

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

**Ysgol Bro Elwern  
Gwyddelwern  
Corwen  
Denbighshire  
LL21 9DF**

**School number : 663 / 2219**

**Date of the Inspection : 18 - 21 June, 2003**

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Registered Inspector : WO83 / 16211  
Date : 18 August, 2003  
under ESTYN contract number – T/227/02P**

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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

The school is located in the rural village of Gwyddelwern, near Corwen, Denbighshire and the vast majority of the pupils come from the village and its surrounding districts. The area is described as one that is neither prosperous nor economically disadvantaged. None of the pupils are eligible to receive free school meals.

There are 54 pupils, aged 3 to 11 years on the school roll, and they represent the full range of ability. English is the main language spoken in 50% of pupils' homes but the school ensures that all the pupils are completely bilingual by the time they transfer to secondary school. Six pupils, including one who has a statement of Special Educational Needs [SEN], are included on the SEN register.

The School Development Plan [SDP] includes the following priorities:

- to review policies and schemes of work;
- to raise the standard of pupils' language;
- to establish personal and social education [PSE] as a formal part of the curriculum.

The school experienced a period of change in its staffing and in teaching responsibilities during the six month period preceding the inspection.

## 2. MAIN FINDINGS

### The main findings of the report

The school achieves its aim to provide pupils with a homely, kind and caring environment. Sound values of a high standard are promoted. The pupils are happy in school and the relationships between them and the staff are good.

- The quality of the provision for the children under five is appropriate and promotes the Desirable Outcomes for children's learning. Standards of achievement are as follows:

<b>Children under five</b>	
Language, literacy and communication skills	Satisfactory
Personal and social development	Good
Mathematical development	Satisfactory
Knowledge and understanding of the world	Good
Creative development	Good
Physical development	Satisfactory

- In Key Stage 1 [KS1] and KS2, pupils' achievements in the National Curriculum [NC] subjects and religious education are as follows:

	<b>Key Stage 1</b>	<b>Key Stage 2</b>
Welsh	Good	Good
English	-	Good
Mathematics	Satisfactory	Good
Science	Satisfactory	Good
Design and technology	Good	Good
Information technology	Satisfactory	Satisfactory
History	Satisfactory	Satisfactory
Geography	Satisfactory	Satisfactory
Art	Good	Good
Music	Satisfactory	Satisfactory
Physical education	Good	Good
Religious education	Satisfactory	Satisfactory

- Standards achieved by pupils in the key skills, namely literacy, numeracy and information communication and technology [ICT] across the curriculum, are satisfactory. To date, no whole school strategy has been established to promote the key skills across the subjects.
- It was judged that the standard of teaching was very good in 11% of the lessons, good in 35% and satisfactory in the remaining 54%. The teachers make good use of an appropriate range of teaching methods to provide interesting experiences for pupils. The teachers' introductions to their lessons are of a consistently good standard and they interact effectively with the pupils. Where there are shortcomings in the teaching, the tasks set for pupils are not sufficiently challenging to extend pupils in every subject.
- The quality of the provision for pupils with SEN is good and they make consistent progress in their work. The support provided for them by the teachers and classroom assistants is good. Differentiated tasks are prepared for them, but these do not always match the needs of individual pupils.
- The curriculum provided by the school is broad and relevant. Policies and schemes of work are available for every subject. The school has co-operated effectively with other schools in the locality to prepare these documents. To date, the links between the schemes of work and the weekly planning are inadequate. The short-term plans do not identify in sufficient detail what the pupils are expected to achieve nor do they provide sufficient guidance about the management of the activities to ensure adequate progress in every subject.
- The quality of the arrangements for assessing and recording pupils' work is good. Pupils' progress in the core subjects is assessed regularly and there is an increasing emphasis on setting personal targets for pupils. The inclusion of pupils' comments about the successes that they have achieved in their work is an example good practice. The parents receive a comprehensive annual report on their children's progress.
- The school is a happy and ordered community. The head provides clear and energetic leadership. Under his leadership the school has gained the Basic Skills Agency's Quality Mark. The staff collaborate well together and are dedicated to the work of the school.
- The school has not established whole-school procedures for monitoring its educational provision and standards of achievement. The head and staff discuss pupils' work and progress on a regular basis, but this process is not sufficiently structured to secure improvement.

- The governing body is very supportive of the school and the members fulfil their general responsibilities conscientiously. They undertake their curricular responsibilities satisfactorily and have a secure understanding of budgetary issues. They monitor the school's financial situation in detail and discuss priorities to ensure that the school provides value for money. The school operates within its budget and offers good value for money.
- The SDP identifies specific targets in a range of curricular and general matters and the school makes satisfactory progress towards their achievement. Nevertheless, insufficient use is made of this plan as a tool to promote the further development of the school.
- During the period 2000-2002, the school's results in the National Curriculum tests compare favourably with the county and national averages. In 2002, the school's results in Welsh and science at KS2 are higher than the county and national averages. In English and mathematics, they are slightly lower. In KS1, as the number of pupils eligible to be assessed was low, a full synopsis of the complete data is not included in this report.
- The school has responded well to the key issues identified in the previous report, but some issues still require further attention. Since the previous report, standards in design and technology, information technology, physical education and art have improved. Standards in these subjects are at least satisfactory, with good standards being achieved in some of them. Issues concerned with planning and organisation have been given a good deal of attention by the staff. Appropriate schemes of work have been produced and assessment procedures have been reviewed. Steps have been taken to improve the condition of the school building. Issues relating to the use made of the SDP, the role of curriculum co-ordinators and the need to plan and implement a self-evaluation programme are issues that still require attention.
- Good arrangements are made for pupils to take part in a range of extra-curricular activities. The educational visits in which they participate as part of the curriculum enrich their experiences. Pupils' team skills are emphasised appropriately in the school's physical education programme and by arranging joint activities with other agencies. The school succeeded in reaching the final round of the Welsh book quiz for primary pupils.
- Pupils' spiritual, moral, social and cultural development is good. They are courteous and respectful in their dealings with teachers, other staff members and visitors. The standard of pupils' behaviour is good.

