

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

**Ysgol Gynradd Carrog  
Carrog  
Corwen  
LL21 9AW**

**School Number: 6632215**

**Date of Inspection: 27 March 2006**

**by**

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- \* secondary schools;
- \* special schools;
- \* pupil referral units;
- \* independent schools;
- \* further education;
- \* adult community-based learning;
- \* youth support services;
- \* LEAs;
- \* teacher education and training;
- \* work-based learning;
- \* careers companies; and
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Ysgol Gynradd Carrog was inspected as part of a national programme of school inspection. The purpose of inspection 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 information about the performance of their child's school.

The inspection of Ysgol Gynradd Carrog took place between 27/03/06 and 29/03/06. An independent team of inspectors, led by Merfyn Douglas Jones undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

"There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

**Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All special schools, pupil referral units and any new or amalgamated schools receive a full inspection.**

This school received a **standard** inspection.

## Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of 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 reach the age of 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 during the academic year and so on. Year 13 is the year group of students who reach 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

<b>Contents</b>	<b>Page</b>
<b>Context</b>	<b>1</b>
<b>Summary</b>	<b>2</b>
<b>Recommendations</b>	<b>8</b>
<b>Standards</b>	<b>9</b>
Key Question 1: How well do learners achieve?	9
<b>The quality of education and training</b>	<b>13</b>
Key Question 2: How effective are teaching, training and assessment?	13
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	16
Key Question 4: How well are learners cared for, guided and supported?	19
<b>Leadership and management</b>	<b>22</b>
Key Question 5: How effective are leadership and strategic management?	22
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	24
Key Question 7: How efficient are leaders and managers in using resources?	25
<b>Standards achieved in subjects and areas of learning</b>	<b>27</b>
Under 5s	27
Welsh second language	30
Mathematics	31
Science	31
Art	32
Religious education	33
<b>School's response to the inspection</b>	<b>34</b>
<b>Appendices</b>	<b>36</b>
1 Basic information about the school	36
2 School data and indicators	37
3 National Curriculum assessments results	38
4 Evidence base of the inspection	39
5 Composition and responsibilities of the inspection team	40

## **Context**

### **The nature of the provider**

1. Ysgol Carrog is a small, county maintained school serving the village of Carrog, near Corwen in Denbighshire. It caters for pupils aged between 3 and 11 years.
2. The school reports that the area is neither prosperous nor economically disadvantaged. Currently, however, no pupils are entitled to free school meals. One pupil is 'looked after' by the local authority.
3. At present, there are 39 pupils on roll and one nursery child receives part-time education. Pupils come from the village and the surrounding area. A minority of pupils (5%) come from homes where Welsh is the predominant language.
4. Two pupils have a statement of special educational needs (SEN) and three pupils are on 'school action plus' of the Code of Practice for SEN.
5. Including the headteacher, there are two full-time and four part-time teachers in the school. There are also two part-time classroom support staff and a part time nursery nurse.
6. The headteacher was appointed in September 1990 and the school was last inspected in February 2000.

### **The school's aims are to:**

- enable every child to fulfil his or her learning potential with education that meets the needs of each child;
- help every child develop the skills, knowledge and personal qualities needed for life and work.

### **The school's priorities and targets**

The school's priorities and targets for 2005 – 2006 are to:

- include key skills in planning;
- maintain a high profile of the Welsh language and culture throughout the school, and
- develop a school self-evaluation based on the seven Key Questions.

## Summary

7. Ysgol Carrog is an extremely happy and caring school with a strong Welsh ethos and where pupils are very well guided and supported. The quality of teaching is often outstanding and ensures that pupils make good, and sometimes very good, progress in their learning.

### Table of grades awarded

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?	1
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

### Subjects and/or Areas of learning for Under-fives

Language, literacy and communication	Grade 1
Personal and social development	Grade 1
Mathematical development	Grade 1
Knowledge and understanding of the world	Grade 1
Creative development	Grade 1
Physical development	Grade 1

### Grades for standards in subjects inspected

Subject	Key Stage 1	Key Stage 2
Welsh second language	1	2
Mathematics	2	2
Science	2	2
Art	2	2
Religious education	1	1

8. 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. This aspect is a strength of the school.

9. Baseline assessments indicate that standards on entry are generally above the Local Education Authority (LEA) averages for many children. Analysis of assessment results over the last four years indicates that pupils make good and sometimes very good progress from their entry into school to the end of key stage 2.
10. Pupils with special educational needs (SEN) make good progress and regularly achieve targets set in their individual educational programmes (IEPs). They respond well to high quality support.
11. Early Years children make excellent progress and achieve very good standards in the key skills of speaking and listening, reading, writing, numeracy and information and communications technology (ICT).
12. Pupils in both key stage 1 and key stage 2 achieve high standards and make very good progress in speaking and listening. They make good progress and achieve good standards in the key skills of reading and writing. Pupils' progress in the use of numeracy and ICT skills across the curriculum is underdeveloped.
13. Bilingualism is very well integrated into the life of the school and pupils' bilingual competence is outstanding in the Early Years and KS1 and good in KS2. Pupils have a good knowledge of the heritage and culture of Wales.
14. Overall, pupils' creative skills are very good and their problem solving skills are good.
15. Generally, the number of pupils in each year group is low and so the statistical analysis of end-of-key stage assessment results need to be treated with caution, particularly when compared with local and national results.
16. However, in KS1, teacher assessment (TA) results show a continuous and sustained improvement over the past three years and are broadly above both county and national averages.
17. Also, in key stage 2, national assessment results over the last three years show a continuous upward trend and are consistently above county and national averages for mathematics, English and science.
18. Compared with similar schools, based on the percentage of pupils entitled to free school meals, results for all three subjects are consistently above average.
19. Pupils are well motivated and show an excellent level of enthusiasm for their schoolwork and related activities. Pupils' behaviour and attitude to work are exemplary and are outstanding features of the school. Close relationships with staff are evident, and pupils work and play amicably together.
20. The overall attendance of compulsory school age pupils during the three terms preceding the inspection was 92.3 per cent, which is similar to the national average in Wales, but lower than during the previous inspection. Punctuality is

good and there have been no unauthorised absences in the previous twelve months.

21. The very good relationship between pupils and adults helps enable pupils to become secure and confident in their learning. Pupils make good progress in developing their spiritual, moral, social and cultural skills.
22. During discussion, pupils adopt mature attitudes and recognise the need to treat everyone fairly and without discrimination. They show an awareness of the diversity of beliefs and cultures present in today's society. Pupils show fair play and consideration for others and have good moral values.
23. Pupils have a good understanding of their place within the local community and the world of work. They are involved in numerous joint ventures organised by the school and village and regularly use the village hall for curriculum and social activities.

