

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

**YSGOL BRYN CLWYD  
Llandyrnog  
Denbigh  
LL16 4EY**

**School Number: 663/2135**

**Date of Inspection: 18–20 October 2004**

**by**

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W200/14943**

**Date: 20 December 2004**

**Under Estyn contract number: T14/04P**

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Ysgol Bryn Clwyd 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.

The inspection of Ysgol Bryn Clwyd took place between 18<sup>th</sup> and 20<sup>th</sup> October 2004. An independent team of three inspectors, led by Dr Eric Peagam undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

### The nature of the provider

Ysgol Bryn Clwyd, located in the rural village of Llandyrnog near Denbigh, provides education for 25 boys and girls aged from three to 11, of whom four attend the nursery on a part-time basis. The school serves the village and surrounding area but, until recently, a special needs unit located in the school, drew many of its pupils from other areas. Since the relocation elsewhere of the Unit, the school has been using Welsh Assembly Government grants to admit pre-nursery children.

The school reports that the area from which pupils are drawn is neither particularly advantaged or disadvantaged. Approximately 11 per cent of pupils are entitled to free school meals which is lower than the average for Wales. There is a full range of ability on intake, but attainment on entry is below average overall. Around 25 per cent of pupils have special educational needs (SEN), including three pupils with statements of SEN. Almost all pupils' home language is English and no pupils come from homes where Welsh is the first language.

Pupils are taught in two classes, one for each key stage, both being considerably smaller than the average for Wales.

The school was last inspected in November 1998 when it was found to be making generally satisfactory provision, but with some shortcomings in standards, curriculum and school development planning, health and safety provision, information for parents and play facilities for early years.

### The school's priorities and targets

The school has recently adopted a new mission statement 'Learning and growing together' after discussion involving pupils, staff and governors. This supports a set of aims and objectives appropriately tailored to the context of the school.

While there are no major changes envisaged in the school's focus, current targets in the school development plan (SDP) include: improvement of provision and the curriculum for the early years, implementation of a whole-school scheme for personal and social education, as well as specific development objectives in information and communications technology (ICT), science, English, Welsh, technology, history and physical education.

## Summary

Ysgol Bryn Clwyd is a good school with outstanding features and few shortcomings, the most significant relating to standards and provision in design and technology. It has improved well since the last inspection. The inspection team agreed with most of the judgements made by the school in the self-evaluation document.

## Table of grades awarded

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

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

## Standards

The overall quality of the educational provision for the under-fives is appropriate to their needs and children make very good progress in their personal and social development as well as in acquiring the key skills of literacy, communication and numeracy.

The standards of achievement observed in lessons in the areas of learning and subjects inspected are as follows:

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Percentage at each grade	42	42	16	0	0

In Key Stage (KS) 1 and KS2, pupils make good progress to achieve well. In some subjects, their achievement is outstanding. In the six subjects inspected, achievement was graded as follows:

Subjects	Key Stage 1	Key Stage 2
English	1	1
Science	2	2
Welsh	2	2
Design technology	4	4
History	2	1
Physical education	1	1

As the numbers involved are very small, it is not appropriate to compare the school's results at the end of each key stage with those of other schools. However, if the school's results are aggregated over the past 10 years to give a reliable sample, the school has achieved very well when compared with the average results for similar schools in Wales over the same period. The school sets and meets targets based on the expectations for individual pupils.

At both KS1 and KS2, pupils' standards and progress in the key skills of speaking, listening, reading, writing, numeracy and using ICT are good and are well used in other subjects.

Pupils' personal and social skills develop well, including the ability to work together and to solve problems. Creative skills develop well and are demonstrated in work in a range of subjects.

Pupils with SEN, including those with statements, make good progress and achieve the targets set for them. Pupils with high ability and those with particular gifts and talents, also make good progress.

Pupils' attitudes to their learning, the interest they show in their work and their ability to sustain concentration are particularly strong features and contribute well to standards. Attendance and punctuality are good.

Pupils behave very well, supporting one another; by Year (Y) 6, they develop into mature, thoughtful members of the school community, who articulate their views well. They show good awareness of equal opportunities issues together with understanding of and respect for, diversity in culture and belief.

Pupils take a full part in community activities but show limited development of economic awareness or the world of work.

### **The quality of education and training**

The quality of teaching was judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
58	25	17	0	0

The percentage of good lessons is well above the Welsh Assembly Government target of 95 per cent satisfactory or better and the percentage of very good lessons is well above the Welsh Assembly Government target of 50 per cent good or better.

In over half the lessons observed, teaching had outstanding features. These included:

- very skilled questioning that enabled pupils to participate confidently in oral work and to ensure that teaching points had been fully understood;
- excellent rapport that contributed very well to pupils' confidence and willingness to explore ideas and concepts;
- very detailed knowledge of each pupil, making very effective use of the unusually small classes to provide a very high level of focussed, individual attention;
- very good match of activities to pupil needs and aptitudes to ensure that the teaching was appropriate to the wide range of age and ability within each class;
- strong encouragement for pupils to take responsibility for their own learning through good opportunities for decision-making within lessons and for evaluating their own and each other's work with a view to identifying ways in which it could be improved.

The quality of assessment is very good. Assessment is consistently used to effectively inform planning and target-setting, and teachers maintain comprehensive

records of pupils' achievements, linked to National Curriculum (NC) levels. The annual report to parents conforms to statutory requirements and is of good quality.

The school provides equal access to a broad and balanced curriculum that meets NC requirements and provides well for continuity and progression in mixed-age classes. However, there are shortcomings in the provision for design and technology.

Arrangements to enrich the curriculum are very good with effective use of the local environment, the community, visitors and visits, including a residential experience for all upper KS2 pupils.

The school promotes pupils' spiritual, moral, social and cultural development very well. Parental links are effective and partnerships with the community and other primary schools are good. An effective home-school agreement is in place. Links with the secondary schools to which pupils transfer are improving, but the school is aware that there are shortcomings both in relation to curriculum links and arrangements to ensure successful transfer.

The school is a happy and caring community in which pupils feel valued and supported. Provision for pupils with SEN is good and meets the requirements of the Code of Practice. Provision to secure the health, safety and welfare of pupils is very good and the school provides very effective academic and personal guidance for pupils.

