

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

**Ysgol Bro Cinmeirch
Llanrhaeadr Y.C.
Denbigh
Denbighshire
LL16 4NL**

School Number: 663/226

Date of Inspection: 17-19 October, 2005

**by
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16360**

Date: 19 December, 2005

Under Estyn contract: T/014/05P

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Ysgol Bro Cinmeirch was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Ysgol Bro Cinmeirch took place between 17 – 19 October, 2005. An independent team of inspectors, led by Mr Len Jones undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

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

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The national curriculum covers four key stages as follows:

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

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Context

Nature of provider

1. Ysgol Bro Cinmeirch is a Community Primary School, situated between the *Llan* (Church) and the village of Llanrhaeadr yng Nghinmeirch, about three miles from the town of Denbigh. It is maintained by the Denbighshire Local Education Authority [LEA]. The school serves the village and the local area. In addition, eighteen pupils come from a wider area, including the town of Denbigh and villages such as Llandyrnog and Trefnant. A substantial percentage of the pupils from outside the catchment area attend the school as their parents want their children to have a Welsh-medium education.
2. The school provides education for pupils between 3 and 11 years of age. Children are admitted into school at the start of the term following their third birthday. At present there are 57 pupils in school, nine of them nursery children who attend during the mornings only.
3. The school considers the area from which pupils come to be one that is fairly advantaged. Only 2% of the pupils are entitled to free school meals, which is a substantially lower percentage than the county and national averages. Nine pupils are on the Special Educational Needs [SEN] register, including one pupil with a statement of SEN.
4. About 50% of the pupils come from homes where Welsh is the main language spoken, but 90% of the pupils in school can speak Welsh to first language standard.
5. The school was last inspected in November, 1999. Since then, there has been a substantial increase in the number of pupils on the register.
6. The current head has been in post since January, 1996.

School priorities and targets

7. The school's priorities and targets for 2005-06 include:
 - Respond to monitoring and self-evaluation findings;
 - Implementing 'Managing Change' effectively;
 - Monitoring the budget;
 - Ensuring appropriate space: for pupils,
to store resources;
 - Implementation plan following the Inspection.

Summary

8. The findings of the inspection team correspond with the school's judgement in its self-evaluation report in three of the seven key questions. In the other four, the inspection team awarded the school a higher grade.

Table of the grades awarded

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

Standards

9. Standards of achievement in the lessons inspected are as follows:

Standards	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Achievement	0%	57%	36%	7%	0%

10. The standards of pupils in lessons are lower than the Welsh Assembly Government target, which is that 95% of lessons are satisfactory (Grade 3) or better, and that 75% are good (Grade 2) or better.
11. The general quality of the educational provision for children under five is appropriate for their needs, and children make good progress towards the Desirable Outcomes for Children's Learning.

Areas of Learning of Early Years

	Nursery	Reception
Language, literacy and communication	3	2
Personal and social development	3	3
Mathematical development	2	2
Knowledge and understanding of the world	2	1
Creative development	2	2
Physical development	3	3

12. At Key Stage 1 and Key Stage 2, in the subjects inspected, the standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
English	-	Grade 2
Welsh (1 st language)	Grade 3	Grade 3
Information Technology	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Religious Education	Grade 2	Grade 3

13. Pupils throughout the school succeed in attaining the learning targets set in lessons, and they show a good ability to develop ideas and increase their understanding.
14. Children under five achieve standards that are at least satisfactory and often good in their literacy skills in Welsh, while their numeracy skills and information and communication skills develop well.
15. Key stage 1 and 2 pupils make good progress in their key skills across the curriculum. Skills in speaking and listening, reading and writing are generally good, although better at Key Stage 2. Key Stage 2 pupils can handle tasks well through the medium of both languages. Numeracy skills and information and communication skills in both key stages also develop well.
16. At the end of Key Stage 1, in 2005, pupils' attainment was higher than the county and national average in the three core subjects assessed. In comparison with similar schools, in terms of the percentage of pupils entitled to free school meals, the performance of pupils over the last three years places them in the highest quartile.
17. At the end of Key Stage 2, in 2005, the attainment of pupils was higher than the county and national percentages in Welsh, English, mathematics and science. When comparing pupils' performance with that of pupils from similar schools, with regard to the percentages entitled to free school meals, the school was in the highest quartile in every subject in 2003 and in 2005, but lower than the median in three subjects in 2004.
18. Pupils have a satisfactory understanding of what they need to do to improve their work and, generally, they show satisfactory interest in their work, using their time effectively.
19. Pupils behave well; however there is a small number of individuals who disrupt lessons and activities.
20. Standards of attendance across school are satisfactory; over the last year the percentage of attendance was around 94%.

21. Pupils succeed well in working independently, when given opportunities to do so, and show, in their interaction with one other, that their personal, social and moral development is very good.
22. Through their experiences of linking with a school in Kenya, their awareness of equal opportunity issues is good.
23. The awareness of pupils throughout the school of the world of work is satisfactory.

Quality of education and training

24. The quality of teaching in the lessons observed is as follows:

Grade 1	Grade2	Grade 3	Grade 4	Grade 5
0%	57%	43%	0%	0%

25. The quality of teaching in lessons is better than the Welsh Assembly Government target for the whole of Wales, which is that 95% of lessons are satisfactory or better (Grade 3) but lower than the target of ensuring that 75% are good or better (Grade 2).
26. Amongst the prominent features in the good lessons are lively and stimulating teaching, clear instructions, interesting and worthwhile tasks and maintenance of a purposeful work environment.
27. Amongst the most apparent shortcomings in the satisfactory lessons are laxity of planning, insufficient guidelines for pupils and low expectations in the amount and quality of work to be achieved.
28. Teachers have a good relationship with pupils. They know them as individuals, and they consistently treat them equally. They show good care for their pupils. They also make good provision to support pupils with Special Educational Needs.
29. Teachers have a sound knowledge of the subjects and they use a variety of strategies to present their lessons.
30. Although lesson plans are effective, there is no consistency in the detail and effectiveness of the subject schemes. Some of them have not been related adequately to the school's circumstances.
31. Assessment systems and the practices used to record progress in pupils' development, and in reporting to parents, are good.
32. By providing a good range of educational activities, within and outside the class, the school ensures that pupils have access to a broad and balanced curriculum.