### **3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS**

#### **3.1 Standards achieved in subjects and areas of learning**

Pupils' standards of achievement are good in 35% of lessons and satisfactory in the remaining 65%.

- The provision for the children under five is appropriate and successfully promotes the desirable outcomes in the six areas of learning. The children's personal and social development, their knowledge and understanding of the world and their creative development are good. Their language, literacy and communication skills, and their mathematical and physical development are satisfactory.
- In KS1, standards in Welsh are good and satisfactory in mathematics and science. Standards in design and technology, art and physical education are good. Standards are satisfactory in information technology, history, geography, music and religious education.

- In KS2, standards in Welsh, English, mathematics and science are good. Standards are also good in design and technology, art and physical education. Standards in information technology, history, geography, music and religious education are satisfactory.
- The progress made by boys and girls in the various subjects is similar. The standard of achievement of pupils with SEN is generally satisfactory and occasionally good.
- During the period 2000-2002, the school's results in the National Curriculum tests compare favourably with the county and national averages. In 2002, the school's results in Welsh and science at KS2 are higher than the county and national averages. In English and mathematics, they are slightly lower. In KS1, as the number of pupils eligible to be assessed was low, a full synopsis of the complete data is not included in this report.

### **3.2 Standards in key skills**

The standards achieved in the key skills across the curriculum are satisfactory. To date, no whole-school strategy has been adopted to promote the key skills across the subjects, nor is the lesson planning adequate to develop these skills.

- Children under five make satisfactory progress in their ability to apply and improve their Welsh literacy, numeracy and ICT skills in the six areas of learning.
- The standards in literacy across the curriculum are satisfactory. The school succeeds well in developing the pupils' ability to communicate in Welsh and in English. Pupils listen well in KS1 and KS2 and discuss aspects of their work satisfactorily. The more able pupils in KS2 are ready to express and justify their opinions and make correct use of subject vocabulary.
- Pupils read an increasingly wide range of books in Welsh and in English for enjoyment. They do not make consistent use of their reading skills to gather information from books and other sources of information.
- Writing standards across the curriculum in both languages are satisfactory. Some of the more able pupils are able to express their ideas clearly. Nevertheless, the pupils do record their observations sufficiently in their own words, and instances of extended writing across the subjects are limited.
- The standards in numeracy across the curriculum are satisfactory. Pupils handle number processes competently and have an increasing understanding of standard measures. Their ability to handle data has not been developed sufficiently. Pupils' ability to use their mathematical skills and knowledge to solve real-life problems is less well developed.
- ICT standards across the curriculum are satisfactory. Pupils make confident use of a word-processing package to record their work and to produce a final version that is neat and tidy. Their ICT skills are not developed to a sufficient extent and their use of computer technology to enhance their experiences across the curriculum is limited.
- Pupils with SEN achieve satisfactory standards in the key skills across the curriculum.

## **4. ETHOS OF THE SCHOOL**

### **4.1 Pupils' spiritual, moral, social and cultural development**

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

- The school's arrangements for a daily act of worship conform with the statutory requirements. Pupils contribute to these services and an atmosphere of worship and spirituality is successfully created.
- The school is a secure, kind and caring community. Sound values of a high standard are promoted. The pupils are happy in the school and relationships between them and the staff are good. Courtesy is a prominent feature and the respect shown to pupils develops their spiritual awareness and their self-image.
- The school plays an important part in the local community and contributes regularly to local events. The pupils benefit from regular visits made to the school by the vicar and other volunteers. The pupils contribute to local and national charities.
- Pupils' awareness of Welsh culture is promoted satisfactorily through local studies and by developing their knowledge about eminent figures from Welsh history.
- Appropriate attention is given to other cultures and religions as part of the curriculum and pupils' awareness of racial equality is promoted during discussions and other relevant activities.

### **4.2 Behaviour and attitudes**

Pupils' behaviour and attitudes are good.

- The school implements a relevant range of policies and procedures to promote good behaviour and attitudes.
- These are realised in pupils' positive attitudes to learning and in the general standard of their behaviour. These elements make a very good contribution to social inclusion within the school.
- The pupils' courtesy and warm relationships with one another are typical of the school. They show respect for their teachers, the support staff and visitors to the school.
- No instances of bullying or evidence of aggressive behaviour were seen during the inspection.

### **4.3 Attendance**

Attendance levels are good.

- Effective policies, procedures and arrangements support the good attendance levels. The school is given full co-operation by the parents who inform the school of any absences. There are no unauthorised absences.
- The registers are administered in accordance with the requirements of the National Assembly.

- The attendance levels of the children under five reflect those for the whole school.
- Punctuality is good at the start of the school day and during school sessions.
- No pupils were excluded during the previous school year.