### **Leadership and management**

The school is very effectively led with a clear vision and sense of purpose. There is a strong sense of corporate responsibility and the shared aims and values are well reflected in the work of the school.

Self-evaluation is developing well and arrangements for performance management are effective in promoting teachers' continuing professional development. However, target-setting is underused; for example, there are no targets to improve attendance.

The governing body, many of whose members are relatively new, is very supportive and well informed. Some governors, particularly the chair, are closely involved in the day-to-day life of the school.

Governors help to set strategic direction and monitor the quality of provision through visits and through headteacher reports.

The SDP clearly sets out the school's priorities with an appropriate focus on raising standards. Self-evaluation is developing well and has recently been extended to take parental views into account. Any shortcomings in the process arise from the lack of comparative information from other schools to establish gradings with the result that the school self-evaluation document has underestimated the quality of its provision.

The school has made good progress since the last inspection. The key issues have all been addressed well and a number of new initiatives have been implemented. In particular, the school has been awarded the Basic Skills Quality Mark.

The school is very well staffed for the number of pupils but the size of the school means that teachers carry a heavy load in terms of managing the curriculum.

The school has enough resources and the accommodation is of very high quality with a large amount of indoor and outdoor space that is very well used. The budget is very well managed and reflects development priorities well. Overall, the school

makes very effective use of its resources and, in spite of the high cost per pupil, it offers good value for money.

## Recommendations

In order to achieve further improvement, the school needs to:

- R1. improve standards and provision in design and technology by ensuring that it is regularly taught and that there is an effective scheme of work that relates to the NC programmes of study and ensures that pupils build securely on previous learning without undue repetition;
- R2. address any shortcomings identified in subjects or aspects of the school's work where standards are good overall;
- R3. develop a clear strategy for supporting pupils' understanding of the world of work and developing their economic awareness;
- R4. seek ways in conjunction with other cluster schools, to improve the partnership with secondary schools in relation to curriculum links and transfer arrangements.

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

## Standards

### Key question 1: How well do learners achieve?

**Grade 2** good features and no important shortcomings

- 1. The school assessed achievement as Grade 3 (strengths outweigh shortcomings), but inspectors found that this did not do justice to the overall standards in the school which were found to be high in most of the subjects inspected with significant shortcomings only in design and technology.
- 2. Standards of achievement are good overall and in most subjects. Pupils' standards of achievement in lessons overall, comfortably exceed the Welsh Assembly Government's all-Wales targets for 95 per cent of standards to be satisfactory and 50 per cent to be good.
- 3. The standards of achievement observed in lessons in the areas of learning and subjects inspected are as follows:

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Percentage at each grade	58	25	17	0	0

- 4. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable

Outcomes for Children's Learning. Standards achieved in personal development and key learning and social skills are good.

5. In KS1 and KS2, pupils achieve well overall and are well prepared for the next stage of their education. In the subjects inspected, the standards of achievement are good overall. Individual subject grades are as follows:

<b>Subjects</b>	<b>Key stage 1</b>	<b>Key stage 2</b>
English	1	1
Science	2	2
Welsh	2	2
Design and technology	4	4
History	2	1
Physical education	1	1

6. Shortcomings in design and technology relate to the limited range of experiences pupils have had and the fact that significant areas of learning have not been covered up to now. Good cross-curricular experiences have been insufficient to address this, and the school has yet to develop a coherent strategy for the subject. Recent teaching has been confined to encouraging the development of making skills and even this has yet to have its full effect.
7. Pupils are assessed by the teacher at the end of KS1 and entered for national tests at the end of KS2. The numbers reaching the end of a key stage in any one year are usually too low for the school to be required to report them.
8. It is not appropriate to compare the results with those of other schools as the small size of the year group makes such comparisons statistically unreliable. At the same time, the presence of a special needs unit within the school has meant that the variable number of statemented pupils in any one year group has the effect of distorting the overall results. However, if the school's results are aggregated over the past 10 years to give a reliable sample, the school has achieved very well when compared with the average results for similar schools in Wales over the same period.
9. The school sets targets based on the expectations for individual pupils. Each year, these targets are achieved and usually exceeded. Base-line assessment and value-added data, including standardised tests, give a clear picture of good individual achievement.
10. Pupils with SEN make good progress overall, with statemented pupils making steady progress towards the targets in their individual education plans (IEPs). Pupils with high ability and those with particular gifts and talents, also make good progress.
11. The school has recently been awarded the Basic Skills Quality Mark, reflecting the good standards achieved in the key communication and literacy skills. Pupils show well-developed ability to deploy numeracy and ICT skills in a range of different contexts. Pupils show good development in their personal and social skills, especially in problem solving and working together. Creative skills are developed well throughout the school.
12. Pupils' attitudes to their learning, the interest they show in their work and their ability to sustain concentration are good. They show interest in their work and readily participate in the range of activities provided.

13. Pupils' behaviour throughout the school day is very good and the school achieves one of its aims of creating an environment where each pupil can progress. The school is an orderly community and pupils are well-mannered, eager to help one another, courteous and friendly. They exercise a high degree of self-discipline and take on classroom and other responsibilities with enthusiasm.
14. Pupils achieve good levels of attendance. The average attendance for the three terms before the inspection was 95 per cent. Registration arrangements meet statutory requirements. Pupils are punctual at the start of the day.
15. Throughout the school, pupils make good progress in their personal, social, moral and wider development. They also have an understanding of equal opportunities issues and have respect for the diversity of beliefs and cultural traditions within society.
16. Participation in the life of the community and visits to places of historical and cultural interest help to broaden pupils' understanding of their community and at times the world of work.