33. Learning experiences promote the spiritual, moral, social and cultural development of pupils well.
34. The school's partnership with the majority of parents is good; however, there is a small percentage of parents who are unhappy with the quality of the relationship.
35. The provision for promoting the interest and knowledge of pupils of the world of work is satisfactory.
36. The experiences provided to develop the awareness of pupils of environmental issues and of sustainability are very good. So too is the provision for promoting pupils' understanding of global citizenship.

Leadership and management

37. The head leads the school in a conscientious, diligent way; the daily management and administration of the school is effective.
38. The head and governing body set annual targets for achievement in the core subjects, and monitor pupils' performances in them.
39. The governing body is very supportive of the school and the governors fulfil their statutory duties effectively. To date, they have not developed their monitoring role sufficiently or their awareness of the self-evaluation processes and findings.
40. An effective self-evaluation policy has been implemented over the past few years, mainly curricular monitoring by teachers. Purposeful reports have been produced to summarise the situation in different subjects. The practice of seeking the opinion of parents, governing body and pupils is good.
41. Although it is a well-organised document, the current School Development Plan does not show enough of a relationship between the findings of the self-evaluation process and the development priorities identified.
42. There is a sufficient number of teachers and ancillary staff for the pupils, and they are all qualified. They gain further qualifications by attending in-service training sessions.
43. There is a good supply of resources for each curricular area and pupils have easy access to them.
44. The building and surrounding land are in a good condition and are kept clean. However, there is serious lack of space for the Key Stage 2 class, when there are four year age groups there together.

45. Generally, the governing body has a good awareness of the budgetary situation, and they manage the budget efficiently.
46. The school has made good progress in responding to the key issues identified in the 1999 inspection.

Recommendations

In order to develop the school further, the staff and governors need to:

- A1 raise standards in Welsh in both key stages and in religious education at KS2.
- A2 revise and update schemes of work so that they are consistent in their detail and relevant to this school.
- A3 ensure a more positive link between self-evaluation work and the priorities identified in the School Development Plan.
- A4 ensure sufficient space for Key Stage 2 pupils so that a broader range of learning strategies can be provided for them.
- A5 ensure that a more substantial cohort of parents show confidence in the managerial processes of the school.
- A6 further develop the role of the governing body as they monitor the curriculum and gain a fuller awareness of the findings of the self-evaluation process.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

Standards

Key question 1: How well to learners achieve?

Grade 2: Good features and no important shortcomings

47. The finding of the inspection team is different to the grade the school awarded in its self-evaluation, as it awarded itself a Grade 3.

48. Standards in lessons in the subjects inspected are as follows:

Standards	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Achievement	0%	57%	36%	7%	0%

49. The standards of pupils in lessons are lower than the Welsh Assembly Government target, which is that 95% of lessons are satisfactory (Grade 3) or better, and 75% are good (Grade 2) or better.

50. The general quality of the educational provision for children under five is appropriate for their needs, and children make good progress, on the whole, towards the Desirable Outcomes for Children's Learning.

	Nursery	Reception
Language, literacy and communication	3	2
Personal and social development	3	3
Mathematical development	2	2
Knowledge and understanding of the world	2	1
Creative development	2	2
Physical development	3	3

51. At Key Stage 1 and Key Stage 2, in the subjects inspected, standards are as follows:

Subject	Key Stage 1	Key Stage 2
English	-	Grade 2
Welsh (1 st language)	Grade 3	Grade 3
Information Technology	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Religious Education	Grade 2	Grade 3

52. Pupils throughout the school make good progress as they work towards learning targets in lessons and they succeed well in understanding new concepts and in mastering skills in lessons.

53. Children under five attain standards that are at least satisfactory, and often good, in literacy skills, whilst their numeracy skills and information and communication technology skills develop well.

54. Key Stage 1 and Key Stage 2 pupils make good progress in their key skills in subjects across the curriculum. The majority succeed in listening to adults and to each other in lessons, and they use their reading and writing skills well to reinforce their understanding in lessons. This is especially true of Key Stage 2 pupils. Their mathematical skills and their information and communication technology skills are also good.
55. Although English is not part of the curriculum for children under five and Key Stage 1 pupils, their grasp of Welsh is satisfactory.
56. The bilingual skills of Key Stage 1 and Key Stage 2 pupils are appropriate, and they display increasing ability throughout the school years to communicate in both languages.
57. Pupils in both key stages make good progress in their creative skills, when responding effectively to the challenge of certain tasks, such as creating purposeful pamphlets and role playing.
58. At the end of Key Stage 1, in 2005, the attainment of pupils was higher than the county average and the national average in the three core subjects assessed. In comparison with similar schools, in terms of the percentages of pupils entitled to free school meals, the performance of pupils over the last three years has placed them in the highest quartile.
59. At the end of Key Stage 2, in 2005, the attainment of pupils was higher than the county and national percentages in Welsh, English, mathematics and science. When comparing pupils' performance with pupils from similar schools in percentages entitled to free school meals, the school was in the highest quartile in every subject in 2003 and 2005, but lower than the median in three subjects in 2004.
60. There is no significant difference between the performances of boys and girls.
61. Pupils make satisfactory progress towards reaching their potential; a small number of Key Stage 1 and Y3/4 pupils do not quite understand how to improve their work in order to show the necessary progress.
62. The majority of pupils show enthusiasm and interest in their lessons, striving to work well in response to tasks. On the whole, they make good use of time. At times, however, Y3/4 pupils cannot listen effectively in lessons.
63. Standards of behaviour are generally good throughout the school, although a very small cohort of pupils disrupt lessons. Pupils show a good measure of respect towards fellow pupils and towards the adults around them.
64. Levels of attendance are satisfactory; the level of attendance over the last school year was around 94%. A small minority of pupils arrive late in school.

65. The majority of pupils can persevere well with their tasks, working independently on curricular aspects when given the opportunity.
66. Pupils have a good awareness of the community of which the school is part, and of issues such as conservation and sustainability.
67. Pupils make very good progress in their personal, moral and social development. They respond well to campaigns that collect money for charities. Key Stage 2 pupils benefit from purposeful opportunities to co-operate, to listen and contribute to discussions.
68. Pupils have a satisfactory awareness of the world of work. By means of a postman's visit, Key Stage 1 pupils understand how the postman does his work, while Key Stage 2 pupils discuss issues such as tourism by communicating through e-mail with one of the wardens of Snowdonia National Park.