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

24. In the 18 lessons observed, 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>
50%	50%	0%	0%	0%

25. Teaching shows good features, with no important shortcomings, in 100% of the lessons observed. The national target for 2007 is 65% to be grade 2 or better.
26. The high percentage of teaching with outstanding features is a strength of the school.
27. Teaching in the Early Years is consistently outstanding; with a very wide variety of activities that motivate and challenge children and which are clearly linked to the Desirable Outcomes for Children's Learning. Teaching in both KS1 and KS2 is consistently good and often excellent; with well planned activities closely linked to pupils' abilities and supported by appropriate resources and experiences.
28. Teachers have very good working relationships with their pupils and excellent pupil management. They actively address the issues of gender, race and ability and promote equality of opportunity for all.
29. Consistent use of praise and encouragement helps to raise pupils' self-esteem and confidence.
30. Fifty per cent of lessons contain outstanding features, which include:
  - purposeful and clear use of open-ended questioning to develop pupils' observation and communication skills;
  - tasks that are very closely matched to pupils' abilities and which challenge and stimulate learning;

- a quiet classroom environment where pupils can listen and concentrate on activities that develop independent learning, and
  - pace and rigour with set time-scales.
31. Learning support assistants (LSA) and the nursery nurse are deployed and used very effectively. They are extremely capable and knowledgeable and are making a significant impact on pupils' learning.
  32. Access to bilingual teaching is outstanding and promotes the development of pupils' bilingual skills. However, opportunities to promote the *Cwricwlwm Cymreig* are sometimes missed in different subjects of the curriculum.
  33. The school has established very thorough procedures to assess the progress of all pupils. Assessments take place in all subjects and are an on going feature.
  34. There is flexibility of approach to the way in which teachers record pupils' attainment on a day-to-day basis. However, portfolios of levelled pupils' work to develop teachers' assessment skills are not yet available for mathematics and science.
  35. Pupils are made aware of their personal targets in some core subjects and the school has highlighted the need to develop this practice in all subjects. However, there are examples where the targets are too general and do not enable the pupils to effectively evaluate their own progress.
  36. Pupils with special educational needs have clear learning objectives in their individual education plans, which are used positively by the class teachers.
  37. The school provides annual written reports to parents on their child's progress. These give a clear picture of attainment and give an indication of what each child needs to do to improve.
  38. The school responds well to the learning needs of its pupils. It provides good opportunities for pupils to learn. It ensures that the school curriculum is broad and balanced and meets the statutory requirements of the National Curriculum.
  39. Teachers plan their lessons well and are very successful in making lessons interesting and stimulating. Although the use of key skills is identified in planning, it is insufficiently detailed and does not give a precise view of what is to be taught in lessons. This is particularly evident in numeracy and ICT.
  40. The school provides a good range of extra-curricular activities open to all pupils. Curricular objectives are enriched by regular educational visits. Greater independence and co-operation are promoted for older pupils during residential visits, such as those they make to the Glanllyn Centre at Bala and the Urdd Centre in Cardiff.
  41. The school provides a rich variety of positive learning experiences to develop pupils' spiritual, moral, social and cultural awareness. Acts of collective worship

are special and intimate times when pupils are given opportunities to reflect upon Christian and humanitarian values.

42. The relationship between the school, parents and the local community is very good. Carrog School is at the centre of the community and provides the cohesiveness that enables it to flourish. There is a clear and well accepted home / school agreement.
43. As a result of very good teaching and very effective pastoral care, children settle quickly into the routines of school life and develop a keen interest in all their learning activities.
44. Work-related education has improved since the previous inspection. Pupils enjoy many work-related experiences, which broaden their perspective of the wider world and enhance many curriculum areas.
45. Pupils' understanding of sustainable development is good and hands-on experiences such as recycling of used ink cartridges, card and paper, are well established, as is energy conservation.
46. Pupils' charity work and their association with students from the European Centre for Training and Regional Cooperation (ECTARC) heightens their awareness of global citizenship.
47. Carrog School is at the heart of the village community. Its ethos and the sense of well-being that prevails are well valued by all and are strengths of the school. In discussion, pupils say they enjoy all aspects of school life, feel valued as individuals and are safe, secure and very well cared for.
48. Attendance and punctuality are carefully monitored by all staff. Statistics are available from the school's electronic system and analysed by the head teacher.
49. Behaviour is monitored throughout the day and, should the need arise, expertise from outside agencies is sought to work in conjunction with school and home. Behaviour related policies are working documents and reinforce all that the school puts into practice.
50. The school provides a very good personal and social education (PSE) programme. It effectively promotes pupils' personal and social skills, guided by the good quality scheme of work.
51. Pupils' welfare is of paramount importance to the staff of the school. Staff know pupils and their families extremely well and provide excellent pastoral care and guidance.
52. The security of pupils whilst at school is treated as a strong priority by staff and governors. They have ensured that the school building and its surroundings are very secure, thus ensuring pupils' safety at all times.

53. First aid qualifications and resources are regularly updated. Risk assessments and health and safety audits are undertaken prior to any educational visit.
54. The quality of provision for pupils with SEN is very good with no important shortcomings. Some support for pupils with SEN is carried out in withdrawal groups to enable a sharper and more intensive focus upon their needs. This does not, however, infringe upon their right to the school's broad and balance curriculum enjoyed by other pupils.
55. The school places strong emphasis on equal opportunities. All pupils regardless of their background, ability, race, religion or gender have full access to the curriculum and out-of-hours activities.

### **Leadership and management**

56. The quality of leadership provided by the very experienced headteacher is outstanding. Her management is very purposeful and knowledgeable and she is dedicated to raising standards in both teaching and learning across the school. She has the respect and loyalty of staff, governors, parents and pupils alike.
57. She is very well supported by a hard-working deputy, part-time teachers, nursery nurse and classroom support staff, who are all fully committed to providing a secure, caring and supportive environment where pupils can achieve to the best of their abilities.
58. There is an effective staff appraisal system, which successfully links both teachers' and support staff's professional development and the priorities set by the school in its school development plan (SDP).
59. Governors make an excellent contribution to the leadership of the school, and its success. The governing body demonstrates a very good understanding of its requirements and the role and specific responsibilities it has to play in the life of the school. The school's complaints procedures, prospectus and annual report to parents all meet legal requirements.
60. The self-evaluation procedures are effective in enabling the school to evaluate its own work and to plan for improvements. Most aspects of school life are reviewed and evaluated to clearly identify both strengths and areas for development. However, the views of all those who have an interest in the school are not central to the self-evaluation process.
61. The school's self-evaluation report is good, and clearly identifies the various sources of evidence to support the outcomes for each of the seven key questions. The SDP is a very useful working document that clearly sets out responsibilities, costings, time and success criteria. It is continuously reviewed and monitored for progress by staff and governors.
62. The inspection team agreed with the judgements made by the school in three of the seven key questions. Where there was a difference, the inspection team has awarded a higher grade because of the outstanding features identified.

63. The school is very well staffed with appropriately qualified and experienced full-time and part-time teachers. Support staff are skilled and provide very effective support for pupils, especially those with learning difficulties and the under-fives. They are pro-active, enthusiastic and work in close harmony with teachers. Ancillary staff make an effective contribution to the welfare of pupils.
64. The accommodation is of good quality and is very well used by teachers. It includes outdoor areas close to the school and a separate school field. Very good use is made of the village hall for physical education and other activities.
65. Learning resources are very good in quantity, quality and range, and are well used in all classes. The quality of human and material resources in place at the school ensures that pupils in the locality get an excellent start to their education. As a result, it is clear that the school gives very good value for money.

## Recommendations

In order to further improve, the school now needs to:

- R1 continue to raise standards in subject areas;
- R2 identify the use of key skills, particularly numeracy and ICT, and the promotion of *Cwricwlwm Cymreig*, more precisely in short term planning;
- R3 ensure that pupils' individual targets are detailed and achievable;
- R4 further develop portfolios of levelled pupils' work in core subjects to support teachers' assessments, and
- R5 involve all stakeholders in the school's self-evaluation process.