## **5. QUALITY OF EDUCATION**

### **5.1 Quality of teaching**

The quality of the teaching was judged to be very good in 11% of the lessons, good in 35% and satisfactory in the remaining 54%.

- The teachers' knowledge of the majority of the subjects they teach and of the requirements of the NC is secure. They make appropriate use of a range of teaching methods and of suitable resources to provide interesting learning experiences for the pupils. Effective use is made of the specialist knowledge of individual teachers to teach some subjects in the curriculum.
- Where the teaching is good or very good, the teachers' introductions to lessons are lively, there is effective interaction between them and pupils and the work proceeds at a good pace. During whole class lessons, there is good direct teaching and the questioning is detailed. Group, pair and individual tasks are promoted and the support provided for pupils is good.
- Where the teaching is satisfactory, although there are some good features, the teachers' expectations are not sufficiently high nor do the tasks challenge the pupils in every subject. When planning, insufficient attention is given to continuity and progression to the development of subject skills. Differentiated curricular arrangements are made for the various age groups, but the tasks set do not always match the varying needs of the pupils.
- Pupils' research and reference skills are not promoted with sufficient regularity.

### **5.2 Assessment, recording and reporting**

The standard of assessment, recording and reporting is good.

- The school provides clear guidelines for assessing, recording and reporting, and the procedures followed exceed the minimum statutory requirements. The arrangements are implemented in accordance with the guidelines for action prepared by the school.
- The quality of assessment and recording in the early years is good. Useful records are kept of children's development in the six areas of learning and the reports for parents are clear and concise. Appropriate use is made of baseline assessments to measure progress, and arrangements are made to provide regular reports for parents during the school year.
- In KS1 and KS2, at least one aspect of each core subject is assessed each term. This fosters the pupils' development. Effective use is made of assessment booklets to record the progress of groups of pupils.

- The school maintains a portfolio of individual pupils' work across the curriculum. The significance of the samples kept is not always apparent.
- Pupils' work is marked regularly and the teachers' written comments are frequently constructive and useful.
- There is an increasing emphasis on the setting of targets for individual pupils. The inclusion of pupils' judgements about the degree of success that they have achieved in their work is an example of good practice. A number of the older pupils discuss their work meaningfully, referring to the targets they have been set to secure improvement.
- Reports are prepared for parents at the end of the school year. These reports are comprehensive and they conform with statutory requirements. Parents are invited to the school to discuss their children's work on a formal basis twice a year and they appreciate the opportunities they are given to view and to discuss their children's work.

### 5.3 Curriculum

The school provides a broad and relevant curriculum that meets the requirements of the Desirable Outcomes, the NC and religious education.

- The curriculum planned for the children under five is appropriate and meets the requirements of the desirable outcomes in the six areas of learning. When the children are taught with KS1 pupils, the activities provided are not always appropriate and some of the sessions are too long for them.
- The curriculum provided for pupils with SEN is appropriate and the pupils are given every opportunity to participate in all the school's activities.
- Appropriate policies have been produced for all the subjects. The new schemes of work, which are in draft form, provide the staff with useful guidelines. The school has co-operated effectively with the local cluster of schools to prepare these documents and is gradually adapting them to the school's own situation.
- The curriculum is presented through a system of themes. The schemes of work contain much detail, but to date the relationship between them and the teachers' short-term planning is not evident enough. The short term planning does not identify what pupils are expected to achieve, the specific skills that are to be developed or the manner in which activities are to be ordered so that pupils make adequate progress in every subject. To date, there is no specific planning for developing the key skills across the curriculum.
- The attention given to pupils' personal and social development is good. The ethos within the school encourages pupils to adopt appropriate personal values.
- Satisfactory attention is given to the *Cwricwlwm Cymreig* in subjects such as geography and music and in the extra-curricular activities organised by the school.
- Visits are arranged to places of educational interest and visitors are invited to the school to work with the pupils. These arrangements enrich the pupils' curricular experiences.

- Homework is set regularly and the tasks reinforce the pupils' knowledge and skills.
- All the pupils have equal access to the NC.
- No pupils have been disapplied from the requirements of the NC.

#### **5.4 Support, guidance and pupils' welfare**

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

- All the adults who work in the school provide good care and support for pupils. The pupils are happy in the environment of the school and are ready to turn to their teachers for support.
- The school has an appropriate range of policies and procedures. The head and staff are aware of their responsibilities in the context of child protection, health and safety, and equal opportunities.
- The parents confirm that the teachers are ready to listen to pupils' concerns and complaints and that they take appropriate action when necessary.
- The security of the school has been improved as a result of the action taken to fit locks to the main entrance.

#### **5.5 Provision for pupils with special educational needs (SEN)**

The provision for pupils with special educational needs is good.

- The school's SEN policy has been updated recently and conforms in full with the statutory requirements.
- Two teachers share responsibility for co-ordinating the SEN provision. No job-descriptions relating to their roles as co-ordinators have been produced and the arrangements for the implementation of the school's policy are not specific enough to enable them to identify their specific responsibilities.
- The school successfully implements the requirements of the Code of Practice. The name of each pupil is included on the register alongside details of the action to be taken. Where necessary, an individual education plan is prepared for each pupil. These plans are up to date and are reviewed at set intervals.
- The school successfully integrates each pupil into the work of the school and constant support is provided for them. The tasks set are not always sufficiently differentiated to meet individual needs.
- The parents contribute regularly to the review process and provide very strong support for what the school is trying to achieve.
- Full and effective use is made of relevant external agencies.