Quality of education and training

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

Grade 2: Good features and no important shortcomings

69. The finding of the inspection team is different to the grade the school awarded in its self-evaluation, as it awarded itself a Grade 3.
70. In the lessons observed, it was judged that the quality of teaching was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	57%	43%	0%	0%

71. The quality of teaching in lessons is better than the Welsh Assembly Government target for the whole of Wales, which is that 95% of lessons are satisfactory or better (Grade 3) but lower than the target of 75% good or better (Grade 2).
72. Where teaching is good, the following are present:
- interesting tasks, a good pace in lessons and the teaching is lively – this was most prominent at KS2;
 - teaching methods that are varied effectively;
 - teachers asking searching questions, encouraging pupils to make their own decisions and to respond at some length;
 - teachers creating a purposeful work ethos, ensuring that pupils concentrate and that work is done at an appropriate pace;
 - use of good strategies to challenge pupils to ensure they achieve of their best;
 - clear instructions, challenging activities for pupils and relevant conclusions to reinforce learning;
 - fostering the bilingual ability of pupils skilfully, through careful endorsement and reinforcement, as well as encouragement and support that are targeted well.
73. Where teaching is satisfactory the following shortcomings are present:
- lessons that are not planned sufficiently, and the teaching does not take appropriate advantage of reinforcing the specific lesson aims and objectives
 - no clear teaching objectives are shared with pupils
 - the guidelines provided for pupils as they record their work are insufficiently clear
 - expectations of the amount and quality of work are not high enough
 - opportunities are missed to correct, improve and develop the oral and written language of pupils
 - the use of class assistants to promote pupils' learning is not sufficiently effective.
74. There is a good relationship between teachers and pupils, although a small number of individuals have difficulty following instructions and demand attention in classes.

75. Teachers have a sound knowledge of the subjects, and they use an appropriate range of teaching strategies and resources, which help to maintain pupils' interest and ensure equal opportunity for all.
76. The quality of whole-school schemes of work is inconsistent; some of the curricular schemes are not sufficiently detailed, relevant or current. The quality of the teachers' medium term planning is good. In the best examples, there are clear instructions, challenging activities for pupils and relevant conclusions to reinforce learning. At times in lessons, not enough positive guidance is given to assistants for them to ensure a positive effect on pupils' learning.
77. A range of teaching strategies is used and resources are used to create a meaningful work ethos. Homework is set regularly, it is marked conscientiously and it promotes the process of raising standards.
78. All members of staff treat every pupil equally and no negative attitudes were seen with regard to age, ethnicity, sex or disability.
79. On the whole, teachers fulfil the linguistic needs of pupils through careful endorsement and reinforcement, and through encouragement and support. Appropriate emphasis is placed on studying the heritage and culture of Wales.
80. Teachers give attention to differentiation within classes and they have a good knowledge of the character and abilities of different pupils. Appropriate targets are set and attention is given to IEPs (Individual Educational Plans) of children with SEN and these are regularly reviewed.
81. The achievements of pupils are recorded and assessed systematically in the core and foundation subjects. This process includes using results from a range of national tests and some that have been standardised. This information is used to identify pupils who need additional support and to promote higher standards. The school has started to create portfolios to show the levels achieved by pupils in different subjects. Pupils' work is marked conscientiously and, in the best practice, it includes comments that explain how pupils can improve their work.
82. Comprehensive records are kept of baseline assessments and performance in national tests and other tasks and standard assessments.
83. Pupils understand the purpose of assessment, but individuals do not have specific targets for them to improve in different subjects.
84. The quality of annual reports for parents is good and they conform fully to the statutory requirements. They provide a summary of pupils' achievements, suggesting how they could make further progress. Parents have an opportunity to record their response to the reports.

Key question 3: How well do the learning experiences fulfil the needs and interests of learners and the wider community?

Grade 2: Good features and no important shortcomings

85. The findings of the inspection team agree with the school's grade in its self-evaluation report
86. The school responds well to the learning needs of pupils and provides equal access to a broad and balanced curriculum. The recent expansion of the information technology provision has contributed to the higher standards of pupils in this subject.
87. Although they vary in detail, all the schemes of work include an element of planning for key skills. There is a good provision to ensure that all pupils gain the necessary basic and key skills.
88. Pupils benefit from taking part in a wide range of extra-curricular activities and educational visits. This provision enhances the school experiences and personal development of pupils.
89. Learning experiences promote spiritual, moral, social and cultural development well, and give attention to Personal and Social Education (PSE) issues. As a result, pupils have a clear sense of ownership and responsibility towards the school and its environment. Collective worship contributes well to pupils' understanding of moral issues and helps them to respect truth and justice. Pupils visit the local church and the Vicar holds services in the school occasionally.
90. The partnership with the majority of parents is good. However, a small minority of them, in the questionnaires and the pre-inspection meeting, express concern about the quality of the partnership. The Prospectus for Parents fulfils the statutory requirements. There are good links with primary schools in the catchment area and with the secondary school. This is a community school and there is therefore a close link with various members and organisations of the community.
91. Visits are arranged to interesting places, and pupils have opportunities to work with visitors who specialise in different areas. Consequently, the school ensures that appropriate attention is given to every subject in the National Curriculum.
92. The school has some links to promote work-related education, but curricular work that promotes enterprise skills is limited.
93. The attention given to sustainable development is an exceptional feature. The school recycles, studies water supplies and visits windmills. The regular link the school has with a school in Kenya is valuable and also contributes to the pupils' understanding of world-wide citizenship.