## The quality of education and training

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

**Grade 1** good with outstanding features

17. The findings of the inspection team differ from the school's self-evaluation in that the school judged this key question as Grade 2.
18. By far the greater part of the teaching that pupils receive is of very high quality. There are a great many strengths in teaching, which continues to improve as a result of harmonised school-wide approaches to planning and the very effective use of assessment information to ensure that work and expectations are very carefully matched to individual pupils. Teachers have very detailed knowledge of the pupils in their care, and use this knowledge very well in ensuring that activities are planned in such a way to include all pupils and to ensure they have the resources and artefacts to illustrate teaching points.
19. Teaching very successfully promotes pupils personal development as a result of fostering very good relationships within the class.
20. The inspection team observed teaching in six subjects of the NC. In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
58	25	17	0	0

21. In over half the lessons observed, the teaching had outstanding features. These included:
  - very skilled questioning that enabled pupils to participate confidently in oral work and to ensure that teaching points had been fully understood;
  - excellent rapport that contributed very well to pupils' confidence and willingness to explore ideas and concepts;

- very detailed knowledge of each pupil, making very effective use of the unusually small classes to provide a very high level of focussed, individual attention.
  - very good match of activities to pupil needs and aptitudes to ensure that the teaching was appropriate to the wide range of age and ability within each class;
  - strong encouragement for pupils to take responsibility for their own learning through good opportunities for decision-making within lessons and for evaluating their own and each other's work with a view to identifying ways in which it could be improved.
22. The quality of assessment and its use in planning, including SEN, is very good. It is based on individual pupil targets and outcomes, is well established and effectively used. Assessment criteria for learning objectives are clear and consistent. Teachers observe pupils' work and provide appropriate guidance on improvement.
23. Comprehensive records of pupil achievements are maintained. These include baseline assessments, NC criteria and standardised testing. All statutory requirements are rigorously met. Standards achieved by pupils are monitored and used effectively in planning and improving learning.
24. Pupils are constantly made aware of the quality of their efforts. Work is regularly marked with positive and constructive comments. Pupils discuss their work with the teacher, are encouraged to offer suggestions on improvement and become involved with planning their own progress.
25. The annual report to parents conforms to statutory requirements and is of very good quality. There are formal and informal opportunities for parents to discuss their child's progress with the class teacher. Upon request, parents have access to records and reports relating to their child.
26. For pupils who have a statement or are on the SEN register, parents are aware of and are involved with IEPs, annual reviews and the input of outside agencies.

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

<b>Grade 2</b> good features and no important shortcomings
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27. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
28. The curricular provision is a strong feature of the school. The overall quality and provision of learning experiences appropriately meet the learners' needs.
29. The planned curriculum is broad, balanced, flexible and provides well for continuity and progression in mixed-age classes. However, there are shortcomings in the provision for design and technology.
30. The development of pupils' basic and key skills is a strong feature of the school. In 2002, the school was awarded the Basic Skills Quality Mark for its strategy to improve pupils' basic skills. Nursery-aged pupils acquire the key skills of literacy, communication and numeracy well. At both KS1 and KS2, pupils' progress in speaking, listening, reading, writing, numeracy and in the use of ICT

is good and the skills are well used in other subjects. Schemes of work ensure a coherent and co-ordinated provision for key skills.

31. Pupils' experiences are enhanced and enriched through a variety of extra-curricular activities. These include valuable after-school clubs, a residential experience for all upper KS2 pupils, visits to local theatres, visiting theatre companies and celebration of special events. Weekly competitive sports and games with local schools take place. These activities complement and extend the curriculum provision. They also contribute towards raising the standards of pupil achievement in personal and social development.
32. The school is very successful in promoting the spiritual, moral, social and cultural development of the pupils. Assembly times provide a good opportunity for pupils to participate, respond, and reflect on their daily lives, families and events. Pupils distinguish between right and wrong and are constantly encouraged to be honest, fair and respectful. Pupils are given good opportunities to act and behave responsibly. The very good relationship that exists between staff and pupils, as well as between the pupils themselves is apparent and is a strong feature of the school. There are good opportunities in history, geography and religious education lessons for pupils to study their own Welsh culture and other cultures. Aspects of artwork and literature develop pupil appreciation of the natural world.
33. Very effective and supportive links exist between the parents and the school. With the relocation of the local education authority (LEA) SEN unit last July, an opportunity has emerged for the school to move forward in a new direction. Efforts are focussed on the provision for early years education and the anticipation is that more parents will enrol their children to the school.
34. Parents are very involved with the school through re-cycling and healthy eating projects; promoting leisure activities, such as astronomy and computer work; helping with reading and producing high quality story sacks. The supportive contribution of the current governing body has a positive impact on the pupils' learning experiences. This impact is very evident in the willing and ready involvement of the chair of governors.
35. There are strong and effective links with the community. Parents, family and friends attend when pupils take part in the local eisteddfod and a harvest service at the church. The village hall is situated at the school and is used to present a fashion show of children's clothes or the Christmas show. Local organisations and businesses support the school. Community links are enhanced through curricular visits.
36. Cluster arrangements with other primary schools are good. Meetings are arranged to assist and develop collaborative schemes and policies and to pursue small-school grants. Contacts with the secondary schools to which Y6 pupils will transfer are improving, but there are shortcomings both in relation to curriculum links and arrangements to ensure successful transfer.
37. Teacher-training students from Bangor and Wrexham undertake a four to six weeks' placement at the school annually during the spring term. The headteacher is a trained student mentor. The arrangement is used well to the benefit of students and pupils.

38. Pupils benefit from some work-related activities and visits and there are good examples of local businesses supporting school activities. In addition, visits made by the police, fire service, nurse and postman enhance pupils' learning and understanding of the world of work. There are very limited opportunities for learners to develop their entrepreneurial skills and for staff to raise their personal understanding and awareness of the world of work.
39. The school makes good efforts in the development of pupils' experiences of the Welsh language. It is effectively integrated into the daily life of the school. There is a strong emphasis on learners studying the heritage and culture of Wales.
40. There is good provision for teaching about sustainable development within subject areas and the pupils are engaged in a range of recycling initiatives.
41. There is a clear equal opportunities policy and it is reflected in many aspects of school life such as games and other social activities.
42. The curriculum takes good account of Welsh Assembly Government priorities and initiatives.

