and shape. They investigate painting techniques using different brushes and achieve various textures, such as stipple effect.
- They make effective observational drawings using the local environment as a stimulus. They sketch and experiment before committing themselves to a final product. This results in a range of work of high quality including woven wall hangings based on work on *Our Square Mile*.
- Pupils in both key stages make effective use of ICT to access reference materials, computer drawing and painting programmes.
- Pupils in both key stages develop an appreciation of art through the attractive displays of their own work and that of other artists, including local Welsh artists, that are evident throughout the school.

Shortcomings

- Pupils skills when working with clay and producing three-dimensional models are under developed.

Music

On the evidence of a part of a lesson observed at KS1, two lessons observed at KS2 and supporting evidence, standards are satisfactory in both key stages.

Good features

- In KS1, pupils have access to a range of percussion instruments and use these instruments to accompany singing sessions and during composing activities.
- Most pupils sing in tune and learn an acceptable range of songs in both Welsh and English.
- They listen to recorded music and share their feelings with others when responding through movement and language.
- Pupils use ICT to record their compositions for others to enjoy.
- They respond to a conductor and follow musical directions. They also follow cards and graphic scores.

- In KS2, pupils further develop their control and style, when playing tuned and untuned percussion instruments to produce rhythmic accompaniment to songs.
- Group compositions, based on an ostinato pattern, reflect careful planning. Pupils are keen to improve their performance and readily offer suggestions to other players in the group.
- Many KS2 pupils sing in tune and are enthusiastic during their performances.
- Pupils listen to a range of music, including works by Welsh composers, and respond appropriately. They focus on musical elements and record their responses both in illustrations and in written form.
- KS2 pupils display increasing confidence when playing the recorder and some extend these skills to other woodwind instruments. They have further opportunities to perform to others during school assemblies.

Shortcomings

- Some pupils, in both key stages, lack control and enthusiasm when singing unaccompanied and to commercial tapes. They sing out of tune or in the wrong pitch.
- Pupils' ability to reflect on a range of musical stimuli, either individually or in groups, is underdeveloped.
- A lack of space limits the ability of some KS1 pupils to combine musical expression with movement.

Physical education

A games lesson at KS1, a dance lesson at KS2 and an athletics and tennis session at KS2 were

observed. Further photographic evidence of physical experiences was considered.

Standards are satisfactory in both key stages.

Good features

- In both key stages, pupils show satisfactory body control when performing warm-up activities.
- In KS1, pupils develop their throwing and catching skills using a variety of apparatus. This is extended in KS2 by introducing and improving javelin skills.
- Pupils practise these skills, and others such as skipping, football and tennis, during their playtimes.
- During the athletics and tennis sessions, pupils set individual targets for improving their skills, and persevere to achieve them.
- Pupils work well with partners in both key stages.
- In KS2, pupils co-operate well together during team activities and occasionally evaluate each other's performance.
- The ability of pupils to follow instructions during the dance lesson is satisfactory; the majority respond well to the tempo and rhythm of the music.
- Photographic evidence of previous work in gymnastics indicates that KS2 pupils use a range of apparatus in various settings.

Shortcomings

- Some pupils do not pay specific attention to the quality of their movement and shape.
- Pupils do not evaluate each other's performances often enough.
- Photographic evidence of gymnastics work indicates that some pupils do not pay sufficient attention to posture and control.

Religious education

Standards are good in KS1 and KS2 . The county SACRE syllabus is well presented.

Good features

- In both key stages , pupils develop a secure knowledge and understanding of the beliefs and practices of Christianity and other major faiths, as required by the locally agreed syllabus.
- In class lessons and assemblies , pupils listen to stories from the Bible and to a range of other stories which foster caring attitudes and good moral values.
- Pupils make effective use of visits to local places of worship and are able to talk about various parts of the buildings and their artefacts in an informed manner.