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

Grade 2: Good features and no important shortcomings

94. The findings of the inspection team do not correspond to the Grade 3 awarded by the school in its self-evaluation report.
95. There is good care, guidance and support for learners in this school.
96. The school works closely in partnership with parents and carers. The school distributes questionnaires to pupils, governors and parents and arranges evenings for parents to see their children's work and discuss their development. However, a small number of parents express dissatisfaction with the quality of collaboration, and the attention given to their viewpoints and concerns.
97. There are successful systems to help new pupils settle in quickly. The school has a Home/School Agreement and procedures are followed appropriately. There are effective systems for transferring to the secondary school, which ensures that appropriate attention is given to the welfare issues of pupils.
98. Good attention is given to Personal and Social Education and the School Council meets regularly. This provides pupils with opportunities to express opinions and influence some of the decisions that are relevant to them. The sex education and relationships policy is comprehensive. Effective use is made of external agencies, such as educational psychologists.
99. Registration periods are administered appropriately and they correspond to the requirements of Circular 3/99 of the Welsh Assembly Government. Attendance and punctuality are monitored carefully. Procedures for behaviour, discipline and anti-bullying are also good. A book is kept to record any aggressive behaviour; no cases have been recorded in it for some time.
100. Staff and pupils have an appropriate awareness of health and safety. Careful, comprehensive risk assessments are undertaken for the main school activities, including educational visits and the use of resources by pupils. The school is part of the Healthy Schools scheme and water, fruit and milk are available for pupils in school. Policies for safeguarding children, first aid, sex education, racial equality and fire prevention have been established and everyone is aware of them.
101. There is a Child Protection policy and all members of staff are aware that the head is the responsible person. They know what they should do, should they have concerns.
102. The school has effective systems for identifying pupils with special educational needs from an early age and standardised tests and other assessments are used to identify what support they need.

103. The provision for pupils with SEN is good and conforms fully to the Code of Practice. Teachers and support staff work well with pupils with SEN and enable them to have full access to the curriculum. The school also works well with parents and external agencies when reviewing the progress made by these pupils and when satisfying specific requirements.
104. Although no evidence of bullying or aggressive behaviour was seen during the inspection, the school has policies and procedures for dealing effectively with these problems, should they arise.

Leadership and management

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

Grade 3: Good features outweigh shortcomings

105. The findings of the inspection team correspond to the grade awarded by the school in its self-evaluation report.
106. The school is managed conscientiously and diligently by the head.
107. Appropriate aims and objectives have been set for the school, some relating to the educational progress of pupils, others regarding their welfare and safety. There are numerous policies, which are purposeful guidelines for implementing the aims and objectives. However, there is no policy referring to disability.
108. The school has successfully undertaken a number of initiatives that promote the experiences of pupils, such as some Healthy School activities, the Quality Mark strategy and issues of Sustainability and World-wide Citizenship.
109. Targets for improvement are set annually for the attainment of pupils in the core subjects and these are achievable and realistic. However, there are no individual targets for pupils that would allow them to give attention to personal shortcomings.
110. The procedure for Managing Performance, which is based on a detailed, comprehensive policy, is implemented effectively for promoting staff professional development.
111. The daily organisation and administration of the school is effective.
112. The governing body is very supportive towards the school. They meet regularly and fulfil the statutory requirements by providing a school prospectus and an annual report for parents. However, they do not undertake the monitoring of quality of provision regularly enough and their awareness of the findings of the self-evaluation process is limited.

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

Grade 2: Good features and no important shortcomings

113. The findings of the inspection team correspond to the grade awarded by the school in its self-evaluation report.
114. During recent years the self-evaluation policy has been implemented effectively. Members of staff have implemented subject monitoring processes, creating reports that are fit for purpose and compiling their judgements on quality, resources and aspects to be developed.
115. It was ensured that everyone could contribute to this process, by means of suitable questionnaires and encouragement to find the exact features of different aspects of the educational provision and to express their views on it. This includes questionnaires for parents, the governing body and pupils.
116. The latest self-evaluation report clearly summarises the findings emanating from the process; it refers to relevant sources of evidence and good features are identified as well as aspects to be developed. In three of the seven key questions the grade awarded by the school corresponds to the grade awarded by the inspection team.
117. The current School Development Plan is a well-organised document that details appropriately the particulars for action to achieve the priorities identified in it. However, there is no adequate link between those priorities and the findings of the self-evaluation process.
118. Members of the governing body are not sufficiently aware of the findings of the self-evaluation procedure and the grades awarded to different elements of school work. Also, there is some uncertainty among them about the current development priorities.
119. A detailed Implementation Plan has been drawn up following the 1999 Inspection, and the school has succeeded in showing good progress in the key issues identified. Of the four key issues identified in the 1999 Inspection, there is sound evidence that positive progress has taken place in three instances, while the fourth is no longer relevant to the school

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

Grade 2: Good features and no important shortcomings

120. The findings of the inspection team are different to the school's opinion in its self-evaluation report, as the school awarded itself Grade 3.
121. The number of teaching staff, together with the assistants and nursery assistants employed by the school, is sufficient for the number of pupils on roll. They also possess appropriate qualifications and expertise for their responsibilities.
122. Teachers undertake professional development by attending a range of training courses organised by the Local Education Authority, and benefit from further training through regular visits from the Local Education Authority advisers.
123. There are sufficient resources of good quality in each curricular area and pupils have easy access to them. Recent developments in Information Technology resources, and the use made of them, contribute well to the educational experiences of pupils.
124. The building, a part of which is used for community purposes, is in good condition and is kept clean. So too are the yard and broad field.
125. The learning area for the Key Stage 2 class is not adequate for the number of pupils, and the lack of space limits the potential and diversity of teaching strategies that can be adopted for a four year age range. This is a cause for concern for a substantial group of parents, and is a matter already discussed by the school's governing body.
126. School managers look after the use of resources well.
127. The school has planned financially to achieve the development priorities, although this has not been done in detail for all priorities.
128. Generally, the governing body has a good awareness of the financial situation, and of the way resources are used efficiently for pupils' welfare. The budgetary underspend is kept fairly low, although specific circumstances and recent changes in staff mean that there will be some increase in the underspend this year.

Standards achieved in subjects and areas of learning

Early Years

129. The general quality of the educational provision for children under five is appropriate for their needs, and pupils make good progress on the whole towards the Desirable Outcomes for Children's Learning. The standards achieved by children are as follows:

Areas of learning	Nursery	Reception
Language, literacy and communication	3	2
Personal and social development	3	3
Mathematical development	2	2
Knowledge and understanding of the world	2	1
Creative development	2	2
Physical development	3	3

130. The skills of nursery children in language, literacy and communication develop appropriately. They listen well to adults reading stories to them, and they develop in their use of oral language. The majority are prepared to answer questions and offer short comments. They are aware of print in the environment, they look at books, hold them correctly and understand the difference between print and picture.
131. Reception children make good progress in their skills in language, oral work and communication. Children are prepared to talk to each other as they play and when recounting their experiences, and learners make good efforts to use Welsh. Children appreciate books, discuss them appropriately and their recognition of letters and word patterns develops well. The system of taking reading books home promotes early reading skills. They all recognise some letters and can write their names and copy simple sentences. Some individuals come to write words independently early in the year.
132. Nursery children develop in their personal and social skills, settling quickly in school and starting to learn to play together and take turns. They are fully confident when moving round the school, including visiting the hall. With the support of assistants they concentrate for increasing periods when undertaking tasks.
133. Reception children make appropriate progress in personal and social development. They begin to share and form relationships with each other and with adults. They understand they have to wait their turn and they ask for help from adults as necessary. They can concentrate on their tasks and persevere for short periods and they help to store toys and equipment at the end of activities. They become aware of stories about Jesus and by means of suitable stories they learn about friendship and care for others.

