

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

**Ysgol Gynradd Cerrigydrudion
Canolfan Addysg Uwchaled
Cerrigydrudion
Corwen
LL21 9SW**

School Number: 662 / 2123

Date of Inspection: 24 - 26 May, 2004

**BY
Jean Marshall
Registered Inspector: W190 / 78668
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Under ESTYN contract – T/226/03P**

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CURRICULUM AND KEY STAGES NOMENCLATURE

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

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

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

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

GRADE DESCRIPTIONS

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

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

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1. CONTEXT

The school and its priorities

This naturally bilingual school is located in the rural village of Cerrigydrudion in the county of Conwy and is maintained by the Unitary Authority [UA]. The school serves a wide area which includes the villages of Glasfryn, Pentrellyncymer, Cefn Brith, Cwmpenner and Llanfihangel Glyn Myfyr as well as the village of Cerrigydrudion. More than half the pupils travel to school by taxi.

The school provides full time education for 69 pupils aged 4-11 and part time education for seven nursery children aged 3-4 years.

The pupils are taught by three full-time and two part time teachers. The head was appointed in April 1994. The school was previously inspected in May 1998.

The area is described as one that is generally neither prosperous nor economically disadvantaged. 14% of the pupils are entitled to receive free school meals, a percentage that is lower than county and national averages. 11% of the pupils have been identified by the school as having special educational needs [SEN] but no pupils have been designated with a statement of SEN.

80% of the pupils come from homes where Welsh is the main language and learners soon become fluent speakers of the language. Welsh is the only medium of the teaching and learning in Key Stage 1 [KS1] and the main medium used in KS2.

According to the School Development Plan [SDP] for the year 2003-2004, the main priorities are:

- improving literacy standards throughout the school;
- implementing the music scheme;
- ensuring that the Spelling Scheme is being implemented;
- evaluating reading and spelling.

2. MAIN FINDINGS

Main findings of the report

- The school community is happy, welcoming and caring and promotes high moral and social standards.
- Pupils' spiritual, moral, social and cultural development is good.
- Pupils' standards of achievement were satisfactory or better in every lesson observed, including 58% in which standards of achievement were good or better. No unsatisfactory work was observed.
- The educational provision for children under five is appropriate and promotes the Desirable Outcomes for Teaching Children. The standards achieved by the children of nursery age and the children of reception age are very good. Standards in the six areas of learning are as follows:

AREA OF LEARNING	NURSERY	RECEPTION
Language, literacy and communication skills	Very good	Very good
Personal and social development	Very good	Very good
Mathematical development	Very good	Very good
Knowledge and understanding of the world	Very good	Very good
Physical development	Very good	Very good
Creative development	Very good	Very good

- In KS1 and KS2, pupils' standards of achievement in the various subjects are as follows:

SUBJECT	KS1	KS2
Welsh	Good	Good
English	-	Good
Mathematics	Good	Good
Science	Good	Good
Design and technology	Good	Satisfactory
Information technology	Good	Satisfactory
History	Good	Satisfactory
Geography	Good	Satisfactory
Art	Good	Good
Music	Good	Good
Physical education	Satisfactory	Satisfactory
Religious education	Good	Satisfactory

- In KS1, teachers' assessments of pupils' achievements in the core subjects of the National Curriculum [NC] in 2003 are higher than county and national averages in Welsh, mathematics and science.
- In KS2, pupils' achievements in NC assessments in 2003 are higher than county and national averages in Welsh, English, mathematics and science.
- Pupils with SEN make good progress, both educationally and socially.
- Standards in the key skills across the curriculum are generally satisfactory. In KS2, standards across the curriculum are good in listening and satisfactory in speaking in both Welsh and English. In both key stages, in both languages in KS2, standards across the curriculum are satisfactory in reading and writing. Standards are satisfactory across the curriculum in numeracy and information and communication technology [ICT].
- Although the vast majority of pupils in KS1 and in the early stages of KS2 respond fluently and confidently through talk, a significant number of pupils at the upper end of the school are reticent and lacking in confidence when discussing their work.