## **5.6 Partnership with parents and community, schools and other institutions**

The partnership with parents and the community, schools and other institutions is good.

- The parents are very supportive of the school and a number help in the classes and during school visits. They appreciate the school's efforts on behalf of their children and respond well to any request for additional assistance.
- A good range of information is provided for parents in the form of the annual report, meetings, the home-school agreement and other publications. The quality of the Parents' Handbook is good and conforms with statutory requirements.
- The school contributes well to the cultural and social life of the village by organising concerts and religious services in the church and chapel. Members of the community, for their part, support the school by attending concerts and celebrations in the school.
- The Parent-Teacher Association is very active. It is a focus for community activity and also raises substantial sums of money for school funds. The pupils respond well to their social responsibilities in their support for the elderly and by making generous contributions to charities and other good causes.
- The partnership with local primary schools is good; professional links have been formed with other teachers and social links have been established between the pupils and pupils from other schools. The pastoral and curricular arrangements for transferring Y6 pupils to the two secondary schools are also good.
- The support provided by the Unitary Authority [UA] is effective and the link officers respond appropriately to the needs of the school.
- From time to time, work experience opportunities are provided for students from the secondary schools and colleges.

## **5.7 Partnership with industry**

The partnership with industry is satisfactory.

- The school has an appropriate policy and acceptable strategy for ensuring the further development of this aspect.
- The curriculum is enriched by the satisfactory links established with the local agricultural industry. In addition, a number of visits have been arranged to places such as the Llanberis Slate Museum and Llysfasi Agricultural College. The school has drawn up detailed plans for a study of a nearby wood products enterprise.
- Links have been established with ELWA and the school has secured substantial financial support for developing this aspect of the curriculum.

## **6. MANAGEMENT**

### **6.1 Quality of self-evaluation and planning for improvement**

The quality of the school's processes for self-evaluation and planning for improvement is unsatisfactory.

- The head and teachers discuss pupils' progress regularly, but no structure or self-evaluation procedures have been established to assist them to monitor the educational provision and standards of achievement.
- The SDP establishes the order in which priorities are to be addressed during the school year. Nevertheless, there is no evidence to show that the planning is rigorous enough to provide the governors, the head and teachers with a strategic direction for their work.
- Responsibility for co-ordinating work in the subjects has been shared between the teachers, but to date the self-evaluation programme has not been implemented. The school does not have a record of its own evaluations and no arrangements have been made to visit classes to observe the teaching.
- The school makes good use of the advisory services provided by the UA and evidence was seen of recommendations being followed in the updating of schemes of work.
- In accordance with the requirements, whole school targets are set in the core subjects over a three year period. In general, these targets are not ambitious enough, especially where the performance of pupils is substantially higher.

### **6.2 Leadership and efficiency**

The quality of the school's leadership and efficiency is satisfactory.

- The head provides positive and energetic leadership and establishes good relationships with pupils, the staff, parents and governors. Under his leadership the school has gained the Basic Skills Agency's Quality Mark. To date, not all the plans that have been produced have been fully implemented.
- The staff are strongly committed to the school and co-operate effectively.
- The school has a clear statement of its values and aims which are supported by the parents.
- Appropriate job descriptions have been drawn up that define the responsibilities of all the teachers. The role of the subject co-coordinators has been defined and they carry out their planning duties successfully. However, their role in monitoring the quality of the provision and the standard of pupils' achievement is under developed.
- The governing body undertakes its duties conscientiously. Members take an interest in every aspect of school life and have a clear understanding of their responsibilities. Opportunities are provided for them to peruse all the documentation produced and they visit the school regularly. To date, their curricular roles have not been fully developed.

- The governing body maintains close scrutiny of the school's financial position and discusses priorities to ensure that it offers value for money. The school functions within its budget and provides good value for money.
- The school's policies give appropriate attention to statutory requirements.
- The day-to-day administration of the school is good.

### **6.3 Staffing, accommodation and learning resources**

Resources are managed well.

- Staffing levels are good and the teachers' qualifications are appropriate for the age ranges of the pupils they teach. The two assistants make a good contribution to the educational experiences provided for the pupils in their care.
- The teachers have attended a wide range of courses and receive good support from the staff of the UA.
- The school campus covers an extensive area and provides generous space for pupils to play. To date, there is no separate play area for the under fives. The fence and wide expanse of land outside the school is in good condition, but during the inspection the grass that had been cut had not been removed and caused difficulties for the pupils during play intervals and games sessions on the field.
- The condition of the building is generally satisfactory and is maintained in a clean and tidy condition. The staff cope successfully with the limitations imposed upon them by the building and take full advantage of the additional space that is available in the community hall for physical education lessons. The pupils are supervised well by the mid-day supervisors and satisfactory arrangements are made to cope with the necessity for pupils to eat in the classrooms.
- In general, the quality of the resources available to support the teaching and learning is good. Nevertheless, there is not enough large play equipment for the under fives.
- The library is a useful resource but pupils do not make full use of it for the purpose of seeking information. The school has very recently been linked to the Internet; to date the pupils do not make a great deal of use of it. One interactive white board has been installed in the school. It is used to introduce some basic tasks.
- The school building is attractive in appearance, and its walls feature a number of colourful displays produced by the pupils. These are used to support pupils' work.