134. The mathematical development of children is good. Nursery children remember number songs and rhymes well and enjoy reciting them. Some of them can count objects reliably to five and recognise and name some 2D shapes, and they can sort and organise according to size and colour. They use mathematical language appropriately in their play activities and their mathematical concepts, such as 'more' and 'less', develop well.
135. Reception children can compare objects and numbers to 10, sort objects into sets and describe 2D shapes and name them. The great majority make good progress in their understanding and use of mathematical terms and this increases further as they play with water and sand. They understand there are different pieces of money and that money is needed to pay for goods in a shop. The majority create and continue a pattern accurately. They recall number songs and rhymes and they concentrate well on simple counting games.
136. The nursery children's knowledge and understanding of the world is good. Their awareness of care, times in the day, family activities and different places increases as they take a toy and diary home for the weekend occasionally. They have a basic knowledge about their area and homes. They can name some workers within their families and in the community. They make increasing use of the computer, displaying control of the mouse to move pictures around the screen and the interactive whiteboard. They know, at a simple level, about the life needs of animals, people and plants.
137. The knowledge and understanding of reception children of the world is an exceptional feature. They have very good awareness of the main characteristics of their village and they can explain a number of different characteristics when comparing a town and village. They have a good understanding of the passing of time and of the seasons. They understand changes in the weather and the effect this has on their daily lives and activities. Following a visit by the local postman and relevant work, they talk very confidently about the work of people in the community and come to develop awareness of information sources such as books, sound tapes, television and computers. They experiment with water and sand, displaying good development in their observation skills and they understand the importance of caring for the environment. They can compare different materials and discuss their specific uses. They use the Roamer confidently, programming its movements fairly independently.
138. The creative development of nursery children is good. They recognise the main colours and use them confidently to create different effects by choosing varied media and techniques. Through playing the role of different workers in the community, they come to be able to discuss the features of their work. They sing an appropriate range of songs and rhymes.
139. The standards of reception children in their creative development are good. They paint with good control of the paint and brush and they can talk about their picture or pattern and the colours they use. They use a broad range of materials to create and through varying their techniques they can produce effectively. They make effective use of ICT to reinforce their creative work by making freehand patterns and pictures. They develop their own ideas through role play and they sing a range of rhymes and songs melodiously.

140. The physical ability of nursery children develops appropriately. They can name parts of the body and understand that they are growing. They move with increasing control and co-ordination in class and outdoors, and they develop their large motor skills through appropriate play experiences with large toys. Their fine motor skills, in using pencils, crayons and scissors, are also appropriately developed.
141. The physical development of reception children is appropriate. When playing with their large toys, children develop their physical skills and make good use of the designated area outside the building. They use small equipment such as brushes, scissors and pencils confidently and their handling skills when kneading dough, pasting pictures from magazines and weaving, develop well. With assistance from adults they succeed in undressing and preparing for physical education sessions and a small number begin to show awareness of space. When working on a computer, children handle the mouse well to enable them to make choices and implement some commands.

Shortcomings

142. The oral vocabulary of a significant number of nursery children is limited and they need encouragement and support to respond more extensively.
143. A small number of the nursery and reception children are very dependent on adults, and are slow in taking responsibility and starting to become more independent.
144. Neither the nursery or reception children show a good awareness of space and control of movements when taking part in physical activities.

Welsh (1st language)

Key Stage 1 - Grade 3: Good features outweigh shortcomings

Key Stage 2 - Grade 3: Good features outweigh shortcomings

Good and exceptional features

145. At Key Stage 1, a small number of pupils listen well to presentations and respond enthusiastically and intelligently to the teacher's questions and to stimuli, such as pictures. They can express themselves well, with clear pronunciation when discussing their own stories and when talking about their reading experiences.
146. A small number read effectively, have fluent expression and understand what they read. They know about terms such as 'author' and 'cover' and can discuss book covers well.
147. A small minority write freely and extensively, when creating imaginary pieces that have been stimulated by a book. They have a good grasp of language syntax, and succeed in maintaining the interest of readers. They can write in forms such as a letter, postcard and list, and some individuals can choose words deliberately before creating very effective free verse. The remaining pupils can contribute ideas for joint composition of a poem in class.
148. At KS2, a good number of pupils listen well to presentations and can provide sensible answers when asked. They show a satisfactory grasp of language syntax. A small number are fluent speakers and have a vocabulary that is relevant for the text they are discussing.
149. A minority of pupils read with increasing confidence, conveying the meaning of text effectively in inflection and pause. They know about the names of a small number of authors of children's books and can discuss the features of some books well.
150. KS2 pupils compose pieces that are especially effective when responding to stimulating tasks planned for them. They record in varied forms such as portrayals, a list of Countryside Rules and pieces that convey imaginative experience. They can consider the standpoints of different groups of people and record feelings and relevant comments about those standpoints. A small minority can create effects in their pieces, such as using purposeful comparisons. When following a set pattern they can create effective poems to convey personal feelings.

Shortcomings

151. A good number of KS1 and KS2 pupils lack sufficient fluency when reading, and lack expression as they often struggle with the text.

152. Uniformity of sentences and a weak grasp of syntax and vocabulary hinder the written work of a number of Key Stage 1 pupils.
153. A number of KS2 pupils are reticent in oral sessions and are unable to offer comments confidently and spontaneously.
154. A good number of KS2 pupils are unsure of the forms of common verbs, of the concise forms of verbs and of correct mutations.