- They are developing an awareness of how and why believers of various faiths worship, meditate and celebrate their faith. Pupils have gained a greater understanding of these aspects through visits by Buddhist monks and a parent who is a Buddhist.
- In KS1, pupils become aware of places of specific interest through listening to and discussing stories such as the story of Saint Melangell. They respond well to questions about human relationships and responsibilities for the natural world.
- In KS2, pupils are gaining a greater understanding of worship and the significance of religious celebrations and rites. They are able to describe the main features of religious ceremonies which are common to all religions, such as birth, marriage, coming of age and death.
- They confidently discuss religious and moral issues with increasing awareness.
- All pupils show good awareness of the importance of belonging to a family and a community and of the responsibilities towards those less fortunate than themselves.

Shortcomings

- Pupils' understanding of the spiritual dimension is less developed than other aspects.

8. SCHOOL IMPROVEMENT

8.1 Progress since the last inspection

The report produced following the last inspection held in April 1997 identified the following key issues for action:

- develop the application of information technology (IT) across the curriculum;
 - improve the quality of teaching and learning in two classes in KS1;
 - ensure assessment is used to inform planning for future learning;
 - improve the quality of whole school curriculum planning to promote continuity, progression and differentiation;
 - consider the time implication of peer group arrangements;
 - develop the monitoring role of the head and curriculum co-ordinators.
- The school has responded positively to the first two issues. The application of IT across the curriculum is now good as is the quality of teaching and learning in almost 75% of the lessons observed in KS1.
 - The quality of the long and medium term planning of the curriculum is now good but short term planning is sketchy and inconsistent.
 - Although assessment information is obtained from a variety of sources it is still not used efficiently enough as a basis for the planing of future learning so as to differentiate the provision according to pupils' individual needs.
 - The school has considered the time implication of its peer group provision. At present, the arrangements work reasonably well, considering the amount of pupil movement involved. The benefits of the present provision outweigh its disadvantages. The acquisition of a new minibus for school and community use will further facilitate the arrangements.

- The school has begun to develop procedures for monitoring its curricular provision and the standards achieved by the pupils. The head and subject co-ordinators recently spent half a day examining resources and a cross-section of pupils' books. Some, but not all the reports emanating from this exercise, have been presented and certain issues identified for further attention.

8.2 Key issues for action

The school needs to:

- maintain the standards that are already good and raise standards that are satisfactory by attending to the shortcomings identified in the report;
- improve the quality of the short term planning by making more effective use of the assessment information accumulated in order to meet the specific needs of individual pupils;
- further develop the evaluative role of the head and curriculum co-ordinators by visiting lessons, identifying strengths and weaknesses in its teaching and learning and in the standards achieved by pupils, and indicating aspects to be improved.

APPENDIX

School Data

A. Basic information about the school

Name of School	Ysgol Bro Famau
School Type	LEA maintained
Age-range of pupils	3 – 11 years
Address of school	Ffordd Eryrys Llanarmon-yn-Ial
Post code	CH7 5TB
Phone number	01824 780 722

Headteacher	Mr Gwyn M. Davies
Date of appointment	April 1995
Chair of governors	Mr Allan Seago
Registered Inspector	Mr Gareth Davies Jones
Date of inspection	24-26 June, 2002

B. School data and indicators

<i>Number of pupils in each year group</i>
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Year Group	N(fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	8	14	13	15	11	11	11	15	98

<i>Number of teachers</i>			
	Full time	Part time	Full time equivalent
Number of teachers	4	6	7.6

<i>Staffing information</i>	
Pupil:teacher ratio, excluding nursery and special classes	13 :1
	8:1
Average class size, excluding nursery and special classes	11.25
Teacher:class ratio	0.8 :1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	Reception	KS1	KS2	Whole school
Term 1	90%	95.8%	96.9%	95.5%
Term 2	94.3%	91.7%	94.5%	93.5%
Term 3	97%	94.6%	96.7%	96.1%

Number of pupils excluded during 12 months prior to inspection	0
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C. Results of the National Curriculum Assessments and the public examinations