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

<b>Grade 1</b> good with outstanding features
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43. The findings of the inspection team differ from the school's self-evaluation in that the school judged this key question as Grade 2.
44. The school provides a high level of care, guidance and support for its pupils throughout the day. Observation of lessons and other activities reveals how effectively the school plans and manages these arrangements. As a result, the school is a happy and caring community in which the pupils feel valued and supported.
45. The school strives to work in partnership with parents. They are welcomed at the school and are involved with extra-curricular activities and homework. Information gleaned from a recent questionnaire completed by parents on aspects of provision, including care and support, is positive and encouraging.
46. Partnership links with employers is an underdeveloped area. The school has recognised this and are pursuing a "World of Work" programme. Parent suggestions are listened to and the response is positive; for example, painting activities, storysacks, recycling projects. In the very rare case of a complaint, the school takes heed and acts accordingly.
47. There are well-established, familiar guidelines and procedures to assist new pupils settle in quickly to the daily routine. There is also, if required, additional or specialist support from the LEA. A home/school agreement informs pupils of their rights and responsibilities. It emphasises the importance that pupils of all ages feel safe and secure. It also encourages mutual respect, support and collaboration within the school and in the wider community.
48. Staff consistently identify and monitor pupils' needs and progress. They have a sound knowledge and understanding of pupils' strengths and areas in need of improvement with regard to health, personal and social education. They ensure well-structured and co-ordinated guidance and make good use of links with

- outside agencies. A policeman undertook a recent visit to discuss the health dangers associated with smoking and alcohol.
49. Registration periods are undertaken appropriately and procedures for monitoring pupils' punctuality, attendance, behaviour and performance are in place. These factors have an overall beneficial effect on pupils' progress and confidence and help them thrive in a well-structured environment.
  50. The school promotes the healthy development, safety and well being of pupils. One governor has responsibility for health and safety within the school. There are clear rules of conduct for pupils to observe both inside and outside the building. The school protects the pupils from harmful situations and constantly reminds them of health and safety through its daily procedures. For those pupils who receive school meals, the food is appetising and wholesome. Most of the prepared food is fresh and purchased locally.
  51. Effective child protection procedures are in place and risk assessments are undertaken as required with certain activities or class visits.
  52. Provision for pupils with SEN is good and meets the requirements of the Code of Practice. The school has a higher than average proportion of pupils with SEN, including those with statements. Effective use is made of external support to provide advice and support for teachers and pupils. For pupils whose first language is not English, the school enlists the aid of the LEA service for English as an additional language and such pupils make very good progress.
  53. Pupils have good opportunities to experience aspects of citizenship and diversity. There is good representation of diversity in the curriculum, the teaching of religious education and within the personal and social education programme. The stories in assemblies include topics that help pupils learn about the importance of respect and tolerance.
  54. Policies and procedures are in place to ensure that incidents of poor behaviour are rare and this includes all forms of discrimination and harassment.

## **Leadership and management**

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

**Grade 2** good features and no important shortcomings

55. Overall, the findings of the inspection team match the judgement made by the school in the self-evaluation report.
56. In this very small school, the quality of corporate leadership is good and ensures that the school is purposefully managed with a clear sense of direction. Shared aims and values, are well reflected in the work of the school which promote equality for all. The relatively new governing body has a clear view of what the school needs to do and is increasingly effective in achieving it.
57. The quality of relationships and the high level of trust between the staff and governors ensure that the school is managed in a very open and coherent way.
58. The school takes good account of national priorities. Recent initiatives, such as the catch-up programme, are helping more pupils to achieve higher standards. The school is developing a good strategy for promoting awareness of

citizenship and sustainable development and has accepted the need to promote awareness of and sensitivity to diversity.

59. Self-evaluation and target-setting are developing well in the management structures of the school. There is good management and evaluation of subject provision and standards. Performance management is beginning to be effective in promoting teachers' continuing development and improving school effectiveness.
60. The effective staff appraisal system promotes teachers' continuous professional development and helps to improve the quality of the school's provision.
61. The governing body is well informed and very involved in the life of the school. Many governors have been recently appointed and effective use has been made of training from the LEA both for initiation and for retraining of existing governors. Governors are increasingly effective in setting strategic direction and in monitoring the quality of provision, including that for pupils with SEN, and the standards pupils achieve. They have identified design and technology as an area for development and have sought to address this.

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

<b>Grade 2</b> good features and no important shortcomings
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62. The inspection team agreed with the school's self-evaluation grade.
63. There is a strong commitment on the part of governors, headteacher and staff to raising standards and improving the school's performance. While some formal aspects of self-evaluation have been newly developed by governors, the school has, at least since the previous inspection, consistently planned and pursued strategies for improvement. The action plan was comprehensive and ensured that all issues raised in the report were successfully addressed.
64. These new procedures include seeking the views of parents in order that these can be incorporated into the self-review leading to the development of priorities within the SDP. All staff, together with the governing body, are involved in its production from an early stage.
65. The SDP is concise and focussed on a small number of objectives, with planning, responsibilities, time scale and resources identified. Ten targets are set; the top five for detailed attention, the rest for a light touch.
66. At present, the plan envisages no major initiatives other than preparation for the introduction of the foundation stage, but there is good emphasis on improving standards.
67. The subject monitoring structure provides effective evaluation of standards and provision, identifying strengths and shortcomings where these exist. They detail the structure for monitoring and assessment as well as standards achieved, and prioritise areas for development for inclusion in the SDP.
68. The self-evaluation report, produced by the school before the inspection, is concise and clear; it identifies strengths and areas where improvements are needed although insufficient weight is given to strengths in some areas.

69. Overall, the inspection team agreed with the school's identification of its strengths and areas for improvement. The inspection team agreed with the judgements made by the school in five of the seven key questions. Where there was a difference in judgement, the inspection team has awarded a higher grade.

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

<b>Grade 1</b> good with outstanding features
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70. The findings of the inspection team differ from the school's self-evaluation in that the school judged this key question as Grade 2.
71. With the exception of design and technology, staff have sufficient in-depth knowledge and expertise to teach all subjects and aspects of the school's curriculum. The school is very well staffed for the number of pupils but the size of the school generates a considerable workload in terms of managing the curriculum.
72. Skilled support staff ensure that the school functions effectively. Local education authority teachers visit regularly to provide additional support for pupils with SEN and English as an additional language. The 'Athrawon Bro' complement the teaching of Welsh as a second language. A classroom assistant is usefully and valuably deployed with younger pupils and contributes with all aspects of curricular provision.
73. The availability and high quality of general reading books, reference books, materials and equipment found in classrooms, reading areas and resource room enhance the quality of pupil work and learning. The extensive range of resources is appropriate to pupil age and needs.
74. There is ample accommodation for the number of pupils currently attending the school. Good use is made of the facilities including the adjoining village hall. The school building and grounds are well maintained. There is a safe and spacious playground and a very good field area.
75. With the recent relocation of the Unit, the school now has far more space. The KS1 class has been relocated into the former Unit and a large room is now available as a resource area.
76. The school plans appropriately and makes use of financial and other resources in line with its educational and other priorities. The headteacher and governors regularly review and evaluate the use of resources and future requirements.
77. Very good use is made of the local community and other educational locations to enrich pupils' learning. The pupils, parents, school and the community all benefit from their close and effective partnership.
78. Overall, the school provides good value for money.