English

Key Stage 1 - -

Key Stage 2 - Grade 2: Good features and no important shortcomings

Good and exceptional features

155. A substantial number of KS2 pupils listen well, contribute sensible comments in lessons and can use the language to explain, to reason and to express their viewpoints. They show a good understanding of the work they carry out and discuss linguistic features of published material intelligently.
156. By the upper part of the key stage, pupils read fluently and without difficulty. They convey meaning well and show confidence when tackling challenging books. They show interest in reading and know about popular authors in the world of children's books. They know about the techniques that allow them to find information in factual material and are confident in using Web resources to investigate for aspects of their work.
157. A small number of Y3/4 pupils can produce effective descriptive writing when creating coherent pieces. They can devise interesting sentences to start stories.
158. By Y5/6, pupils undertake a good range of writing experiences. They can record their experiences by recording factually, through creating dialogues based on a story presented to them, through reviewing a book and through creating a pamphlet to attract visitors. They have a good awareness of features such as setting, order and the type of relevant text. They use persuasive words when appropriate. They can express opinions, for example when reviewing a book or when discussing a school uniform that they have 'imagined'.

Shortcomings

159. A good number of Y3/4 pupils are very weak in their spelling skills and in the appropriate use of punctuation conventions.

Information Technology

Key Stage 1 - Grade 2: Good features and no important shortcomings

Key Stage 2 - Grade 2: Good features and no important shortcomings

Good features

160. At KS1, pupils open computing programs independently and control and direct the cursor on screen with increasing skill. A substantial number can retrieve, save and print their work fairly independently and are confident in using the interactive whiteboard.
161. They display good control of the mouse when using a painting program to produce patterns and pictures of good quality, adapting the tools, size and colour fairly independently. They can import pictures and are familiar with creating graphics and simple logo work together with a number of programs and games that reinforce their basic skills.
162. They use computers to present some written work emanating from the themes that they are dealing with at the time.
163. At KS2, pupils use IT equipment and software effectively to communicate and exchange information in different forms, including text and graphs.
164. Pupils can load, save and retrieve their work accurately, change the size and style of font, edit their work and print in different colours and format. They can import pictures and create colourful headings for their written work without assistance. Their command of the word processor increases well as they adapt their work to meet the needs of different audiences.
165. They can create a database without support and present the information in different forms. They create a spreadsheet, input information, discuss and analyse the results and produce a variety of graphs.
166. They make effective use of the Web for gathering information and sending and receiving messages via e-mail. They use the CD-Roms, the Web and the interactive whiteboard confidently to find additional information to support and enhance their work across the curriculum.
167. The older pupils have created an effective presentation on 'Our Area', using the 'PowerPoint' program and they are familiar with writing instructions for the Roamer.

Shortcomings

168. At KS1, the computing skills of a large number of pupils are undeveloped when writing.
169. To date, KS2 pupils are not confident when using painting and music programs.

Geography

Key Stage 1 - Grade 2: Good features and no important shortcomings

Key Stage 2 - Grade 2: Good features and no important shortcomings

Good and exceptional features

170. When studying the work of the postman, and meeting the local postman, KS1 pupils come to understand well the concept of communicating by letter and postcard. They can create their own letters and postcards, sometimes based on imagination and other times in order to send a real letter. They know of nearby towns and of seaside towns in North Wales.
171. They can trace the journey of an imaginary character on a map and by the end of the Key Stage can follow directions relating to the four points of the compass.
172. They develop a good awareness of the environment, creating a poster to persuade people to avoid leaving rubbish and drawing up rules for respecting the countryside.
173. They benefit from the experiences of overseas visitors to learn about differences between their circumstances and those of the children themselves. They can describe the features of everyday life by using relevant vocabulary.
174. At Key Stage 2, pupils show a good awareness and understanding of living conditions in country that is developing economically. They can record their understanding in varied forms, such as graphs, tables and pictures. They show genuine empathy towards those who are less fortunate and offer sensible reasons about the importance of clean water for people.
175. They benefit from the experience of visiting a town that contrasts with their own area to record its main features. They can use the Web to investigate further and to gain a deeper awareness.
176. A small number have knowledge that is at least satisfactory about significant places in their own country and in other countries. They have a good awareness of recent disasters in far away places, and the way people in those places are suffering terribly.
177. They can reason, co-operate, understand the views of others and record effectively when discussing environmental issues, such as the influence of tourism on the National Park.

Shortcomings

178. A number of KS2 pupils have a limited grasp of some elementary terms in geography, such as 'valley' and 'stream'.
179. Pupils do not undertake map work to a sufficient depth.

Religious Education

Key Stage 1 - Grade 2: Good features and no important shortcomings

Key Stage 2 - Grade 3: Good features outweigh shortcomings

Good features

180. The content of the Agreed Syllabus for Denbighshire and Flintshire is presented appropriately.
181. KS1 pupils have a good knowledge about a number of stories about Jesus Christ and his effect on others. They can repeat them in their own words and discuss their content. They are also familiar with other stories from the Bible and about Saint David, William Morgan and Mari Jones.
182. They know about the Christian festivals and can discuss some of the main events linked to them. They can describe the purpose of the Thanksgiving service, they appreciate the importance of being grateful and they have created their own simple prayers.
183. They have a good awareness of the features and practices of places of worship and can describe the objects within them and their purpose. They understand the importance of the Bible for Christians. After visiting the local church to take part in the Flower Festival, they have an understanding of similar festivals and the significance of the artefacts there.
184. At KS2, pupils know that the Bible is a sacred book and can re-tell and write some of the stories from the Bible in different registers to a generally good standard. They can differentiate between the New Testament and Old Testament, discussing a number of characters in them, the miracles of Christ and events in his life.
185. Following work on the Ten Commandments, pupils express opinions about obeying rules today, and they have drawn up an appropriate list of rules for themselves in school. They discuss the effect of individuals' behaviour on others in a mature way and their awareness of values such as friendship and kindness towards others is good. They understand that other people have different values that should be respected and when discussing the natural world, they express opinions on how they should protect it for the generations to come.
186. Pupils make good progress in their understanding of facts and of concepts such as the purpose of prayer and they have devised their own prayers. They know some of the religious stories linked to the main Christian festivals and about the significance of particular days. They can discuss and relate the life practices and the rituals of Christians to their own lives.
187. They know there are religions apart from Christianity practised across the world.

Shortcomings.

188. In both key stages, the knowledge of pupils of other religions apart from Christianity is undeveloped.
189. A significant number of KS2 pupils cannot name the parables of Jesus Christ, nor the messages behind them.

School's response to the inspection

The findings of the inspection acknowledge that good progress has been made by the school in responding to the key issues noted in the last inspection, and that there is a significant increase in the number of pupils on roll.