*N.B. Recommendations 2 and 4 are already identified in the school's current development plan.*

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

66. The findings of the inspection team match the judgements made by the school in its self-evaluation.
67. Pupils' standards of achievement in the areas of learning and subjects during lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
50%	50%	0%	0%	0%

68. These are high figures, well above the current national target of 50 per cent, and the target for 2007 of 65 per cent to be graded 1 or 2.
69. Standards in the Areas of Learning in The Early Years are as follows:

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

70. Standards of achievement in the subjects inspected are as follows:

Subject	Key Stage 1	Key Stage 2
Welsh second language	1	2
Mathematics	2	2
Science	2	2
Art	2	2
Religious Education	1	1

71. 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. This aspect is a strength of the school.
72. Baseline assessments indicate that standards on entry are generally above the Local Education Authority (LEA) averages for many children. Analysis of assessment results over the last four years indicates that pupils make good and sometimes very good progress from their entry into school to the end of key stage 2.
73. Pupils with SEN make good progress and regularly achieve targets set in their individual educational programmes (IEPs). They respond well to high quality support.

74. Early Years children make excellent progress and achieve very good standards in the key skills of speaking and listening, reading, writing, numeracy and ICT.
75. Pupils in both key stage 1 and key stage 2 achieve high standards and make very good progress in speaking and listening. They make good progress and achieve good standards in the key skills of reading and writing. Pupils' progress in the use of numeracy and ICT skills across the curriculum is underdeveloped.
76. Bilingualism is very well integrated into the life of the school and pupils' bilingual competence is outstanding in the Early Years and KS1 and good in KS2. Pupils have a good knowledge of the heritage and culture of Wales.
77. Overall, pupils' creative skills are very good and their problem solving skills are good.
78. Pupils succeed regardless of their ability, gender or social background. Discussions with pupils indicate that they are aware that everybody is treated the same and given the same opportunities. They are also very well aware of how well they are doing in their work and what they need to do to improve.
79. Generally, the number of pupils in each year group is low and so the statistical analysis of end of key stage assessment results needs to be treated with caution, particularly when compared with local and national results.
80. Nevertheless, in KS1, teacher assessment (TA) results show a continuous and sustained improvement over the past three years and are broadly above both county and national average.
81. In 2005, results were above local and national averages for level 2 or above in English, mathematics and science. The core subject indicator, which shows how many pupils attain level 2 or above in all three subjects, was well above county and national averages. However, no pupils attained level 3.
82. Also, in key stage 2, national assessment results over the last three years show a continuous upward trend and are consistently above county and national averages for mathematics, English and science.
83. In 2005, by TA, the percentage of pupils attaining level 4 or better was 100% in English compared with 78% nationally, 100% in mathematics compared with 78% nationally and 89% in science compared with 90% nationally. The core subject indicator (CSI), that is the percentage of pupils attaining level 4 or above in English, mathematics and science, was well above the national average.
84. Compared with similar schools, based on the percentage of pupils entitled to free school meals, results for all three subjects are consistently above average.
85. Pupils are well motivated and show an excellent level of enthusiasm for their schoolwork and related activities. They have positive attitudes to learning, show good interest in their work with the vast majority of pupils maintaining

concentration in lessons. This has an advantageous effect on the standards they achieve and the quality of life in school.

86. Pupils' behaviour and attitude to work are exemplary and outstanding features of the school. They show respect for the whole school community, and are well mannered and confident. Visitors are greeted warmly and enthusiastically and included in all aspects of their work and play.
87. Close relationships with staff are evident and pupils work and play amicably together. The happy, calm atmosphere and the very good social skills pupils exhibit, contribute greatly to the progress they make. Older pupils behave maturely and take responsibility for their younger friends.
88. Observation during the inspection indicated a total absence of tension or bullying; parents and pupils reported that this was the case. Any minor arguments are handled swiftly and effectively. There have been no exclusions in the previous year.
89. Their developing self-confidence helps them take an increasing degree of responsibility for their own behaviour and attitudes. They clearly understand what is expected of them in terms of attitudes and behaviour. There are very few reports of recent incidents of bullying or inappropriate behaviour. Pupils agree that good behaviour is encouraged, recognised and regularly rewarded.
90. The overall attendance of compulsory school age pupils during the three terms preceding the inspection was 92.3 per cent, which is similar to the national average in Wales, but lower than during the previous inspection. Although parents are constantly reminded of the importance of regular attendance, both in the school prospectus and letters home, low attendance in the Spring Term is due to holidays being taken during term time.
91. Punctuality is good and there have been no unauthorised absences in the previous twelve months. Pupils say they enjoy coming to school and appreciate the certificates for 100 per cent attendance. The school takes account of the National Assembly for Wales (circular 3/99).
92. The very good relationship between pupils and adults helps enable pupils to become secure and confident in their learning. Pupils make good progress in their spiritual, moral, social and cultural development.
93. Teachers willingly help pupils to become increasingly more sensitive to the needs of others and to care for those that are less fortunate. Pupils are developing a good understanding of right and wrong. They respect the views of others and accept that people from all groups have equal rights.
94. Pupils and staff enthusiastically support a range of charities.
95. During discussion, pupils adopt mature attitudes and recognise the need to treat everyone fairly and without discrimination. They show an awareness of the diversity of beliefs and cultures present in today's society.

96. Pupils have a good understanding of their place within the local community and the world of work. They are involved in numerous joint ventures organised by the school and village and regularly use the village hall for curriculum and social activities.
97. In lessons, pupils discuss with visitors and parents the work they do and ways in which they care for small communities like theirs. Pupils gain much from their involvement in a twinning project with a similar village to theirs in Brittany. Experiences like these give them a good grounding in the importance of becoming responsible citizens.

## The quality of education and training

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

#### Grade 1: Good with outstanding features

98. The judgements of the inspection team differ from those made by the school in its self-evaluation because of the number of outstanding features identified.

99. In the 18 lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
50%	50%	0%	0%	0%

100. Teaching shows good features, with no important shortcomings, in 100% of the lessons observed. The national target for 2007 is 65% to be grade 2 or better. The high percentage of teaching with outstanding features is a strength of the school.

101. Teaching in the Early Years is consistently outstanding with a very wide variety of activities that motivate and challenge children and which are clearly linked to the Desirable Outcomes for Children's Learning. The teaching for these children very effectively promotes the skills, understanding and attitudes necessary for learning.

102. Teaching in both KS1 and KS2 is consistently good and often excellent with well planned activities closely linked to pupils' abilities and supported by appropriate resources and experiences.

103. Teachers have very good working relationships with their pupils and excellent pupil management. They actively address the issues of gender, race and ability and promote equality of opportunity for all.

104. In most lessons, pupils are made aware of the learning objectives at the start and are given opportunities to discuss or demonstrate how close they are to achieving the objectives at the end.