## Standards achieved in subjects and areas of learning

### English

**Key Stage 1 - Grade 1:** good with outstanding features

**Key Stage 2 - Grade 1:** good with outstanding features

The findings of the inspection team differ from the school's self-evaluation in that the school judged this subject as Grade 3 in both key stages.

#### **Good and outstanding features**

Pupils are attentive in lessons; they listen to the teacher and follow instructions. They respond well to questions showing interest and understanding, which promote and enhance their learning. They enjoy contributing to lessons and are very supportive of each other.

The pupils benefit both from the importance the school places on reading skills and the interest it arouses in reading. Appropriate targets are regularly set and the pupils are actively encouraged to maintain their own record of progress. Key Stage 2 pupils familiarise themselves with reading level requirements – response, expression, comprehension and attitude. They show good progress and become confident readers.

Key Stage 1 pupils speak clearly, for example when preparing for the Harvest service. They identify appropriate vocabulary and, working collaboratively, produce a brief poem.

Pupils recognise initial letter sounds and progress to read the whole word. They show very good progress as they recognise phonemes and blends and their use in word formation. They show a good understanding of plural endings and write them correctly.

Pupils make very good progress in reading. At KS1, some pupils read fairly accurately with visual prompts whilst others read fluently, with expression and discuss the text. Pupils at KS2, identify consonants/vowels and participate enthusiastically in a rap session based on the structured phonics programme. They display a sound grasp of the language of phonemes, graphemes, and diphthongs and understand that using a variety of letter combinations can produce sounds.

At KS2, pupils show good conversational and observational skills. When reading Michael Morpurgo's "Out of the Ashes", they consider the text, reflect sensitively to the events in the story and relate these to incidents in their own lives and experiences.

Higher-attaining KS2 pupils show very good understanding of the use of metaphors and demonstrate this in a display of their work, reflecting good imagination and thought.

By the end of KS1, most pupils write legibly and correctly. They develop good handwriting skills by completing exercises, crosswords, word searches and sentence completion. They begin to use punctuation marks and their handwriting is joined.

At KS2, pupils make good progress in acquiring handwriting skills through a formal lesson. They carefully form the letters and are aware of descriptors used for

example, ascenders and descenders. Higher-attaining pupils make very good progress in free writing. They edit and scan text; make good use of a dictionary; give an account of a personal experience; compare a book and a film outlining the advantages and disadvantages; write simple poetry in rap form; and rewrite a poem as a story. The overall quality and variety of written work and high standards are strong features of pupil progress.

### **Shortcomings**

There are no significant shortcomings.

<b>Science</b>
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**Key Stage 1 - Grade 2** good features and no important shortcomings

**Key Stage 2 - Grade 2** good features and no important shortcomings

The findings of the inspection team differ from the school's self-evaluation in that the school judged this subject as Grade 3 in both key stages.

### **Good and outstanding features**

Key Stage 1 pupils carry out prescribed investigations well. They use a range of senses to make careful observations, recording their findings effectively in writing and diagrams. They come to understand what constitutes a fair test and, when carrying out investigations, make sensible predictions about what they think might happen.

Their knowledge of living things is good. They plant seeds and grow them in different conditions. Through involvement in the school garden, they acquire a sound knowledge of the life-cycle of plants. They understand the importance of eating a healthy diet and taking regular exercise.

Pupils categorise materials according to their properties, recognising that materials may share some, but not all, properties with others. They examine everyday items to establish what they are made of and identify the appropriate material for rainwear.

Pupils know that forces operate in different ways and that objects in motion can be speeded up, slowed down or diverted by the application of different forces.

They develop an understanding of habitat, for example, the local hedgerow, identifying and classifying creatures and plants found there. They make good use of the local environment for observation and investigation.

Key Stage 2 pupils extend their knowledge of the natural world and the interdependence of species, leading to a good understanding of the ecological issues facing the world. They carry this into practice by recycling materials, including plant materials that they use to prepare compost.

By the end of KS2, the ability of pupils to plan, carry out and record practical investigations is well developed. They have a secure understanding of how to plan a fair test and take this carefully into consideration when planning an experiment. They confidently plan out their ideas and correctly select the elements of the test that they could keep the same and those they would need to change. They record their observations carefully in charts and graphs.

Whilst planning an investigation to demonstrate the conditions that favour evaporation, for example, they are aware that the quantity of water needs to be

constant as well as the time for the experiment. They apply their knowledge to developing an understanding of the water cycle, including terms such as 'evaporation', 'precipitation' and 'condensation'.

In both key stages, pupils show good regard for safety and follow instructions carefully. They show a good level of respect for animal life, including the small creatures they find in the hedgerow search.

### Shortcomings

Older and higher-attaining pupils in KS2 show limited skills in identifying appropriate ways of investigating scientific questions from first principles.

## Welsh

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

**Key Stage 2 - Grade 2:** good features and no important shortcomings

The findings of the inspection team differ from the school's self-evaluation in that the school judged this subject as Grade 2 in KS1, and grade 1 in KS2.

### Good and outstanding features

Pupils at KS1 listen carefully to the teacher whilst registration is taken in Welsh. They follow simple questions and respond in Welsh.

Pupils recognise and respond appropriately to flash cards and work effectively in pairs. Pronunciation and intonation are good. They know their numbers in Welsh when playing a board game and show secure understanding when using a simple sentence pattern.

Based on their topic work, Y1 pupils enjoy responding to simple questioning as to how they feel. Year 2 pupils extend their vocabulary by undertaking written/colouring exercises on requests such as "*Ga'i lemonêd/hufen ia os gwelwch yn dda?*"

Pupils show progress in reading simple stories from the *Paent Gwlyb* and *Dewi Deinosor* series. They read their stories aloud with good pronunciation and expression and convey the content effectively.