It is pleasing to receive acknowledgement of the fact that pupils make good progress and that the school provides a good range of activities within and outside the classroom. Also, note is made of the governing body's effective support.

We are pleased that the Inspectors found that teachers have a good relationship with children and that pupils display a good measure of respect towards each other and towards adults around them, and show good progress in their personal, moral and social development. We are also pleased that the Inspectors found that the experiences provided to develop pupils' awareness of environmental matters and of sustainability are very good, as is the provision to develop pupils' awareness of world-wide citizenship.

Although we might not agree with all judgements made, there is much in the report that we can be proud of. Both our self-evaluation report and the Inspectors' report note the issues we need to attend to, in order to develop the school further, and we, as staff and governing body, will act on the recommendations through the School Development Plan.

We wish to thank the Inspectors, and as a staff we believe that the report confirms that we are achieving our aim of creating a happy and safe school for the pupils, by developing in them the necessary skills to grow into responsible and independent citizens.

Appendix A

Basic information about the school

Name of school	Ysgol Bro Cinmeirch
School type	Community
Age-range of pupils	3 – 11
Address of school	Llanrhaeadr Y.C. Dinbych Sir Ddinbych
Post-code	LL16 4NL
Telephone number	01745 890347

Headteacher	Mrs Olwen Cottle
Date of appointment	January 1996
Chair of governors/ Appropriate authority	Mr Gary Ashton
Registered inspector	Mr Len Jones
Dates of inspection	17 – 19 October 2005

Appendix B

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	4.5	6	7	5	6	11	7	6	52.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	1	2.9

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	16.5:1
Average class size, excluding nursery and special classes	24
Teacher (fte): class ratio	1.4:1

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole School
Autumn 2004	95%	unknown	unknown	94.2%
Spring 2005	96.5%	“	“	96.2%
Summer 2005	90.1%	“	“	92%

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

Appendix C

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2005	Number of pupils in Y2	6
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	100%	In Wales	80%

D Pupils who have been disapplied from the statutory arrangements
W Pupils who are working towards level 1

National Curriculum Assessment Results End of Key Stage 2:

National Curriculum Assessment KS2 Results 2005	Number of pupils in Y6	3
As the number of pupils eligible for assessment at the end of Key Stage 2 was fewer than five, summary information is not included.		

D 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
F Pupils who have failed to register a level for reasons other than absence
W Pupils who are working towards level 1

Appendix D

Evidence base of the inspection

- The inspection was carried out by a team of three inspectors who were present at the school for six 'inspector days'.
- Pre-inspection meetings were held with the parents, where there were 15 present, and with the governing body, to discuss the life and work of the school.
- Thirty parents questionnaires were returned, along with six letters, which were carefully analysed.
- Discussions were held with the head and the staff.
- The school's documentation was inspected.
- Sixteen lessons, or parts of lessons, were observed.
- Samples of pupils' work were examined in each school year.
- A cross-section of pupils' in KS1 and KS2 were heard reading.
- Discussions were held with pupils about aspects of school life.
- Pupils' behaviour during break-times, lunch-times and at the beginning and end of the school day, was observed.
- The inspectors attended the services.
- Post-inspection meetings were held with the staff and with the governing body.

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities
Len Jones (Registered Inspector)	Context Summary and recommendations Key questions 1, 5, 6 and 7 English, Welsh, Geography
Gwenan Ll. Williams (Professional Inspector)	Key questions 2, 3 and 4 Contribution to key question 1 Early years, Information technology, Religious education
William Owen (Lay Inspector)	Contribution to questions 1, 3, 4 and 7
Mrs Olwen Cottle (Headteacher)	School's nominee

Contractor Cwmni Cynnal
Technology Centre
Bridge Street
Llangefni
Anglesey
LL77 7HL

Acknowledgement

The inspection team wish to thank the governors, staff, pupils and parents of the school for their ready co-operation throughout the inspection.

SUMMARY REPORT FOR PARENTS

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

**Ysgol Bro Cinmeirch
Llanrhaeadr Y.C.
Denbigh
Denbighshire
LL16 4NL**

School Number: 663/226

Date of Inspection: 17-19 October, 2005

By

**Len Jones
16360**

Date: 19 December, 2005

Under Estyn contract: T/014/05P

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Ysgol Bro Cinmeirch was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Ysgol Bro Cinmerich took place between 17 - 19 October, 2005. An independent team of inspectors, led by Mr Len Jones, Registered Inspector, undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

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

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The national curriculum covers four key stages as follows:

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

Context

The nature of the provider

1. Ysgol Bro Cinmeirch is a Community Primary School, situated between the *Llan* (Church) and the village of Llanrhaeadr yng Nghinmeirch, about three miles from the town of Denbigh. It is maintained by the Denbighshire Local Education Authority [LEA]. The school serves the village and the local area. In addition, eighteen pupils come from a wider area, including the town of Denbigh and villages such as Llandyrnog and Trefnant. A substantial percentage of the pupils from outside the catchment area attend the school as their parents want their children to have a Welsh-medium education.
2. The school provides education for pupils between 3 and 11 years of age. Children are admitted into school at the start of the term following their third birthday. At present there are 57 pupils in school, nine of them nursery children who attend during the mornings only.
3. The school considers the area from which pupils come to be one that is fairly advantaged. Only 2% of the pupils are entitled to free school meals, which is a substantially lower percentage than the county and national averages. Nine pupils are on the Special Educational Needs [SEN] register, including one pupil with a statement of SEN.
4. About 50% of the pupils come from homes where Welsh is the main language spoken, but 90% of the pupils in school can speak Welsh to first language standard.
5. The school was last inspected in November, 1999. Since then, there has been a substantial increase in the number of pupils on the register.
6. The current head has been in post since January, 1996.

School priorities and targets

7. The school's priorities and targets for 2005-06 include:
 - Respond to monitoring and self-evaluation findings;
 - Implementing 'Managing Change' effectively;
 - Monitoring the budget;
 - Ensuring appropriate space: for pupils,
to store resources;
 - Implementation plan following the Inspection.

Summary

8. The findings of the inspection team correspond with the school's judgement in its self-evaluation report in three of the seven key questions. In the other four, the inspection team awarded the school a higher grade.