105. Consistent use of praise and encouragement helps to raise pupils' self-esteem and confidence.

106. Fifty per cent of lessons contain outstanding features, which include:

- purposeful and clear use of open-ended questioning to develop pupils' observation and communication skills;
- tasks that are very closely matched to pupils' abilities and which challenge and stimulate learning;

- a quiet classroom environment where pupils can listen and concentrate on activities that develop independent learning, and
  - pace and rigour with set time-scales.
107. There are no significant shortcomings.
  108. Teachers' knowledge and understanding of the requirements of the national curriculum are good. They regularly attend in-service training for the benefit of the school and for their own personal development.
  109. Learning support assistants (LSA) are deployed and used very effectively. They are extremely capable and knowledgeable and are making a significant impact on pupils' learning.
  110. Access to bilingual teaching is outstanding and promotes the development of pupils' bilingual skills. However, opportunities to promote the *Cwricwlwm Cymreig* are sometimes missed in different subjects of the curriculum.
  111. The commitment, effort and enthusiasm of the teachers and support staff, some of whom are not Welsh speakers, have a positively significant impact on the standards achieved by the pupils in the Welsh language.
  112. The school has established very thorough procedures to assess the progress of all pupils. Assessments take place in all subjects and are an on-going feature.
  113. A good feature of these procedures is the regularity and very high quality of presentation of information on pupils' attainment. The data is consistent against national standards and very easy to gauge the rate of progress each pupil is making.
  114. The school monitors the progress of individual pupils and also pays attention to the relative progress of boys and girls of all abilities. These procedures contribute significantly to promoting pupils' achievements.
  115. There is flexibility of approach to the way in which teachers record pupils' attainment on a day-to-day basis. However, portfolios of levelled pupils' work to develop teachers' assessment skills are not yet available for mathematics and science.
  116. Pupils are made aware of their personal targets and the school has highlighted the need to develop this practice in all subjects. However, there are examples where the targets are too general and do not enable the pupils to effectively evaluate their own progress.
  117. Pupils with special educational needs have clear learning objectives in their individual education plans, which are used positively by the class teachers. Pupils' progress against these objectives is regularly reviewed and changes made to them where required. This makes a significant contribution to pupils' progress.

118. The school provides annual reports to parents on their child's progress. These give a clear picture of attainment and give an indication of what each child needs to do to improve. Parents appreciate the ready access to teachers if they need information on their children's progress. There are also termly, formal meetings scheduled with parents.
119. The school meets the statutory requirements for assessment and reporting.

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

**Grade 2: Good features and no important shortcomings**

120. The inspection team's findings agree with the grade awarded by the school in its self-evaluation report.
121. The school responds well to the learning needs of its pupils. It provides good opportunities for pupils to learn. It ensures that the school curriculum is broad and balanced and meets the statutory requirements of the National Curriculum.
122. Teachers plan their lessons well and are very successful in making lessons interesting and stimulating. The quality of medium and short term planning is good. Short term planning identifies the differentiation in lessons necessary to meet the needs of groups and individuals.
123. Schemes of work are detailed and provide clear guidance for lesson planning. The school's timetable for the review of school policies ensures that teachers and governors have a clear and up to date overview of each subject in the curriculum. Teachers regularly evaluate the schemes of work, lesson plans and pupils' work to ensure the continuity and progression of pupils' learning experiences.
124. Although the use of key skills is identified in planning, it is insufficiently detailed and does not give a precise view of what is to be taught in lessons. This is particularly evident in numeracy and ICT. The school has identified key skills for development in its self-evaluation report and it appears as a priority in the school development plan.
125. The school provides a good range of extra-curricular activities open to all pupils. Representatives from Dragon School Sports and Urdd Gobaith Cymru hold sport lunchtime training sessions with pupils during the year. Such experiences engender qualities of co-operation and individual effort. Curricular objectives are enriched by regular educational visits. Greater independence and co-operation are promoted for older pupils during residential visits, such as those they make to the Glanllyn Centre at Bala and the Urdd Centre in Cardiff.
126. The school provides a rich variety of positive learning experiences to develop pupils' spiritual, moral, social and cultural awareness. Acts of collective worship are special and intimate times when pupils are given opportunities to reflect upon Christian and humanitarian values. Pupils are encouraged to think about moral issues and to share their thoughts with others. The very good rapport pupils have with their teachers at all times ensures that their response during their meetings together is heartfelt and genuine. Teachers promote qualities of justice and fairness well.
127. Pupils are encouraged to look after one another in a spirit of co-operation and neighbourliness. Pupils are given many opportunities to explore cultural diversity

through the curriculum and through contact with students from overseas attending the European Centre for Training and Regional Co-operation based in Llangollen, who visit the school.

128. Pupils' understanding of their own culture and world cultures is particularly enhanced through their visits and their participation in the annual International Eisteddfod in Llangollen.
129. The relationship between the school, parents and the local community is very good. Carrog School is at the centre of the community and provides the cohesiveness that enables it to flourish. It is clear from the pre-inspection meeting that parents are proud of their village school and in what it provides for succeeding generations of their children.
130. The PTFA is a dynamic association, which not only provides funds for the school but also organizes social events and speakers and courses for parents and other members of the community. Pupils themselves take part in community events and regularly write for the community newspaper "Y Bont". This enhances their understanding of the responsibilities of citizenship through their active participation in their own community. The school organizes placements for students from Bangor University, the North East Wales Institution (NEWI) and Yale College in Wrexham, who bring different perspectives to their work with children.
131. The overall quality of the educational provision for the under-fives is appropriate to meet their needs and the children are making good progress towards the Desirable Outcomes for Children's Learning.
132. As a result of very good teaching and very effective pastoral care, children settle quickly into the routines of school life and develop a keen interest in all their learning activities. Health education, including sex education, is well supported by the community nurse, through the curriculum, and through the school's involvement in the Healthy Schools project. The community policeman delivers teaching about substance misuse and personal safety. Pupils are clearly knowledgeable about this aspect of health education as a result of this support.
133. In all other respects the curriculum conforms to legal requirements and the school takes good account of the Personal and Social Education Framework.
134. Work-related education has improved since the previous inspection. Pupils enjoy many work-related experiences, which broaden their perspective of the wider world and enhance many curriculum areas. For example, the railway society turns the local station into Lapland during the pupils' annual visit and, whilst studying World War Two, local residents talk about their experiences to the pupils.
135. The school also benefits from generous donations from local businesses to buy items such as planters to enhance the outside of the school and play equipment. Although staff have not had the opportunity for placement in industry, their

involvement with Career Wales keeps them abreast of training available for their further development.

136. The school is effective in avoiding stereotyping in school life. Pupils are aware that they are not discriminated against from any activity because of their gender. They hold the view that, whatever their ability or cultural background, all pupils have the same opportunities as each other at Carrog school.
137. Pupils' understanding of sustainable development is good, and hands-on experiences such as recycling used ink cartridges, card and paper, are well established, as is energy conservation. Pupils know the importance of looking after their environment. The School Council organises a "pick up litter" campaign and the school garden compost heap is replenished from fruit waste and grass cuttings. Tree planting with the Forestry Commission nurtures a respect for nature and their immediate surroundings.
138. Pupils' charity work and their association with students from ECTARC heightens their awareness of global citizenship.
139. Pupils' knowledge and understanding of economic development are good. The School Council is democratically elected and well represented across the key stages. Issues discussed and solutions found enhance decision-making skills. There are excellent opportunities for pupils to improve their entrepreneurial skills, for instance, whilst running the school tuck shop and framing and selling their artwork after visits to art galleries.
140. The school is very successful in enabling pupils to develop very good attitudes to learning by providing stimulating and interesting lessons within a strong ethos of support and encouragement. Pupils' learning experiences across the curriculum enable them to gain skills and positive attitudes to learning to equip them in later life.