Pupils at KS2 have an extended Welsh vocabulary and good oral skills; they make very good progress in written Welsh. Based on the *Ymlaen â Ni* series, pupils revise, reinforce and extend the language patterns previously introduced.

When working on the theme "*Bwyd*", they ask and answer questions on a menu; for example, "*Pwy sy'n hoffi brechdan wy, creision halen a finegr/plaen, iogwrt mefus?*" They show an enthusiastic and positive attitude towards their spoken Welsh. They recite a Welsh poem with good expression and understanding. Pupils appreciate the purposeful activities that encourage discussion and facilitate good progress in oral skills.

Pupils' written exercises contain a variety of topics ranging from diary entries, brief accounts, to a residential visit with all the activities undertaken. Sentence patterns are short and based on familiar vocabulary and patterns.

A Welsh workbook based on "*Gwyliau*" (Holidays) reveals good pupil progress in their responses and sentence writing skills. The overall standard of work is very good and reflects a genuine pupil interest in the topic.

All pupils make good use of the opportunity to sing in Welsh, both informally in the classroom and formally during a whole-school assembly. On special occasions, pupils read, recite and sing in Welsh in front of parents and members of the community, clearly and to a good standard.

### **Shortcomings**

There are no significant shortcomings.

## **Design and technology**

**Key Stage 1 - Grade 4:** some good features, but shortcomings in important areas

**Key Stage 2 - Grade 4:** some good features, but shortcomings in important areas

The findings of the inspection team differ from the school's self-evaluation in that the school judged this subject as Grade 2 in both key stages.

### **Good and outstanding features**

In both key stages, pupils develop skills in safety using a range of hand tools to measure, mark, shape, cut and join a range of materials, following a design brief.

The youngest pupils show curiosity about how things work and make effective use of construction kits to carry out simple design and make activities. They use simple materials to create a box to contain 'the lighthouse keeper's lunch'.

Pupils develop skills in manipulating compliant materials and pupils increasingly pay attention to the importance of finish and presentation in their design work.

Through work linked with science investigations, pupils develop understanding of the principles involved in designing and strengthening structures such as bridges to enable them to withstand loadings, as well as the mechanisms involved in a helicopter rotor.

Understanding of control processes using ICT develops well, both through working with LOGO to control the movement of a 'turtle' and through work on programming a 'merry-go-round' at the local information technology centre.

Pupils examine the structure of bread and biscuits, identifying positive features and incorporating them into their own designs as well as preparing and presenting other food. They design a new drink, considering not only what it will consist of, but also how it will be presented.

By the end of KS2, pupils' skills are developing well and they increasingly use their own knowledge to plan, design and make complex models such as a scale model of the school.

### **Shortcomings**

Pupils in both key stages lack experience and knowledge in significant areas of the subject. They have no experience of mechanisms such as levers, pivots, pneumatics and hydraulics and have limited knowledge of structures and strengthening as well as control technology.

Pupils do not sufficiently identify a design need and address it, working to criteria and evaluating the outcome against their intentions in order to improve upon their design.

As a result of working with prescriptive briefs, there is a very great similarity between the models and artefacts that pupils produce, with differences often limited to the choice of colours or materials for the final decoration.

## History

**Key Stage 1 - Grade 2** good features and no important shortcomings

**Key Stage 2 - Grade 1** good with outstanding features

The findings of the inspection team differ from the school's self-evaluation in that the school judged this subject as Grade 2 in both key stages.

### Good and outstanding features

Pupils show good progress in developing their understanding of chronology and how things have changed over time. Following a visit to Erddig, they correctly identify parts of a maid's uniform and name current objects that would not feature in a Victorian living room or kitchen. They cut out and sequence pictures of bathing through various historical periods.

A secure awareness of the concept of continuity and change is reflected in their work. During topic work, pupils at KS1 study old and new sources of light – candles, oil, gas and electric.

They listen and carefully observe the story of "Salem" – a painting by Curnow Vosper (1868-1942). They recognise the difference between a primary and secondary source. Good progress is observed in their oral and written response to questions and tasks.

Key Stage 2 pupils show interest and enthusiasm when studying the Iron Age Celtic society. They identify countries inhabited by the Celts together with construction materials used for their dwellings, and make comparisons with their own homes.

They show good imagination in discussing and writing about what life was like in Celtic times. They produce good written accounts of their visit to a Celtic dwelling, undertaking their own research and demonstrating interest and commitment throughout the project.

Key Stage 2 pupils are currently beginning to study life in Wales and Britain in Tudor times. They visited Ruthin to see Tudor style buildings and recorded their findings. They recognise the monarchs and personalities of the period and enjoy listening to a good, informative rap on Henry VIII ('Guess Who?' by Coral Rumble). They show good progress in selecting and combining information from various sources; for example, class visits, reference books, literature and use of the Internet.

### Shortcomings

There are no significant shortcomings.

## Physical education

**Key Stage 1 - Grade 1** good with outstanding features

**Key Stage 2 - Grade 1** good with outstanding features

The findings of the inspection team differ from the school's self-evaluation in that the school judged this subject as Grade 2 in KS1.

## **Good and outstanding features**

In both key stages, pupils are aware of the effect of exercise on their bodies. Key Stage 1 pupils identify the increased heart-rate and explain this in terms of providing the body with more energy. By the end of KS2, pupils describe the benefits of regular exercise. They know that exercise is important to health and well-being and enthusiastically participate in a range of sporting and other physical activities.

Key Stage 1 pupils develop a good range of gymnastic skills, showing good understanding of modes of travel and balances, using the floor and low apparatus. They combine a series of these movements to form a sequence that they practice and refine, changing speed and direction with good regard for their own spatial needs and those of others.

Key Stage 2 pupils extend this to perform sequences involving a range of levels, using a variety of apparatus, memorising their sequences and repeating them. Older pupils provide good role models either by demonstrating skills or working with younger pupils.

In both key stages, pupils start and stop on command and show good awareness of the importance of stillness to signify the beginning and end of a sequence.

Pupils develop good skills in dance, both in following a taught sequence and in adapting movement to illustrate a particular theme. They combine together to perform in school concerts.