## **7. SUBJECTS AND AREAS OF LEARNING**

### **7.1 Standards achieved by pupils**

#### **Provision for the children under five**

The provision for the children under five is appropriate and promotes the desirable outcomes in the six areas of learning. The children's personal and social development, their knowledge and understanding of the world and their creative development are good. Their language, literacy and communication skills, and their mathematical and physical development are satisfactory.

#### **Personal and social development**

##### **Good features**

- The children's personal and social development is good. They concentrate on their tasks when working independently and as members of a group, and work together well when sharing and playing. Through Bible stories they learn about friendship and caring for others.

##### **Shortcomings**

- There are no significant shortcomings.

#### **Language, literacy and communication**

##### **Good features**

- The development of the children's language, literacy and communication is satisfactory. They listen well to stories and class work. A small minority are ready to talk and share their experiences in their mother tongue. The learners acquire an increasing understanding of Welsh and make good efforts to use the language. The children can identify some letters and familiar words within their experience, and the older members of the group read simple books with confidence. They have all started to put marks on paper, using a variety of writing instruments. The older children can write meaningful phrases.

##### **Shortcomings**

- A good number of the children lack confidence when speaking and respond to questions using one-word answers.

#### **Mathematical development**

##### **Good features**

- The children's mathematical development is satisfactory. They count confidently to at least ten and understand the meaning of 'one more than' and 'one less than'. They match numbers and objects and can repeat patterns correctly. They can identify the basic shapes.

##### **Shortcomings**

- The children's mathematical language is underdeveloped.

## **Knowledge and understanding of the world**

### **Good features**

- The children's knowledge and understanding of the world is good. They more confident children talk about themselves and their families and show that they have an increasing awareness of the world around them and of daily and seasonal changes. They experiment with sand and water and care for plants. Their ICT skills are developing steadily. Some individual pupils use a mouse to move objects around the screen and to write simple sentences.

### **Shortcomings**

- There are no significant shortcomings.

## **Creative development**

### **Good features**

- The children's creative development is good. They sing a variety of suitable songs and rhymes and respond to some songs using movement. The older pupils can maintain rhythm by clapping. They enjoy playing in the animal hospital. They engage in role-play activity with confidence and enthusiasm. They work enthusiastically when painting and produce colourful pictures.

### **Shortcomings**

- There are no significant shortcomings.

## **Physical development**

### **Good features**

- The children's physical development is satisfactory. Their manipulative skills, using small apparatus, develop well as they colour, glue, build and cut out. During physical education sessions, the older children display satisfactory control over their bodies as they move in various ways. They respond appropriately to instructions.

### **Shortcomings**

- Because of a lack of suitable play apparatus, the children's gross motor skills have not developed sufficiently.

## **Welsh**

Standards are good in both key stages.

### **Good features**

- In KS1, pupils listen well to stories and presentations. The vast majority speak freely with each other and with adults.
- The children read and appropriate range of books. The vast majority read with increasing fluency and can discuss meaningfully the content and characters they encounter in books.

- Pupils write for a variety of purposes and record their experiences in their free writing. The more able pupils use a variety of sentence patterns and punctuate accurately.
- In KS2, the pupils listen intently to each other and to their teachers in a variety of situations. The vast majority communicate easily. The more able pupils express their opinions and ideas clearly during class discussions.
- The vast majority of pupils read accurately with clear expression and appropriate intonation. They read suitable texts and show that they have a good understanding of the content of books. The older pupils have favourite authors and can describe the features of books with confidence.
- Pupils use their reading skills satisfactorily to gather information from books and other sources.
- Pupils write across an appropriate range of language forms, including descriptions, letters, dialogues, stories and poems. More able pupils write in an interesting manner when responding to various subjects, showing that they have a firm grasp of register and style.

### **Shortcomings**

- In both key stages, a small number of pupils lack confidence when speaking and their oral expression is erroneous.
- In both key stages, a significant minority of pupils' writing contains errors of syntax, punctuation and spelling.

### **English**

The pupils are introduced to English during their final term in Y2. In KS2, pupils' standards are good.

### **Good features**

- In KS2, the pupils listen well and speak freely. The older pupils respond maturely during class discussions and express their opinions in clear, concise language.
- The vast majority of pupils read clearly and accurately and the older pupils discuss their favourite authors and the features of their favourite books. Pupils use a variety of sources satisfactorily to gather information.
- Pupils write for a variety of audiences and purposes. They use adjectives and comparisons to add colour to their creative writing. At the upper end of the school, the pupils write in a variety of modes, including scripts, letters, portraits, poems and stories.

### **Shortcomings**

- The oral expression of a significant minority of Y3 pupils is restricted.
- The written work of a small number of pupils contains spelling and punctuation errors.

## **Mathematics**

Standards are satisfactory in KS1 and good in KS2.

### **Good features**

- In KS1, pupils have a satisfactory understanding of number bonds and patterns and of basic processes.
- Pupils can identify and name two-dimensional [2D] shapes. They measure accurately using non-standard measures and are beginning to use standard units. They can identify a variety of coins and use them correctly to calculate small sums of money. They can tell the time correctly.
- Pupils can collate simple data and record it in graphical form.
- In KS2, a large majority of the pupils have a firm understanding of the four rules; their understanding of place value is good. The more able pupils have a good range of reasoning strategies for solving number problems and offer rapid responses. Their recall of multiplication tables is good.
- Pupils have a good understanding of the relationship between decimals, fractions and percentages. They can estimate fairly accurately.
- Pupils' knowledge of the attributes of 2D and 3D shapes is satisfactory. The more able pupils have a secure grasp of time, shape, area, angles and symmetry.
- Pupils' ability to interpret and display data is satisfactory. The more able pupils can discuss aspects of data, such as mode, median and mean, correctly.