Results of the National Curriculum Assessments KS1: 2002						Number of pupils in Y2 : 15		
Percentage of pupils at each level								
			D	W	1	2	3	4
ENGLISH	Teacher Assessment	School	0	0	0	93.3	6.7	0
		National	0	4	14	64	18	0
EN: Reading	Teacher Assessment	School	0	0	0	53.3	46.7	0
		National	0	4	14	57	25	0
EN: Writing	Teacher Assessment	School	0	0	0	93.3	6.7	0
		National	0	5	14	70	11	0
EN: Speaking and listening	Teacher Assessment	School	0	0	0	80	20	0
		National	0	3	12	64	21	0
MATHEMATICS	Teacher Assessment	School	0	0	0	60	40	0
		National	0	2	10	65	23	0
SCIENCE	Teacher Assessment	School	0	0	0	93.3	6.7	0
		National	0	2	11	70	17	0

Percentage of pupils reaching at least level 2 in mathematics, science and English by Teacher Assessment			
In the school:	100	In Wales	81

* National figures refer to year 2001.

Results of the National Curriculum Assessments KS2: 2002		Number of pupils in Y6 : 15	
Percentage of pupils at each level			

			D	A	F	W	1	2	3	4	5	6
English	Teacher Assessment	School	0	0	0	0	0	13.3	33.3	33.3	20	0
		National	0	0	0	1	1	6	19	48	25	0
	Test/Task	School	0	0	0	0	0	13.3	6.7	53.3	26.7	0
		National	0	2	1	0	0	5	14	47	30	0
Mathematics	Teacher Assessment	School	0	0	0	0	0	13.3	20	46.7	20	0
		National	0	0	0	0	1	4	20	47	28	0
	Test/Task	School	0	0	0	0	0	13.3	13.3	53.3	20	0
		National	0	2	1	1	0	4	18	42	32	0
Science	Teacher Assessment	School	0	0	0	0	0	13.3	0	66.7	20	0
		National	1	0	0	0	0	3	15	52	29	0
	Test/Task	School	0	6.6	0	0	0	0	13.3	60	20	0
		National	0	2	0	1	0	2	13	51	31	0

Percentage of pupils reaching at least level 4 in mathematics, science and English			
according to Teacher Assessment		by Test	
In the school:	46.7	In the school:	66.7
In Wales:	68	In Wales	68

* National figures refer to year 2001.

- D Pupils who have been exempted from part or whole of the National Curriculum
A Pupils failing to record a level because of absence.
F Pupils failing to record a level for reasons other than absence.
W Pupils working towards level 1.

D The evidence base of the inspection

- A team of four inspectors inspected work in all classes. Between them they spent 11 full days at the school.
- Pre-inspection meetings were held with governors, staff and parents.
- A range of documentation produced by the school was examined, including examples of work by the pupils across the curriculum in the Early-Years and the two key stages.
- 45 lessons or parts of lessons were observed.
- Morning assemblies were attended.
- Pupils were heard reading in Welsh and English and were questioned about their knowledge and understanding of the curriculum.
- School registers were inspected.
- Discussions were held with the head and school staff relating to curricular and management matters.
- Minutes of governors' and staff meetings were examined as well as documents relating to the school's financial matters.
- Pupils were observed as they arrived and departed from school, and during breaks.
- 26 parents were present at the pre-inspection meeting and 68 parents' questionnaires were analysed.
- A post-inspection meeting was held with the staff and governing body.

E. Composition and responsibilities of the inspection team

Name	Role	Sections of the report	Subjects (section 7)
Gareth Davies Jones	Registered	1, 2, 3.1, 3.2, 5.1, 5.3, 8.1,	English, Welsh second

	Inspector	8.2, Appendix	language, History, Geography
Annette Evans	Team Inspector	4.1, 5.5, 6.2 Under Fives Provision	Science, Design and Technology, Art, Religious education
Dilwyn Price	Team Inspector	5.1, 5.2, 5.4	Mathematics, Information Technology, Music, Physical education
Griff Ch. Morris	Lay Inspector	4.2, 4.3, 5.6, 5.7, 6.3	

The inspectors wish to express their thanks to the school's governors, head, staff, pupils and parents for their willing co-operation during the inspection..