- Pupils write correctly throughout the school, but KS2 pupils do not present their work in history, geography and religious education in a variety of interesting contexts by writing creatively and imaginatively.

- Pupils' bilingual skills develop well across the school and by KS2 they read and write with equal fluency in Welsh and English. Oracy standards in both languages are satisfactory in Y5 and Y6.

- The quality of the teaching in the lessons observed varied from very good to unsatisfactory.

- Across the school, the quality of the teaching was satisfactory or better in 84% of the lessons observed, including 39% where the teaching was good or very good. The quality of the teaching was unsatisfactory in 16% of the lessons.

- The quality of the teaching provided for the children under five was good or better in all the lessons. The nursery assistant makes a very good contribution to the quality of the teaching both in this class and in KS1.

- In KS1 and KS2, the good teaching is typified by lessons that are planned in detail, have clear aims and demonstrate that the teachers have a thorough knowledge of the subject being taught. The pace is appropriate, the interest of pupils maintained and procedures are established which ensure that pupils complete an adequate amount of work during the period.

- Where the teaching is unsatisfactory, the pace and development of lessons is inappropriate and the introductions too long. Differentiated tasks are not provided for pupils of varying abilities, the tasks set are not explained with sufficient clarity and the amount of work completed by pupils is insufficient. Adequate opportunities are not provided for pupils to make decisions and to take responsibility for aspects of their learning.

- Pupils' spiritual, moral, social and cultural development is good. They convey appropriate values and have a good awareness of moral principles.

- The behaviour and attitudes of pupils are generally good; the school's attendance levels are also good.

- The quality of assessment, recording and reporting to parents is satisfactory. Although assessment records are maintained regularly in some classes and provide a clear picture of pupils' achievements and progress, this practice is not adhered to consistently across the school. The teachers respond positively to pupils' work, but their comments do not always indicate how the work may be improved.

- Although the quality of the curriculum provided for the pupils is good, their personal and social education [PSE] has not been planned in sufficient detail to ensure that there are regular opportunities for them to discuss relevant issues and to express their opinions.

- The quality of the support and personal and educational guidance provided for the pupils is good. Pupils feel secure in the school and are ready to turn to the teachers when they require help.

- The school has given careful consideration to security measures as cars and walkers arrive at the beginning of the day. Nevertheless, there are no effective barriers to prevent pupils from straying into the path of vehicles.

- The provision for pupils with SEN is satisfactory. Weekly support sessions are provided for the pupils by a part time teacher. The arrangements are effective and the pupils are confident and make progress during these sessions. Nevertheless, the support provided for pupils with SEN during ordinary lessons is not adequate; too frequently there is no provision of differentiated tasks or of more intensive support for them.

- The school's partnerships with the community, schools and other establishments are good and its partnership with parents is satisfactory.

- The school plays an important part in its community and co-operates closely and effectively with similar schools in the area as part of Clwstwr Uwchaled as well as with the two secondary schools to which pupils are transferred at the end of Y6. One open evening is arranged annually, during the Spring Term, to enable parents to discuss their children's progress. At the parents' request, they are also able to discuss their children's end of year reports.

- Some parents believe that they are not provided with sufficient information, in advance, about current projects and topics and about the school's aims and teaching methods. Neither the school handbook nor the governors' annual report to parents conform in full with the statutory requirements.

- The school's partnership with industry is satisfactory. Some events and visits are arranged that promote the school's partnership with industry, but follow up sessions in the classes are not always arranged. The school does not have a policy or any apparent strategy for developing its partnership with industry.

- The school's leadership and efficiency, and the quality of its processes for self-evaluation and planning for improvement, are satisfactory.

- Co-ordinators have been designated with responsibility for all areas of the curriculum, but no structure or timetable has been established to monitor the quality of the educational provision and pupils' standards of achievement, and to report to the governors.