### **Shortcomings**

- In KS1, the older pupils' ability to use a variety of strategies to solve problems in mental mathematics is under developed. A good number of them lack confidence when discussing their work.
- In both key stages, pupils' investigative skills have not been extended sufficiently.

## **Science**

Standards are satisfactory in KS1 and good in KS2.

### **Good features**

- In KS1, pupils' knowledge and understanding of life processes and of materials and their characteristics is satisfactory. Pupils can describe, in simple terms, the characteristics of objects, living things and the events they witness in the world around them.
- Through investigating, pupils can differentiate between living and non-living things, between objects that float and those that sink and can describe the characteristics of shapes that move easily through water.
- The more able pupils can talk meaningfully about the sun and about our dependence on it.

- After carrying out an investigation on friction, pupils produce simple block graphs and can explain which vehicle will travel the greatest distance.
- In KS2, the older pupils' knowledge and understanding of life processes is good. They can carry out a detailed investigation of the effect of exercise on heart rate and have a secure understanding of the various systems of the human body such as limbs, muscles and the lungs. They understand the effect of processes such as stretching and compression, compacting and relaxation on parts of the body.
- Y3 and Y4 pupils discuss healthy eating and the importance of a balanced diet to the body with confidence. They can identify vitamins and nutrients.
- Pupils have a secure foundation of scientific knowledge and the more able can discuss their previous work well, recalling the work they have undertaken on electrical circuits and solubility. They refer to the predictions and hypotheses that were involved in this work. Pupils discuss their work confidently, using appropriate scientific language.

### **Shortcomings**

- In KS1, a significant number of pupils' understanding of scientific terms is insecure and they lack confidence to discuss their work.
- In both key stages, pupils make insufficient use of IT to present and analyse scientific knowledge.

### **Design and technology**

Standards are good in both key stages.

### **Good features**

- In KS1, pupils design and make simple models to a good standard. The more able pupils produce models that reflect creativeness in the manner in which they have been fashioned and finished. They use simple planning sheets that enable them to follow the appropriate planning sequence. Their making skills are good.
- Pupils use simple mechanisms, make decisions and record their ideas. They control and direct a floor turtle effectively.
- In KS2, pupils display a good knowledge and understanding of a range of materials, components and techniques as they design and make good quality products. They can measure, mark, cut and join, and combine a variety of materials correctly.
- Pupils' awareness of safety issues is good, and they recognise potential hazards to themselves and to others.
- They are familiar with the design process and have completed a substantial number of assignments. They produce a series of designs before deciding on their final version. They use a wide range of materials in their products, basing their construction on the prepared design sheets. They evaluate their work effectively, giving consideration to its suitability and suggesting improvements.

### **Shortcomings**

- In KS1, pupils do not work with a sufficiently wide variety of materials.
- In KS2, pupils' ability to produce, test, adapt and save instructions to control events is under developed.

### **Information technology**

Standards are satisfactory in both key stages.

#### **Good features**

- In KS1, pupils can use computer programs confidently to reinforce and enrich their experiences in language and in mathematics.
- Pupils make effective use of a word processor to produce pieces of writing. They can modify texts to suit specific purposes and the older pupils can save, retrieve and re-draft their work before printing it.
- In KS2, pupils make progress in their ability to handle and use the technology for various purposes. They make use of the equipment and software to organise, reorganise and analyse ideas and knowledge. They produce and interpret a simple database.
- They use their word processing skills appropriately to record their work and to display the final copies of their writing.
- Pupils can handle data effectively and present it in graphical form for the purpose of analysing and interpreting.

### **Shortcomings**

- In both key stages, a good number of pupils' skills across the applications are insufficiently developed.
- In both key stages, pupils do not use their IT skills regularly enough to support of their work across the curriculum.

### **History**

Standards are satisfactory in both key stages.

#### **Good features**

- In KS1, pupils have a satisfactory understanding of the concept of the past and present. Individuals make appropriate use of words and phrases that are associated with the passage of

time, such as 'a long time ago' and 'in olden times'. They are aware of the sequence of events during a week and year.

- Pupils have a satisfactory knowledge about some of the important characters of the past. They record their observations satisfactorily using pictures and sentences.
- In KS2, the work undertaken has enhanced pupils' understanding of education and of living conditions one hundred years ago. They can make satisfactory comparisons between that period and the present day.
- As they investigate artefacts, the more able pupils discuss their age, construction and materials from which they are made in a sensible manner.
- The more able pupils use correct historical terminology and are ready to ask questions.

### **Shortcomings**

- In both key stages, pupils' research skills have not developed sufficiently.
- In KS2, pupils do not record their ideas sufficiently in their own words.
- A small number of KS2 pupils do not have a clear understanding of the significance of a time line.

### **Geography**

Standards are satisfactory in both key stages.