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

##### **Grade 1: Good with outstanding features**

141. Overall, the findings of the inspection team do not match the judgement of grade 2 made by the school in the self-evaluation report. The inspection team felt that there are many outstanding features in the quality of care, support and guidance the school provides, including the support it gives to pupils with SEN. It was clear to inspectors that this provision is a strength of the school.
142. Carrog School is at the heart of the village community. Its ethos and the sense of well-being that prevails are well valued by all and are strengths of the school. In discussion, pupils say they enjoy all aspects of school life, feel valued as individuals and are safe, secure and very well cared for.
143. Positive relationships within the school contribute to this well-being. Pupils confirm that staff are easily accessible, they trust them implicitly and say that they are compassionate. They know that any problems will be listened to and dealt with sympathetically and sensitively.
144. During discussion, and from questionnaires, parents praise the school for the high quality of care and guidance shown to pupils. Many say it is 'above and beyond the call of duty'. They consider staff to be extremely approachable and any problems or concerns are resolved quickly and sensibly. There is a clear and well accepted home / school agreement.
145. They appreciate the 'open door' ethos and are kept well informed of the work of the school by good quality newsletters and documents such as the home/school agreement and the school prospectus, which comply with legal requirements. Termly parents' evenings are well attended. Representatives from each year form the School Council and voice the views and opinions of pupils.
146. Attendance, punctuality and performance are carefully monitored by all staff. Statistics are available from the schools' electronic system and analysed by the head teacher. Parents are aware of procedures to follow if pupils are absent. The head teacher and governing body work constantly to find ways to increase attendance and set targets and review figures regularly.
147. Behaviour is monitored throughout the day and, should the need arise, expertise from outside agencies is sought to work in conjunction with school and home. Behaviour related policies are working documents and reinforce all that the school puts into practice.
148. Circle Time activities highlight and reinforce positive behaviour strategies. The respectful way in which pupils are treated by staff and peers ensures that all pupils work productively together without harassment. Behaviour at playtime is excellent and playground games and equipment help channel energy. Pupils and staff work well together, ensuring harmony throughout the school day.

149. New children are assimilated into the school very well. Established pupils welcome newcomers into their school family and look after them as they gradually become familiar with the expectations of the school. The headteacher and her staff monitor carefully how well pupils and children new to the school settle in. This ensures that they soon begin to make good progress in learning and in their attitudes to it.
150. The school provides a very good personal and social education (PSE) programme. It effectively promotes pupils' personal and social skills guided by the good quality scheme of work. Circle Time encourages younger pupils to express their thoughts and feeling and, very quickly, shy children gain confidence. Pupils are well aware of school rules and understand the need for them. The school's programme for personal and social education takes full account of national recommendations and fully meets requirements.
151. Healthy lifestyles are given a high priority and the school has gained the Healthy School Award. Pupils have a good knowledge of what constitutes a healthy diet and the importance of exercise. Suitable attention is given to sex education and substance and alcohol misuse. The school works in partnership with a wide range of professionals from external agencies, ensuring that all needs are well catered for.
152. Pupils' welfare is of paramount importance to the staff of the school. Staff know pupils and their families extremely well and provide excellent pastoral care and guidance.
153. Very good day-to-day systems operate to deal with any pupils who have specific medical needs. This includes those who become unwell or who injure themselves during the school day. The security of pupils, whilst at school is treated as a high priority by staff and governors. They have ensured that the school building and its surroundings are very secure, thus ensuring pupils' safety at all times.
154. There are good practices and procedures for ensuring child protection. There is a delegated governor and a child protection officer who ensure all staff receive appropriate training in child protection matters and are aware of protocols to follow. Staff are fully aware of their responsibilities if any incidents occur. First aid qualifications and resources are regularly updated. Risk assessments and health and safety audits are undertaken prior to any educational visit.
155. The quality of provision for pupils with SEN is good with outstanding features.
156. A very good aspect of this provision is the use it makes of assistance from outside agencies. SEN pupils receive very good quality help from their teachers and learning support assistants. Additionally, help is provided weekly by a member of the Denbighshire learning development team and, on a separate occasion, by a qualified SEN teacher. A speech therapist regularly visits the school to help pupils who have speech problems.

157. Teachers make very good use of baseline assessment, carried out when children first start school. The information is used well to identify the needs of all children but particularly those whose difficulties might hinder their progress in learning. This early intervention enables well-focused action to be taken without delay. The assessment of their needs is thorough and carried out regularly. Individual Education Plans (IEPs) are meticulously documented and targets set are appropriate and achievable.
158. Parents are invited to termly meetings with the SEN teacher, the SEN co-ordinator, the class teacher and the county education psychologist. This enables parents to have up to date information about how well their children are progressing and what specifically they need to do to help children at home. Parents receive copies of their children's IEPs to aid this process.
159. Some support for pupils with SEN is carried out in withdrawal groups to enable a sharper and more intensive focus upon their needs. This does not, however, infringe upon their right to the school's broad and balanced curriculum enjoyed by other pupils.
160. All pupils are fully integrated into the life of the school. Teachers make provision for them in lessons to ensure that they progress steadily towards the targets set in their IEPs. Support staff are used well in the classrooms. They demonstrate good relationship with pupils and their encouragement supports the good, and sometimes very good, progress pupils make in learning.
161. The school places strong emphasis on equal opportunities. All pupils, regardless of their background, ability, race, religion or gender have full access to the curriculum and out of hours activities. Although there is little diversity in the school's population, multi-cultural issues, such as apartheid, are discussed across the curriculum.
162. Activities for challenging stereotyping are used successfully. For instance, organised mixed groups for sporting activities and school performances. The school conforms to statutory documentation for equal opportunities.
163. There are currently no disabled pupils or any with additional linguistic needs, but the school's inclusive nature ensures that such children would be well provided for.

## Leadership and management

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

#### Grade 1: Good with outstanding features

164. The judgements of the inspection team do not match those made by the school in its self-evaluation because there are outstanding features in leadership and management.
165. The school has definite aims and values that are clearly understood by staff and governors regarding learning, behaviour and relationships. A very strong commitment to the care of pupils and to equality of opportunity for all are reflected in the school's work.
166. The quality of leadership provided by the very experienced headteacher is outstanding. Her management is very purposeful and knowledgeable and she is dedicated to raising standards in both teaching and learning across the school. She has the respect and loyalty of staff, governors, parents and pupils alike.
167. She is very well supported by a hard-working deputy, part-time teachers, nursery nurse and classroom support staff who are all fully committed to providing a secure, caring and supportive environment where pupils can achieve to the best of their abilities.
168. The staff and governors work together as a very effective team and meet together regularly to monitor and review different aspects of school life. They take their responsibilities very seriously and have a clear overview of the school's strengths and areas for development.
169. The headteacher leads by example and has created a very good working environment within which staff interests and expertise are used well.
170. Induction procedures for newly appointed staff are very supportive and effective.
171. Policies, including those for equal opportunities, racial equality and personal and social development, have clear aims and are understood and implemented by all staff.
172. The school takes good account of national priorities and staff are promoting pupils' awareness of healthy eating, sustainable development and global citizenship well. The promotion of bilingualism is a high priority across the school and is very successful, being an outstanding feature in the Early Years.
173. There is an effective staff appraisal system, which successfully links both teachers' and support staff's professional development and the priorities set by the school in its SDP. The headteacher is very pro-active in encouraging all

members of staff to achieve higher qualifications and accreditations. This is having a beneficial effect on raising standards of teaching and supporting pupils across the school.