Table of the grades awarded

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

Standards

9. Standards of achievement in the lessons inspected are as follows:

Standards	Grade 1	Grade2	Grade 3	Grade 4	Grade 5
Achievement	0%	57%	36%	7%	0%

10. The standards of pupils in lessons are lower than the Welsh Assembly Government target, which is that 95% of lessons are satisfactory (Grade 3) or better, and that 75% are good (Grade 2) or better.
11. The general quality of the educational provision for children under five is appropriate for their needs, and children make good progress towards the Desirable Outcomes for Children's Learning.

Areas of Learning of Early Years

	Nursery	Reception
Language, literacy and communication	3	2
Personal and social development	3	3
Mathematical development	2	2
Knowledge and understanding of the world	2	1
Creative development	2	2
Physical development	3	3

12. At Key Stage 1 and Key Stage 2, in the subjects inspected, the standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
English	-	Grade 2
Welsh (1 st language)	Grade 3	Grade 3
Information Technology	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Religious Education	Grade 2	Grade 3

13. Pupils throughout the school succeed in attaining the learning targets set in lessons, and they show a good ability to develop ideas and increase their understanding.
14. Children under five achieve standards that are at least satisfactory and often good in their literacy skills in Welsh, while their numeracy skills and information and communication skills develop well.
15. Key stage 1 and 2 pupils make good progress in their key skills across the curriculum. Skills in speaking and listening, reading and writing are generally good, although better at Key Stage 2. Key Stage 2 pupils can handle tasks well through the medium of both languages. Numeracy skills and information and communication skills in both key stages also develop well.
16. At the end of Key Stage 1, in 2005, pupils' attainment was higher than the county and national average in the three core subjects assessed. In comparison with similar schools, in terms of the percentage of pupils entitled to free school meals, the performance of pupils over the last three years places them in the highest quartile.
17. At the end of Key Stage 2, in 2005, the attainment of pupils was higher than the county and national percentages in Welsh, English, mathematics and science. When comparing pupils' performance with that of pupils from similar schools, with regard to the percentages entitled to free school meals, the school was in the highest quartile in every subject in 2003 and in 2005, but lower than the median in three subjects in 2004.
18. Pupils have a satisfactory understanding of what they need to do to improve their work and, generally, they show satisfactory interest in their work, using their time effectively.
19. Pupils behave well; however there is a small number of individuals who disrupt lessons and activities.
20. Standards of attendance across school are satisfactory; over the last year the percentage of attendance was around 94%.

21. Pupils succeed well in working independently, when given opportunities to do so, and show, in their interaction with one other, that their personal, social and moral development is very good.
22. Through their experiences of linking with a school in Kenya, their awareness of equal opportunity issues is good.
23. The awareness of pupils throughout the school of the world of work is satisfactory.

Quality of education and training

24. The quality of teaching in the lessons observed is as follows:

Grade 1	Grade2	Grade 3	Grade 4	Grade 5
0%	57%	43%	0%	0%

25. The quality of teaching in lessons is better than the Welsh Assembly Government target for the whole of Wales, which is that 95% of lessons are satisfactory or better (Grade 3) but lower than the target of ensuring that 75% are good or better (Grade 2).
26. Amongst the prominent features in the good lessons are lively and stimulating teaching, clear instructions, interesting and worthwhile tasks and maintenance of a purposeful work environment.
27. Amongst the most apparent shortcomings in the satisfactory lessons are laxity of planning, insufficient guidelines for pupils and low expectations in the amount and quality of work to be achieved.
28. Teachers have a good relationship with pupils. They know them as individuals, and they consistently treat them equally. They show good care for their pupils. They also make good provision to support pupils with Special Educational Needs.
29. Teachers have a sound knowledge of the subjects and they use a variety of strategies to present their lessons.
30. Although lesson plans are effective, there is no consistency in the detail and effectiveness of the subject schemes. Some of them have not been related adequately to the school's circumstances.
31. Assessment systems and the practices used to record progress in pupils' development, and in reporting to parents, are good.
32. By providing a good range of educational activities, within and outside the class, the school ensures that pupils have access to a broad and balanced curriculum.

33. Learning experiences promote the spiritual, moral, social and cultural development of pupils well.
34. The school's partnership with the majority of parents is good; however, there is a small percentage of parents who are unhappy with the quality of the relationship.
35. The provision for promoting the interest and knowledge of pupils of the world of work is satisfactory.
36. The experiences provided to develop the awareness of pupils of environmental issues and of sustainability are very good. So too is the provision for promoting pupils' understanding of global citizenship.

Leadership and management

37. The head leads the school in a conscientious, diligent way; the daily management and administration of the school is effective.
38. The head and governing body set annual targets for achievement in the core subjects, and monitor pupils' performances in them.
39. The governing body is very supportive of the school and the governors fulfil their statutory duties effectively. To date, they have not developed their monitoring role sufficiently or their awareness of the self-evaluation processes and findings.
40. An effective self-evaluation policy has been implemented over the past few years, mainly curricular monitoring by teachers. Purposeful reports have been produced to summarise the situation in different subjects. The practice of seeking the opinion of parents, governing body and pupils is good.
41. Although it is a well-organised document, the current School Development Plan does not show enough of a relationship between the findings of the self-evaluation process and the development priorities identified.
42. There is a sufficient number of teachers and ancillary staff for the pupils, and they are all qualified. They gain further qualifications by attending in-service training sessions.
43. There is a good supply of resources for each curricular area and pupils have easy access to them.

44. The building and surrounding land are in a good condition and are kept clean. However, there is serious lack of space for the Key Stage 2 class, when there are four year age groups there together.
45. Generally, the governing body has a good awareness of the budgetary situation, and they manage the budget efficiently.
46. The school has made good progress in responding to the key issues identified in the 1999 inspection.

Recommendations

In order to develop the school further, the staff and governors need to:

- A1 raise standards in Welsh in both key stages and in religious education at KS2.
- A2 revise and update schemes of work so that they are consistent in their detail and relevant to this school.
- A3 ensure a more positive link between self-evaluation work and the priorities identified in the School Development Plan.
- A4 ensure sufficient space for Key Stage 2 pupils so that a broader range of learning strategies can be provided for them.
- A5 ensure that a more substantial cohort of parents show confidence in the managerial processes of the school.
- A6 further develop the role of the governing body as they monitor the curriculum and gain a fuller awareness of the findings of the self-evaluation process.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

The inspection team would like to thank the governors, head teacher, staff and pupils, for their co-operation and courtesy throughout the inspection.