### **Good features**

- In KS1, pupils know their area well and can name familiar buildings and some physical features. They use simple geographical terms correctly.
- They are familiar with map work and their understanding of direction is developing. They use a key and symbols correctly to locate buildings on a simple map. They can discuss some places that they consider to be near or far and use an atlas to familiarise themselves with the countries of Britain.
- KS2 pupils are very familiar with the country of Lesotho and their knowledge about the contrasting features of Gwyddelwern and Maesru in Lesotho is good. The older pupils appreciate the importance of social and cultural features in both countries.
- Individuals use maps and plans of a variety of scales and can use co-ordinates and reference points correctly.

### **Shortcomings**

- In both key stages, pupils' mapping skills are insufficiently extended.
- In both key stages, the pupils generally do not make sufficient use of resources such as maps, pictures, photographs and ICT, to support their studies.

## **Art**

Standards are good in both key stages.

### **Good features**

- In KS1, the pupils use an appropriate variety of media to produce paintings, drawings and murals of a good standard.
- Pupils' observational skills are good. They observe in detail and record patterns using pencils to produce effective patterns and textures.
- In KS2, the pupils build on their previous experience. They create symmetrical patterns, using shapes and colours with pencils and coloured pupils.
- The pupils study the work of famous artists such as William Morris and have learnt about his influence on Laura Ashley. In addition they have observed prints of African origin and have emulated the work of the artist Tony Hudson by experimenting with paint. Pupils' work is displayed artistically around the school.
- Pupils in both key stages produce colourful and attractive three-dimensional models, using a variety of techniques.

### **Shortcomings**

- In both key stages, pupils' ability to use ICT programs to produce pictures has not been sufficiently developed

## **Music**

Standards are satisfactory in both key stages.

### **Good features**

- The pupils sing a variety of songs and hymns to a good standard. They are aware of the importance of good breathing and enunciation.
- In KS1, pupils can differentiate correctly between long notes and short notes. They use untuned instruments satisfactorily to follow simple rhythms.
- In KS2 pupils co-operate in small groups to produce simple musical compositions. After performing their compositions, they can suggest some simple changes to improve the quality of their work.
- Pupils listen to a variety of music and use musical terms correctly when describing these works.
- The pupils play the recorder effectively and their awareness of notation, rhythm and timing is developing satisfactorily.

### **Shortcomings**

- In both key stages, pupils' composing skills have not been sufficiently extended.
- In both key stages, pupils' ability to discuss their own work and that of other composers is under developed.

### **Physical education**

Standards are good in both key stages.

#### **Good features**

- In both key stages, pupils dress appropriately for lessons and listen and respond well to instructions.
- In KS1, the quality of pupils' movement is good. They work in small groups and as a whole class. They enjoy expressing and testing themselves in a variety of situations and succeed, by listening, observing and experimenting with movements and ideas, to develop good movement and co-ordination skills.
- In KS2, during dance lessons, Y3 and Y4 pupils perform in a controlled manner and with an awareness of rhythm and clarity in the body shapes that they produce. They are enthusiastic and disciplined; they understand that mobility is important to their health.
- In athletics, Y5 and Y6 pupils are aware of the need to practise new skills and learn to perform with consistency by repeating movements, linking their skills to improving their performance over a period of time. They enjoy communicating, co-operating and competing with each other. They understand the meaning of success in various aspects of physical education and know how to evaluate that success.

### **Shortcomings**

- In KS1, the older pupils have not developed their own interpretations and responses sufficiently.
- A small minority of KS2 pupils do not display the required co-ordination when linking movements on apparatus. They have not refined their basic running skills.

### **Religious education**

Standards are satisfactory in both key stages.

#### **Good features**

- In KS1, pupils have a satisfactory awareness of the main Bible stories, including those from the New Testament.
- Pupils' understanding of principles, such as friendship and caring for others, is good. They understand the importance of rules and can devise rules that are relevant to them.

- They are aware of the purpose of prayer.
- The more able pupils are aware of the most important church festivals and of the significance of holy days. Their knowledge about saints and some benefactors is satisfactory.
- In KS2, pupils can recall the main events in the life of Jesus as well as some stories from the Old Testament.
- The pupils discuss values that are important to them with increasing confidence. They use their knowledge about the Good Samaritan in a mature manner to discuss people's attitudes to each other. Individuals have firm opinions about moral ideas and can discuss them with confidence.
- Pupils are aware of the need to respect other people's creeds and practices. They know that different religions have their own places of worship.

### **Shortcomings**

- In KS1, a small number of pupils are unable to recall familiar stories from the Bible.
- In both key stages, pupils' knowledge about religions other than Christianity is under developed.
- In both key stages, pupils' knowledge about the artefacts that are to be found in places of worship is limited.

## **8. SCHOOL IMPROVEMENT**

### **8.1 Progress since the last inspection**

The school has responded well to the key issues identified in the previous report but there are some matters that require further consideration.

The previous report noted that there was a need for the school to raise standards in information technology and physical education throughout the school, to improve standards in design and technology and in art in KS1, and to give further attention to the subjects in which pupils achieve satisfactory standards. The report also noted the need for a school development plan to be produced that included managerial, curricular and financial priorities over the following three year period. In addition, it was noted that attention would need to be given to the shortcomings identified in the teaching, and that effective arrangements should be made for assessing, recording and reporting pupils' progress. The report also drew attention to the need to increase the curricular role of the governing body, for self-evaluation procedures to be established and for curriculum responsibilities to be given to all members of staff. The need to attend to the condition of the building was also noted.