174. The school has effectively organised and implemented the statutory requirements for planning, preparing and assessing (PPA) time for teachers. The headteacher and governors are currently monitoring its effectiveness.
175. Governors make an excellent contribution to the leadership of the school, and its success. They play a prominent part in reviewing, validating and approving school policies and are fully involved in the production of the school's development and self- evaluation plans. They contribute to the setting of realistic targets for raising standards and improving the quality of provision.
176. They are a critical friend to the head teacher, and are astute, supportive, enthusiastic and knowledgeable. They take their monitoring role very seriously and are fully involved in prioritising improvements and monitoring their progress.
177. The governing body demonstrates a very good understanding of statutory requirements and of the role and specific responsibilities it has to play in the life of the school. Meetings are held regularly and are well documented. The school's complaints procedures, prospectus and annual report to parents fully meet legal requirements.

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

### **Grade 2: Good features and no important shortcomings**

178. The judgements of the inspection team match the judgements made by the school in its self-evaluation.
179. The self-evaluation procedures are effective in enabling the school to evaluate its own work and to plan for improvements. Most aspects of school life are reviewed and evaluated to clearly identify both strengths and areas for development.
180. The views of all those who have an interest in the school are not central to the self-evaluation process at present. Non-teaching staff, parents and pupils are not directly involved in the production of the self-evaluation document.
181. A rolling programme of classroom observations to monitor teaching and learning is in place and undertaken by the headteacher and deputy headteacher. Pupils' work and assessment results are carefully scrutinised for trends and weaknesses.
182. With so few pupils in the school the teachers know their pupils extremely well, in terms of both academic and social development. Tracking and monitoring individual pupils across the school are on-going.
183. The school's self-evaluation report is good, and clearly identifies the various sources of evidence to support the outcomes for each of the seven key questions. It is detailed and honest, identifying strengths and areas where improvements are needed. These are used to inform the priorities in the school development plan (SDP).
184. The SDP is a very useful working document that clearly sets out responsibilities, costings, time and success criteria. It is continuously reviewed and monitored by staff and governors. Consistent and measurable improvements in standards over the last few years are as a direct result of previous plans and actions detailed in the SDP.
185. The inspection team agreed with the judgements made by the school in three of the seven key questions. Where there was a difference, the inspection team has awarded a higher grade.
186. The school has made good progress since the last inspection. All the key issues have been successfully addressed and comments from governors, staff and parents are extremely positive regarding the improvements over the last few years.

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

**Grade 1: Good with outstanding features**

187. The findings of the inspection team disagree with the judgment of grade 2 made by the school in its self-evaluation report. The team identified many outstanding features.
188. The inspection team judge that teachers and staff at the school use material and human resources far better than they judged. Also that these resources and the use to which the accommodation is put has a direct influence upon the good and often very good achievements pupils make.
189. The school is very well staffed with appropriately qualified and experienced full-time and part-time teachers. Through teaching that is good and often very good, the headteacher and her deputy provide for the learning needs of pupils very well. They make excellent use of specialist part-time teachers who use their expertise in Welsh, art, SEN, history, geography and physical education to enrich the curriculum and to improve the standards pupils achieve.
190. Support staff are skilled and provide very effective support for pupils, especially those with learning difficulties and the under-fives. They are pro-active, enthusiastic and work in close harmony with teachers. The quality of communication and co-operation between teachers and support staff is very good. The team spirit ensures that all pupils, including those with SEN and children under five, receive the very best conditions for effective learning.
191. Ancillary staff make an effective contribution to the welfare of pupils. The school secretary carries out her clerical duties well and offers much support for the teaching staff. The school caretaker ensures that the school is kept to optimum standards of cleanliness. Playground and dinnertime supervisors ensure that lunchtimes are happy and trouble free. The school cook contributes to the development of pupils' bilingual skills very well; at lunch times and during healthy school tuck shop sessions, she ensures that her dialogue with pupils is conducted through the medium of Welsh.
192. The accommodation is of good quality and is very well used by teachers. It includes outdoor areas close to the school and a separate school field. Very good use is made of the village hall throughout the year for physical education, concerts, drama and dance workshops and community linked activities.
193. Classrooms and shared areas are bright, attractive and well decorated with interesting displays of pupils' work. The secure play area for the under-fives is large and gives ample room for them to run and play. The Millennium Garden provides an attractive, quiet, reflective and shady tree-lined area for pupils to use during late spring and summer. The presence of wild flowers and a small pond provide opportunities for pupils to muse upon the wonders of the natural world.

194. Learning resources are very good in quantity, quality and range, and are well used in all classes. The library service provides resources, including artefacts, for specific purposes in topic work.
195. A very good feature of the resource provision is the way in which local schools, including Carrog, have come together to purchase and share learning resources and artefacts amongst themselves. This ensures that public money is spent appropriately and very effectively.
196. The well-stocked library in the central area of the school provides effectively for pupil research activities. Computers are in good supply and are used consistently during the school day for a wide range of purposes, including research.
197. Staff and governors ensure that spending matches the priorities as set out in the SDP and liaise closely with the local Education Authority to monitor the budget. Spending plans are well scrutinized.
198. The quality of human and material resources at the school ensures that pupils get an excellent start to their education. As a result, it is clear that the school gives very good value for money.

## Standards achieved in subjects and areas of learning

### Under 5s

199. The overall quality of the educational provision for the under-fives is appropriate to their needs and pupils are making good progress towards the Desirable Outcomes for Children's Learning.
200. Children under five are taught alongside pupils in year 1 and year 2 in a vibrant and stimulating classroom. On entry children settle into school routines quickly and develop a positive approach to learning within a very short time. They benefit in this regard from the close proximity of older, enthusiastic and more experienced pupils and from very good teaching and nursery support.
201. Baseline assessment is carried out soon after children start school. The information gained is used effectively to shape teaching strategies that meet the individual learning needs of the children very well. Additionally, it is used to identify children with special educational needs. This includes children who have learning difficulties and children of high ability who need extra challenge in the work they do. Children with SEN are given well-focused support from the start and as a result make very good progress. At the time of the inspection, there were eight children in the reception group.
202. Standards are very good in language, literacy and communication skills, personal and social development, mathematical development, knowledge and understanding of the world, physical development and creative development.

### Language, literacy and communication skills

#### Grade 1: Good with outstanding features

203. Reception children listen attentively to their teacher and to other children in their class. Their imagination is clearly stimulated when they listen to stories and poetry. They respond very thoughtfully when answering questions and when expressing their thoughts and feelings.
204. During science experiments, they talk to each other enthusiastically about what they observe when they use magnifying glasses. They make sensible, considered suggestions about what might happen next. At such times, much intense discussion takes place, which demonstrates very high standards in speaking and listening.
205. The children show great confidence in their early reading activities. They are developing very good strategies to enable them to recognise words. They talk excitedly about the happenings in the stories they read, and sometimes argue fiercely to promote their point of view.