- Science lessons have been observed to evaluate the teaching and learning and this has had a positive effect on standards. To date, no arrangements have been made for observing lessons in other subjects.

- The good relationships that exist between the governing body, the head, the teachers and other members of staff have all helped to establish a homely, positive and caring ethos within the school.

- The governors' responsibilities have been effectively distributed between seven sub-panels, which have responsibility for various aspects of the school's work. Nevertheless, their role in relation to the monitoring of standards within the school has not been adequately developed.

- The SDP provides an outline of the school's short term and long term aims. Nevertheless, developments are not planned in sufficient detail and there are no clear targets for improving pupils' standards of achievement. The use made of all the financial resources available to the school is not planned in sufficient detail. There are no apparent links between the outcomes of the self-evaluation process and the priorities listed in the SDP.

- Progress made in addressing the key issues since the last inspection is generally satisfactory. Standards have improved in Welsh, English, mathematics and science in both key stages, and in history, geography, design and technology and IT in KS1. Standards remain satisfactory in history, geography, design and technology and IT in KS2, and in physical education in both key stages.
- Since the last inspection, progress in establishing a system for assessing pupils' progress and development, and in establishing a system for monitoring the quality of the educational provision and pupils' standards of achievement, is satisfactory. Although standards in English are now good, the need to ensure that English is used regularly as a medium of instruction in KS2 remains.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards achieved in the subjects and areas of learning

Pupils' standards of achievement across the school were satisfactory or better in all the lessons observed, including 58% where standards of achievement were good or better. No unsatisfactory work was observed.

- The educational provision for the children under five is appropriate and promotes the Desirable Outcomes for Teaching Children. The standards achieved by the children of nursery age and the children of reception age are very good.
- Standards of achievement across the school are good in reading and writing in Welsh, in mathematics, science, art and music, and satisfactory in physical education.
- In KS1, standards are good in every subject with the exception of physical education where standards are satisfactory.
- In KS2, standards are good in reading and writing in English, and satisfactory in oracy in Welsh and in English, design and technology, information technology, history, geography and religious education.
- In KS1, teachers' assessments of pupils' achievements in the NC core subjects in 2003 are higher than national and county averages in Welsh, mathematics and science.
- In KS2, pupils' results in NC assessments in 2003 are higher than national and county averages in Welsh, English, mathematics and science.
- The percentage of Y6 pupils achieving Level 4 or higher in the core subjects in the 2003 NC assessments is higher than the median when compared with those of other similar schools.
- Pupils with SEN make good progress, both educationally and socially.

3.2 Standards achieved in the key skills across the curriculum

- Children under five achieve very good standards in applying their literacy, numeracy and ICT skills in the six areas of learning listed in the 'Desirable Outcomes' document. They talk confidently in their mother tongue and the ability of learners to use the Welsh language is developing well. They count objects correctly and compare the size and length of objects as they participate in play activities.

- In KS1, standards are good across the curriculum in speaking and listening. In KS2, standards across the curriculum are good in listening and satisfactory in speaking in Welsh and English. In both key stages, and in both languages in KS2, standards across the curriculum are satisfactory in reading and writing. Standards are satisfactory across the curriculum in numeracy and ICT.

- Pupils listen well in all the lessons. Although the vast majority of KS1 pupils and the younger pupils in KS2 respond orally with fluency and confidence, a significant number of pupils at the upper end of the school are reticent and lacking in confidence when they discuss their work.

- Pupils use reference books, CD-ROMs and occasionally the Internet to research specific topics, but they do not make sufficient use of these sources to research independently.

- Pupils write correctly throughout the school, but KS2 pupils do not present their work in history, geography and religious education in interesting contexts by writing creatively and imaginatively.

- Pupils measure accurately in science and use simple co-ordinates in geography. They produce block and line graphs when gathering data in a number of different subjects, but do not interpret graphs to identify patterns that occur over a period of time. They do not use spreadsheets to identify patterns when studying various aspects of the curriculum.