- Since the previous report, progress has been made in improving standards in information technology and physical education throughout the school, and in design and technology and art in KS1. Standards in these subjects are now at least satisfactory with good standards being achieved in some of them. There has been an improvement in standards in all the subjects that were judged to be unsatisfactory and by now standards in all the subjects are at least satisfactory or good.
- The current SDP contains managerial, curricular and financial priorities but it lacks the rigour to provide practical guidance for the teachers and governors.
- The quality of teaching was satisfactory or better in every lesson observed.
- Effective assessment and recording procedures have been established and the reports to parents are of good quality.
- The curricular role of the governing body is still not fully developed.
- Responsibilities for co-ordinating the subjects in the curriculum are now shared by the teachers. Nevertheless, a self-evaluation programme, which could influence their planning and would provide qualitative information for the governors to make strategic decisions, is not in place.
- The condition of the building is now acceptable and the school has responded well to the challenge to secure additional space for pupils.

## **8.2 Key issues for action**

The school needs to:

- maintain the good standards and improve standards in the subjects and aspects that are satisfactory by attending to the shortcomings noted;
- make the short term planning more rigorous and extend the good teaching across the school to extend pupils' learning in all subjects;
- plan the development of the key skills in more detail so as to provide regular opportunities for pupils to use them across the curriculum;
- devise and implement a whole school self-evaluation programme as a means of ensuring improvement;
- strengthen forward planning, and develop the SDP as a practical management tool in the further development of the school.

## APPENDIX

### School Data

#### A. Basic information about the school

School's Name	Ysgol Bro Elwern
Type	LEA/Community maintained
Age range of pupils	3-7
School Address	Gwyddelwern Corwen Denbighshire
Postal Code	LL219DF
Telephone number	01490412332

Name of Headteacher	Mr D K Williams
Date of Appointment	March 1997
Chair of the governors	Mr G. Jones
Registered Inspector	Miss D Morris
Date of Inspection	18-21 June, 2003

#### 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	3	5	11	4	6	9	8	50

<i>Number of teachers</i>			
	Full time	Part time	Full time equivalent (FTE)
Number of teachers	3	1	3.1

<i>Staffing information</i>	
Pupil : teacher (fte) ratio, excluding nursery and special classes	14.8 :1
Pupil : adult (fte) ratio in nursery classes	4 :1
Average class size, excluding nursery and special classes	15.3
Teacher : class ratio	1.03 :1

<i>Attendance in percentages for the three terms prior to the inspection.</i>				
	R	KS1	KS2	Whole School
Term 1	94.5	94.5	94.1	94.3
Term 2	96.8	96.7	96.9	96.8
Term 3	100	97.1	95.7	97.6

Number of pupils excluded during the 12 previous months.	0
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**C. Results of National Curriculum Assessments and Public Examinations**

**NATIONAL CURRICULUM ASSESSMENT RESULTS**

**END OF KEY STAGE 1: 2002**

<b>National Curriculum Assessment KS1 Results: 2002</b>
As the number of pupils eligible for assessment at the end of Key Stage 1 was fewer than five, summary information is not included.

**NATIONAL CURRICULUM ASSESSMENT RESULTS**

**END OF KEY STAGE 2: 2002**

<b>Results of the National Curriculum Assessments KS2: 2002</b>												
<b>Percentage of pupils at each level</b>												
			D	A	F	W	1	2	3	4	5	6
English	Teacher Assessment	School						8	38	38	15	
		National				1	1	6	19	48	25	
	Test/Task	School			8		8	8	15	38	23	
		National						5	14	47	30	
Welsh	Teacher Assessment	School							15	62	23	
		National					1	4	24	49	21	
	Test/Task	School							15	46	38	
		National	1				1	3	22	48	23	
Mathematics	Teacher Assessment	School							31	54	15	
		National					1	1	20	47	28	
	Test/Task	School		8					23	46	23	
		National		2	1	1		4	18	42	32	
Science	Teacher Assessment	School							15	69	15	
		National						3	15	52	29	
	Test/Task	School							8	84	8	
		National		2		1		2	13	51	31	

Percentage of pupils attaining at least level 4 in mathematics, science and either Welsh (First language) or English.			
by Teacher Assessment		By test	
At the School:	69	At the School:	69
In Wales:	68	In Wales:	68

- 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.

**D. Evidence base of the inspection**

The school was inspected over a period of 3 days. The team consisted of 3 inspectors including the lay inspector.

- 28 teaching sessions or parts thereof were inspected.
- Pupils were questioned about their knowledge and understanding of the curriculum. They were heard reading and samples of their work were examined.
- The school’s documentation was studied including the schemes of work, teachers’ planning notes and pupils’ assessment records.
- Attendance registers were examined.
- Meetings were held with the head, the staff, the governing body and the parents.
- The 14 questionnaires returned were analysed.

**E. Composition and responsibilities of the inspection team**

<b>Name</b>	<b>Role</b>	<b>Aspects</b>	<b>Subjects</b>
Miss D Morris	Registered Inspector	1, 2, 3.1, 3.2, 5.1, 5.3, 6.2, 8.2, Appendix	Children under 5, Welsh, Mathematics, History, Music, Religious education
Mr J Blake	Team Inspector	4.1, 5.2, 5.4, 5.5, 6.1, 6.3, 8.1	English, Science Information technology, Design and technology Geography, Art, Physical education
Mr W Owen	Lay Inspector	4.2, 4.3, 5.6, 5.7	

*The inspectors wish to thank the school governors, head, staff, pupils and parents for their willing co-operation during the inspection.*