206. Their letter formation and writing skills are developing very well. They are moving on from copy writing and proudly show the sentences they write for themselves to visitors to the school.
207. Children are making exceptional progress in acquiring bilingual skills. They write sentences in Welsh with the help of their teacher. They listen with understanding when they are spoken to in Welsh and respond appropriately through the medium of Welsh.

## **Personal and social development**

**Grade 1:** Good with outstanding features

208. Children interact exceptionally well with one another and with adults. They approach their learning tasks with high levels of confidence and enthusiasm. This is an outstanding feature of their personal and social development.
209. Their capacity for self-discipline is developing well. They use equipment equally with others without rancour. They willingly share treasured possessions in play and practical activities, such as in the making of mini gardens.
210. Children's ability to concentrate over relatively long periods on a wide variety of activities is very good. They work on their task independently or in cooperation with others, only seeking the help of their teacher when needed.
211. They show that they can act responsibly and, with some prompting, can look after their own hygiene. They are beginning to gain a perceptive knowledge of themselves and can recognise and describe traits they like in others. Their capacity for self-expression is enhanced by their rapidly advancing speaking and listening skills.

## **Mathematical development**

**Grade 1:** Good with outstanding features

212. Reception children make extremely good progress in their understanding of number. They carry out a wide range of number activities very successfully and count and order numbers to 10 and often beyond to 100. Their recall and use of number bonds to 10 and simple number patterns are excellent.
213. They describe simple shapes and sort them into groups correctly. On self-designed and constructed clocks, children arrange the numerals correctly on the clock face. They recognise the times of day for different activities and some tell the time correctly.

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

### **Grade 1:** Good with outstanding features

214. Reception children have a very good knowledge of the important features of their home location and have an outstanding and impressive knowledge of environments in other parts of the world. In their jungle corner, they talk about the individual characteristics of the animals that live there, and have some knowledge of the difference in climate between Carrog and Africa.
215. On a map of the world, children point out where Botswana is in relation to Britain, and some describe geographical features of the area correctly.
216. Children appreciate the natural world around them. They have a good recall of the names of plants and have very good knowledge of the conditions necessary for them to grow. They carry out their practical activities, such as planting and sowing seeds, with care and obvious understanding.

## **Physical development**

### **Grade 1:** Good with outstanding features

217. The development of children's fine motor skills is outstanding. Reception children handle a wide range of small equipment, tools and materials very well. They use scissors expertly to cut round mask shapes, and hold crayons and pencils correctly when making marks on paper.
218. Children develop their gross motor skills very well on the wide range of wheeled toys they use in their secure play area. They have a good knowledge of personal space and maintain very good control over movement, either on foot or astride their wheeled toys. They understand and follow instructions such as stop, start, faster and slower accurately.

## **Creative development**

### **Grade 1:** Good with outstanding features

219. Reception children use a wide variety of materials very creatively. They mix paints and talk enthusiastically about the choice of colours they use in paintings. They describe at length the content of their paintings and explain the reasons for their choice of images. Their ability to evaluate the quality of their work is an outstanding feature of their creative development.
220. Children select materials appropriately to create particular effects in the colourful African animal masks they make. They use circular stamps to make attractive patterns and they use building blocks to make imaginative castles and houses.
221. Children have a very good knowledge of a wide range of songs and rhymes and sing in tune and with enthusiasm in English and Welsh.

## Welsh second language

**Key Stage 1: Grade 1:** Good with outstanding features.

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

### Outstanding features

- 222. In key stage 1, pupils successfully build on the very good start in the nursery and reception years by developing new vocabulary and simple phrases. They listen and respond extremely well to oral stimuli and follow simple commands and instructions accurately.
- 223. They know a wide range of vocabulary, including parts of the body, and can ask for different items with confidence.
- 224. Pupils read from the 'Big Books' with outstanding pronunciation and expression, demonstrating a very good understanding of the story line and what the characters are saying and doing.
- 225. They sing a wide variety of songs and recite a range of poetry, with excellent recall and obvious enjoyment.
- 226. They write carefully to create simple sentences, using learnt language patterns. Their ability to match pictures and words, and to create a meaningful sentence from a jumble of words is developing very well.

### Good features

- 227. In KS2, pupils confidently ask or answer a variety of questions about how they feel and what they like or dislike. They make short statements about themselves and create short dialogues. They listen and follow a wide range of instructions carefully and correctly.
- 228. Pupils in KS2 know a range of comments about the weather and can even describe the previous day's weather with correct terminology. Their ability to extend sentences using pronouns and adjectives is developing well and they use positional vocabulary correctly to point out a character in a picture.
- 229. Most of the pupils can tell the time correctly, using their knowledge of numbers, and can name the days of the week and the months of the year.
- 230. They read confidently with good pronunciation, expression and understanding and their written work is consistently well presented and accurate.

### Shortcomings

- 231. There are no significant shortcomings.

## Mathematics

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

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

### Good features

- 232. In KS1, pupils sort, match and sequence numbers correctly. They identify patterns, including odd and even, and count accurately in twos, fives and tens.
- 233. They are developing a good understanding of place value and accurately perform simple sums involving the four rules of number.
- 234. They recognise, describe and correctly name a selection of 2-D and 3-D shapes.
- 235. Their understanding of the value of coins is good and they can make small purchases and calculate any change.
- 236. They use data to create simple graphs and can draw conclusions from them. Pupils estimate well before using standard and non-standard units of measure.
- 237. In KS2, pupils continue to reinforce their work in numeracy with an increasing understanding of patterns and relations. Good use is made of appropriate language and terminology.
- 238. Their understanding of place value is good and older pupils are beginning to master more complex calculations.
- 239. Pupils deal effectively with tasks involving number, shape and measurement. They calculate the perimeter and area of different shapes correctly.
- 240. They are confidently developing and using a wide range of problem-solving strategies, identifying and using the appropriate operations.

### Shortcomings

- 241. Pupils' ability to apply their skills, including those of ICT, in practical activities and investigations is underdeveloped.

## Science

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

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

### Good features

- 242. Pupils in KS1 are developing a good scientific vocabulary which they use well in their discussion work in planning experiments.

243. In their science investigations, pupils are beginning to record their work on charts that clearly identify the conclusions they reach.
244. Pupils in year 2, and some in year 1, have a secure knowledge of the idea of fair testing. They understand that in fair testing only one variable can be changed.
245. Pupils have a good understanding of the properties of different materials; they identify the purposes to which they are put and say why they are used in particular ways.
246. Through the investigations they carry out on the reversible action of freezing water, pupils correctly identify the optimum condition needed to maintain the frozen state and those needed to melt ice rapidly.
247. Pupils in KS2 effectively carry out research using reference books and the Internet and as a result have a good knowledge of the solar system and the individual characteristics of the planets.
248. Pupils have a good vocabulary of scientific words and as a result understand, for example, the meaning of conditions such as translucency, transparency and opaqueness.
249. Pupils enjoy their science investigation work. They describe how they go about finding out the optimum conditions for the rusting of iron. They clearly use their knowledge of fair testing in carrying out experiments and predict and accurately record their results using a range of methods including computer graphics.

### Shortcomings

250. There are no important shortcomings

<b>Art</b>
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- Key Stage 1: Grade 2:** Good features with no important shortcomings  
**Key Stage 2: Grade 2:** Good features with no important shortcomings.