All pupils make good progress in swimming. Although some pupils arrive with very limited experience, they quickly gain water confidence and, by Y6, most pupils attain the 25-metre standard with some using a range of strokes and covering greater distances.

Pupils understand the need for rules and organisation in team games and accept these willingly. All pupils have the opportunity to participate in extra-curricular sporting activities and even the youngest KS2 pupils participate in representative matches.

In both key stages, pupils evaluate their own and others' performance very well, identifying good achievement and suggesting ways in which it can be improved with sensitivity and perception.

All pupils benefit from the opportunity to develop skills in a range of outdoor and adventurous activities as a result of the residential visit to Glan Llyn. In the process, they reinforce their understanding that participation in activities together is pleasurable and supports their social skills.

## **Shortcomings**

There are no significant shortcomings.

## **School's response to the inspection**

The school was invited to provide a response to the report but in this case, declined to do so.

## Appendix A

### Basic information about the school

Name of School	Ysgol Bryn Clwyd
School type	Community
Age-range of pupils	3-11
Address of school	Llandyrnog Denbigh
Post-Code	LL16 4EY
Telephone Number	01824 790324

Headteacher	Mr C D Roberts
Date of appointment	1984
Chair of Appropriate Authority	Mrs C Boardman
Registered Inspector	Dr Eric Peagam
Dates of inspection	18–20 October 2004

## Appendix B

### School data and indicators

Number of pupils in each year group								
Year group	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	2	4	4	6	2	4	3	25

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	0.3	2.3

Staffing information	
Pupil:teacher ratio excluding Nursery and special classes	12:1
Average teaching group size	15
Teacher (fte): class ratio	1:1
Pupil: adult ratio in nursery classes	4: 1

Percentage attendance for three complete terms prior to the inspection				
Term	Reception	KS1	KS2	Whole School
Spring 2004	92	97	92	95
Unauthorised absence	0.3	1.3	0	
Summer 2004	91	94	96	95
Unauthorised absence	0.5	0.5	1.5	
Autumn 2003	92	90	97	94
Unauthorised absence	0.6	0.3	0.7	

Percentage of pupils entitled to free school meals	11
Number of pupils excluded during 12 months prior to inspection	0

## Appendix C

### National Curriculum Assessment Results

#### End of Key Stage 1

<b>National Curriculum Assessment KS1 Results 2003</b>	Number of pupils in Y2	3
As the number of pupils eligible for assessment at the end of Key Stage 1 was fewer than five, summary information is not included.		

#### End of Key Stage 2

<b>National Curriculum Assessment KS2 Results 2003</b>	Number of pupils in Y6	5
As the number of pupils eligible for assessment at the end of Key Stage 2 in was greater than four but fewer than 10, overall performance indicators only are included.		

<b>Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)</b>			
<b>by Teacher Assessment</b>		<b>by Test</b>	
In the school	100	In the school	100
In Wales	68	In Wales	68

## Appendix D

### Evidence base of the inspection

The inspection was carried out by a team of three inspectors over a period of two and a half days, and the report was based on evidence from:

- pre-inspection meetings held with the headteacher, staff and the governing body;
- the analysis of 12 returned parents' questionnaires and a meeting with 11 parents;
- the observation of 13 lessons or part lessons and observation of extra-curricular activities;
- a scrutiny of pupils' work and hearing pupils read;
- interviews with pupils about their learning and their experience of the school;
- an examination of assessment records and reports to parents;
- observation of registration procedures;
- the scrutiny of school documentation, teachers' plans and assessment records;
- observation of pupils' behaviour in and around the school at break-times, lunch-times and before and after school;
- attendance at assemblies;
- discussions with the headteacher and other staff;
- post-inspection meetings with senior management and governing body.

## Appendix E

### Composition and responsibilities of the inspection team

Inspector	Type	Aspect Responsibilities	Subjects
Eric Peagam	Rgl	Context, Summary, Key Questions 1, 2, 5, 6 and 7	science design and technology, physical education
Gwynoro Jones	Lay	Contributions to Key Questions 1, 3, 4 and 7	
Ifan Glyn Jones	Team	Key Question 3 and 4. Contributions to Key Question 2 and 7	English Welsh history

### *Acknowledgement*

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

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

**A SUMMARY REPORT FOR PARENTS**

**YSGOL BRYN CLWYD  
Llandyrnog  
Denbigh  
LL16 4EY**

**School Number: 663/2135**

**Date of Inspection: 18–20 October 2004**

**by**

**Dr Eric Peagam  
W200/14943**

**Date: 20 December 2004**

**Under Estyn contract number: T14/04P**

Ysgol Bryn Clwyd 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.

The inspection of Ysgol Bryn Clwyd took place between 18<sup>th</sup> and 20<sup>th</sup> October 2004. An independent team of three inspectors, led by Dr Eric Peagam undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

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### Basic information about the school

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### Context

#### The nature of the provider

Ysgol Bryn Clwyd, located in the rural village of Llandyrnog near Denbigh, provides education for 25 boys and girls aged from three to 11, of whom four attend the nursery on a part-time basis. The school serves the village and surrounding area but, until recently, a special needs unit located in the school, drew many of its pupils from other areas. Since the relocation elsewhere of the Unit, the school has been using Welsh Assembly Government grants to admit pre-nursery children.

The school reports that the area from which pupils are drawn is neither particularly advantaged or disadvantaged. Approximately 11 per cent of pupils are entitled to free school meals which is lower than the average for Wales. There is a full range of ability on intake, but attainment on entry is below average overall. Around 25 per cent of pupils have special educational needs (SEN), including three pupils with statements of SEN. Almost all pupils' home language is English and no pupils come from homes where Welsh is the first language.

Pupils are taught in two classes, one for each key stage, both being considerably smaller than the average for Wales.

The school was last inspected in November 1998 when it was found to be making generally satisfactory provision, but with some shortcomings in standards, curriculum and school development planning, health and safety provision, information for parents and play facilities for early years.

#### The school's priorities and targets

The school has recently adopted a new mission statement 'Learning and growing together' after discussion involving pupils, staff and governors. This supports a set of aims and objectives appropriately tailored to the context of the school.

While there are no major changes envisaged in the school's focus, current targets in the school development plan (SDP) include: improvement of provision and the curriculum for the early years, implementation of a whole-school scheme for

personal and social education, as well as specific development objectives in information and communications technology (ICT), science, English, Welsh, technology, history and physical education.