- Pupils make confident use of some aspects of ICT when studying the various subjects. In both key stages, they make skilful use of a word processor, a digital camera, a drawing package and software for composing music. However, they do not make sufficient use of multi-media packages or spreadsheets across the curriculum and do not use a programme that enables them to produce moving models.

- Pupils' bilingual skills develop well throughout the school and by KS2 they are reading and writing with equal confidence and fluency in Welsh and English. Standards are satisfactory in oracy in both languages in Y5 and Y6.

4. ETHOS OF THE SCHOOL

4.1 Pupils' spiritual, moral, social and cultural development

The spiritual, moral, social and cultural development of pupils is good.

- The pupils convey appropriate values and respond well to presentations during joint acts of worship.

- They have a good understanding of moral principles and understand what typifies ‘goodwill’ and ‘friendship’. Y6 pupils put forward original ideas when given opportunities to discuss moral attitudes.
- Pupils are courteous and are ready to greet and to talk to visitors. They work in pairs during lessons.
- Their social awareness develops well as they contribute substantially to activities in their local community. They diligently raise funds for good causes, both at local and national level.
- Through their commitment to Urdd activities, they develop an effective understanding of their country’s culture. The work they undertake on ‘Hen Benillion’ and on the legends of Wales also contributes in this respect.
- Their awareness of other cultures develops through their work on the geography of a developing country and through their curricular experiences such as singing songs in the calypso tradition and composing poetry in the form of haiku.

4.2 Behaviour and attitudes

Pupils’ behaviour and attitudes are generally good.

- Pupils’ good behaviour and attitudes contribute positively to the friendly ethos that exists in the school.
- The vast majority of the pupils are anxious to learn; they are especially courteous and welcoming with visitors.
- Pupils, across the age ranges, play together, and the older pupils help their younger counterparts to cope with the daily life of the school.
- Pupils conscientiously undertake the responsibilities they are given in the life of the school.
- Although there has been no cause to exclude any pupil, the governors have adopted specific procedures for dealing with any such cases. They also have a policy on behaviour and bullying. House marks and badges are awarded for effort.
- There is no evidence of sexism, racism or any other kind of discrimination and no incidents of bullying were seen during the inspection.
- The older pupils concentrate and listen passively for extended periods; they respond enthusiastically and intelligently when given opportunities to express their opinions.
- At times, in KS1, some pupils are unwilling to listen and disturb lessons to some extent.

4.3 Attendance

The school's attendance percentages are good and are consistently in the upper 90s.

- In small classes, each absence causes a significant reduction in attendance percentages.
- Letters or telephone calls are received from parents to explain almost every case of absence. Instances of unauthorised absence are virtually non-existent,
- There is appropriate differentiation between the various kinds of absences in the registers.
- The rare instances of unacceptable levels of attendance are brought to the attention of the county's welfare officer.
- The school handbook and the governors' annual reports to parents report appropriately about attendance levels.
- Pupils arrive promptly at school.
- The school does not conform with the requirement to register pupils at the commencement of the morning session.

5. QUALITY OF EDUCATION

5.1 Quality of the teaching

The quality of the teaching varies from very good to unsatisfactory.

Across the school, the quality of the teaching was satisfactory or better in 84% of the lessons observed, including 39% where the teaching was good or very good.

The quality of the teaching was unsatisfactory in 16% of lessons.

- The teachers have a secure knowledge of the subjects they teach. Classes are controlled effectively, the pace of lessons is appropriate and the environment and motivation to learn satisfactory.
- The quality of the teaching for the children under five was good or better in every lesson observed. The teaching is based on a secure knowledge of the Desirable Outcomes for Teaching Children. Interesting experiences and activities are planned, class organisation is effective and expectations are high. The nursery assistant makes a very valuable contribution to the quality of the teaching both in this class and in KS1.
- In KS1 and KS2, the good teaching is characterised by lessons that have been planned in detail and have clear objectives which reflect a sound knowledge of the subject. The pace is appropriate, pupils' interest is maintained and a sufficient amount of work is produced during lessons. Effective use is made of resources, challenging tasks are set and regular support is provided for pupils.