### Good features

251. In KS1, pupils make secondary colours from red, blue and yellow effectively. They know that the shade of a colour such as green can be lightened or darkened depending upon the balance of blue and yellow when mixing.
252. Pupils effectively use their skills in observational drawing to produce individual and perceptive self-portraits. They confidently use a range of media such as pencil, crayon, paint and charcoal in such tasks.
253. Older pupils in KS1, carefully stitch felt shapes to make puppets for use in a puppet drama, thus enhancing cross-curricular links. Younger pupils choose junk materials carefully, and glue those chosen to make animal sculptures.

254. In KS2, pupils use sketchbooks well to record images and information for future use in their artwork and to try out various art techniques.
255. Pupils have a good understanding of facial and body proportions and draw faces for example, with nose, eyes and ears in the correct positions.
256. Pupils are gaining a good knowledge of the work of famous artists. A recent visit to a Lowry exhibition has prompted much discussion on the relative merits of his work and has promoted a greater understanding of his achievements.
257. Pupils make three-dimensional sculptures using wire and papier-mâché with imagination. At such times, they demonstrate much patience and concentration as they build the sculptured form. The work is on-going and is of good quality.

### **Shortcomings**

258. There are no major shortcomings.

<b>Religious education</b>
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**Key Stage 1: Grade 1:** Good with outstanding features

**Key Stage 2: Grade 1:** Good with outstanding features

### **Outstanding features**

259. In both key stages, pupils remember the Bible stories they have been taught extremely well and they have a very good understanding of Christianity and Christian festivals. They understand the characteristics of being a Christian, both in a spiritual and moral context, and of the need for, and the importance of, rules in daily life.

### **Good features**

260. In KS1, pupils correctly recount the story of Moses and how and why he and the Israelites crossed the Red Sea. They know the story of the birth of Jesus well and they talk knowledgeably about the key people in the story.
261. They know that the Bible contains God's rules in the Ten Commandments and they clearly understand the meaning of some religious celebrations and their significance in the Christian and other faiths, such as Hinduism.
262. In KS2, pupils are confident to talk about the values that are important to them and put together thoughtful, reasoned arguments.
263. They have a good awareness of, and respect for, other religions practiced in the world community and are aware of the similarities and differences between the beliefs and practices of Muslims and Christians. They recognize that such beliefs affect the life styles of committed believers.

264. Pupils develop good social, moral and cultural skills and adapt them in practical ways through their behaviour, responsibilities and attitudes to everyday life in the school.
265. Pupils have a good understanding of parables and illustrate it through recounting the story of the "Good Samaritan".
266. Following the story of the Queen of Sheba, pupils accurately describe the positive and negative feelings incurred through journeying in present and past times. They also demonstrate empathy when describing the feelings of different people in the crowd watching Jesus enter Jerusalem on the first Palm Sunday.
267. They understand the significance of the Christian celebrations of Christmas and Easter and speak about their own involvement in the celebration of Christmas, with great feeling.

### **Shortcomings**

268. There are no significant shortcomings.

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

The inspection findings recognise that we have successfully maintained high standards since our last inspection. We are pleased that the inspectors found the pupils to be well motivated and showing an excellent level of enthusiasm for their schoolwork and related activities. The good relationship between pupils and adults which enable pupils to become secure and confident was recognised.

The inspection team acknowledged the important role of the school in the community and the success of joint ventures organised by the school and the village.

The report confirmed the excellent leadership from the school governors and the headteacher and the effectiveness of the self evaluation document as a tool to assess and plan for improvement.

The report confirmed the outstanding teaching in the early years when the children are exposed to a wide variety of experiences. The teaching in both key stage 1 and key stage 2 was described a consistently good and often excellent proving that the planning and assessment are effective.

An action plan will be put in place to address the recommendations in the report.

*R1 We will continue to raise standards in subject areas by assessing progress differentiation of work and promoting high expectations.*

*R2 The use of key skills (ICT, numeracy and Cwricwlwm Cymreig) will be promoted in planning and monitored by the subject coordinator.*

*R3 Pupils' individual targets will be monitored by the class teachers ensuring they are achievable and specific.*

*R4 Portfolios of pupils' work in mathematics and science will be produced. Teachers will work with colleagues from other schools in the consortium and the education adviser following the process used to produce the portfolio in literacy.*

*R5 All stakeholders will be involved in the self evaluation process.*

Where it is possible to do so, staff and governors will address recommendations during the next academic year.

A copy of the school's action plan in response to the inspection recommendations will be sent to all parents. The Governors' annual report to parents will highlight the progress we are making on the inspection recommendations.

## Appendix 1

### Basic information about the school

Name of school	Ysgol Gynradd Carrog
School type	Community
Age-range of pupils	3 – 11 years
Address of school	Carrog Corwen
Postcode	LL21 9AW
Telephone number	01490 430262

Headteacher	Mrs Bronwen Lebbon
Date of appointment	September 1990
Chair of governors/ Appropriate authority	Dr Sarah Smith Denbighshire County Council
Registered inspector	Mr Merfyn Douglas Jones
Dates of inspection	27 <sup>th</sup> – 29 <sup>th</sup> March 2006

## Appendix 2

### 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	0.5	8	9	4	3	6	6	3	39.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	4	2.4

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	16:1
Pupil: adult (fte) ratio in nursery classes	2:1
Pupil: adult (fte) ratio in special classes	n/a
Average class size, excluding nursery and special classes	20
Teacher (fte): class ratio	1.2:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Spring 2005	95%	88%	86%
Summer 2005	90%	95%	95%
Autumn 2005	92%	95%	95%

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

## Appendix 3

### National Curriculum Assessment Results End of Key Stage 1:

<b>National Curriculum Assessment KS1 Results 2005</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.		

### National Curriculum Assessment Results End of Key Stage 2:

<b>National Curriculum Assessment KS2 Results 2005</b>	Number of pupils in Y6	9
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		

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school	89	In the school	n/a
In Wales	70	In Wales	n/a

## Appendix 4

### **Evidence base of the inspection**

A team of three inspectors, including a lay inspector, inspected the school over five inspector days.

The headteacher was the nominee and played a supportive and active role during the inspection.

Pre-inspection meetings were held with staff, the governing body and parents, to discuss the life and work of the school.

Fourteen questionnaires were completed and returned by parents, and analysed by the inspection team.

During the inspection, discussions were held with the headteacher, teachers, support staff and pupils about their work and the life of the school.

Eighteen lessons or part lessons were observed.

Samples of pupils' work, practical and written, from across the ability range in each year group, including Early Years, were examined.

Pupils' behaviour was observed at various times during the school day.

Inspectors attended acts of daily worship.

Any documentation presented by the school prior to, and during the inspection, was analysed.

Post-inspection meetings were held with the staff and with the governing body to discuss the outcomes of the inspection.

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Merfyn D Jones Registered Inspector	Key Questions 1, 2, 5 and 6 Mathematics, Welsh and Religious Education
Mr Kerry Knapper Team Inspector	Key Questions 3, 4 and 7 Early Years, Science and Art
Mrs Susan Sperring Lay Inspector	Support Key Questions 1, 3, 4 and 5.
Mrs Bronwen Lebbon Nominee	Providing evidence and support

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### Acknowledgement

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