## Summary

Ysgol Bryn Clwyd is a good school with outstanding features and few shortcomings, the most significant relating to standards and provision in design and technology. It has improved well since the last inspection. The inspection team agreed with most of the judgements made by the school in the self-evaluation document.

### Table of grades awarded

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

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

### Standards

The overall quality of the educational provision for the under-fives is appropriate to their needs and children make very good progress in their personal and social development as well as in acquiring the key skills of literacy, communication and numeracy.

The standards of achievement observed in lessons in the areas of learning and subjects inspected are as follows:

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Percentage at each grade	42	42	16	0	0

In Key Stage (KS) 1 and KS2, pupils make good progress to achieve well. In some subjects, their achievement is outstanding. In the six subjects inspected, achievement was graded as follows:

Subjects	Key Stage 1	Key Stage 2
English	1	1
Science	2	2
Welsh	2	2
Design technology	4	4
History	2	1
Physical education	1	1

As the numbers involved are very small, it is not appropriate to compare the school's results at the end of each key stage with those of other schools. However, if the school's results are aggregated over the past 10 years to give a reliable sample, the school has achieved very well when compared with the average results for similar schools in Wales over the same period. The school sets and meets targets based on the expectations for individual pupils.

At both KS1 and KS2, pupils' standards and progress in the key skills of speaking, listening, reading, writing, numeracy and using ICT are good and are well used in other subjects.

Pupils' personal and social skills develop well, including the ability to work together and to solve problems. Creative skills develop well and are demonstrated in work in a range of subjects.

Pupils with SEN, including those with statements, make good progress and achieve the targets set for them. Pupils with high ability and those with particular gifts and talents, also make good progress.

Pupils' attitudes to their learning, the interest they show in their work and their ability to sustain concentration are particularly strong features and contribute well to standards. Attendance and punctuality are good.

Pupils behave very well, supporting one another; by Year (Y) 6, they develop into mature, thoughtful members of the school community, who articulate their views well. They show good awareness of equal opportunities issues together with understanding of and respect for, diversity in culture and belief.

Pupils take a full part in community activities but show limited development of economic awareness or the world of work.

### **The quality of education and training**

The quality of teaching was judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
58	25	17	0	0

The percentage of good lessons is well above the Welsh Assembly Government target of 95 per cent satisfactory or better and the percentage of very good lessons is well above the Welsh Assembly Government target of 50 per cent good or better.

In over half the lessons observed, teaching had outstanding features. These included:

- very skilled questioning that enabled pupils to participate confidently in oral work and to ensure that teaching points had been fully understood;
- excellent rapport that contributed very well to pupils' confidence and willingness to explore ideas and concepts;
- very detailed knowledge of each pupil, making very effective use of the unusually small classes to provide a very high level of focussed, individual attention;
- very good match of activities to pupil needs and aptitudes to ensure that the teaching was appropriate to the wide range of age and ability within each class;

- strong encouragement for pupils to take responsibility for their own learning through good opportunities for decision-making within lessons and for evaluating their own and each other's work with a view to identifying ways in which it could be improved.

The quality of assessment is very good. Assessment is consistently used to effectively inform planning and target-setting, and teachers maintain comprehensive records of pupils' achievements, linked to National Curriculum (NC) levels. The annual report to parents conforms to statutory requirements and is of good quality.

The school provides equal access to a broad and balanced curriculum that meets NC requirements and provides well for continuity and progression in mixed-age classes. However, there are shortcomings in the provision for design and technology.

Arrangements to enrich the curriculum are very good with effective use of the local environment, the community, visitors and visits, including a residential experience for all upper KS2 pupils.

The school promotes pupils' spiritual, moral, social and cultural development very well. Parental links are effective and partnerships with the community and other primary schools are good. An effective home-school agreement is in place. Links with the secondary schools to which pupils transfer are improving, but the school is aware that there are shortcomings both in relation to curriculum links and arrangements to ensure successful transfer.

The school is a happy and caring community in which pupils feel valued and supported. Provision for pupils with SEN is good and meets the requirements of the Code of Practice. Provision to secure the health, safety and welfare of pupils is very good and the school provides very effective academic and personal guidance for pupils.

### **Leadership and management**

The school is very effectively led with a clear vision and sense of purpose. There is a strong sense of corporate responsibility and the shared aims and values are well reflected in the work of the school.

Self-evaluation is developing well and arrangements for performance management are effective in promoting teachers' continuing professional development. However, target-setting is underused; for example, there are no targets to improve attendance.

The governing body, many of whose members are relatively new, is very supportive and well informed. Some governors, particularly the chair, are closely involved in the day-to-day life of the school.

Governors help to set strategic direction and monitor the quality of provision through visits and through headteacher reports.

The SDP clearly sets out the school's priorities with an appropriate focus on raising standards. Self-evaluation is developing well and has recently been extended to take parental views into account. Any shortcomings in the process arise from the lack of comparative information from other schools to establish gradings with the result that the school self-evaluation document has underestimated the quality of its provision.

The school has made good progress since the last inspection. The key issues have all been addressed well and a number of new initiatives have been implemented. In particular, the school has been awarded the Basic Skills Quality Mark.

The school is very well staffed for the number of pupils but the size of the school means that teachers carry a heavy load in terms of managing the curriculum.

The school has enough resources and the accommodation is of very high quality with a large amount of indoor and outdoor space that is very well used. The budget is very well managed and reflects development priorities well. Overall, the school makes very effective use of its resources and, in spite of the high cost per pupil, it offers good value for money.

## **Recommendations**

In order to achieve further improvement, the school needs to:

- R1. improve standards and provision in design and technology by ensuring that it is regularly taught and that there is an effective scheme of work that relates to the NC programmes of study and ensures that pupils build securely on previous learning without undue repetition;
- R2. address any shortcomings identified in subjects or aspects of the school's work where standards are good overall;
- R3. develop a clear strategy for supporting pupils' understanding of the world of work and developing their economic awareness;
- R4. seek ways in conjunction with other cluster schools, to improve the partnership with secondary schools in relation to curriculum links and transfer arrangements.

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, headteacher, staff and pupils for their co-operation and courtesy throughout the inspection.***