- Some of the above-mentioned characteristics are also present where the teaching is satisfactory. However, the tasks set do not differentiate adequately between pupils of various ages and abilities and they are not adequately explained.
- Where the teaching is unsatisfactory, in Y5 and Y6, the pace of lessons is inappropriate and initial presentations are too long. The tasks set are not sufficiently challenging for the most able pupils and too little is achieved during lessons. There are too few opportunities for pupils to make decisions and to take responsibility for aspects of their learning.

5.2 Assessment, recording and reporting

The quality of assessment, recording and reporting to parents is satisfactory.

- The processes adopted to assess the work of children under five are good. Effective use is made of the baseline assessments, as well as the 'Travelling Together' document prepared by the Authority, to record the progress and development of children in the six areas of learning. The assessments made in conjunction with the weekly plans are detailed and have a positive effect on the teaching.
- Although assessment records are regularly completed in some classes and provide a clear picture of pupils' achievements and attainments, this practice is not consistent throughout the school.
- The arrangements made for assessing and recording the progress of pupils with SEN are effective. Detailed and thorough records are maintained in accordance with the requirements of the revised Code of Practice. Meetings are held each term so that parents can discuss their children's progress.
- Portfolios of pupils' work have been produced in science and Welsh. They contain work that has been evaluated carefully and accurately, and strengths and aspects that need to be improved have been identified. These documents are useful for standardising assessments and for ensuring progression and continuity in pupils' work.
- The school has an appropriate policy for marking and responding to pupils' work. Nevertheless, its implementation throughout the school is inconsistent and at the upper end of the school there are some instances of careless marking in mathematics.
- The teachers respond positively to pupils' work, but the comments offered do not always provide guidance as to how the work could be improved.
- Opportunities are provided for pupils to draft and to re-draft their written work, but in most instances the guidance they are given concentrates only on correcting spelling and punctuation and insufficient emphasis is placed on improving content and style.
- The annual reports to parents are of good quality and fully conform with the statutory requirements. They provide an effective synopsis of pupils' achievements and suggest ways of making further progress.
- Parents are invited formally to school on one occasion during the school year to discuss their children's work and progress. No formal arrangements are made for parents to discuss their children's annual report, but parents appreciate the teachers' willingness to meet them informally if they so wish.

5.3 Curriculum

The quality of the curriculum provided for pupils is good and meets the statutory requirements of the NC and religious education, and the Desirable Outcomes for Children's Learning.

- The long term schemes of work for the various areas of the curriculum are appropriate and effectively meet the requirements of the NC Programmes of Study. In general, the medium term planning based on a cycle of termly topics is detailed and effective, but there are some subjects in which this aspect of the planning has shortcomings.
- Time is allocated appropriately to the subjects and the curricular provision is balanced and relevant.
- The long-term plans identify the key skills which are to be developed. However, the short term planning pays inadequate attention to their development. The use of English as a medium of instruction in KS2 has not been planned with sufficient deliberation.
- The curriculum provided for the children under five is well planned and is implemented effectively.
- A policy for PSE has been adopted; nevertheless, the work has not been planned with sufficient rigour in order to take advantage of regular opportunities to listen to pupils' opinions and to discuss issues which are relevant to them.
- Homework is set regularly, with an emphasis on reading in KS1 and spelling activities in KS2. The vast majority of the parents are happy with these arrangements and consider that they are an effective way of reinforcing what pupils learn in the school.
- Some after-school training sessions are arranged in activities such as sport and art, most specifically in connection with Urdd activities. During some specified periods, the activities arranged in association with the LEA 'Leisure Bus' reinforce pupils' experiences and skills in art and ICT. These experiences enrich the school's extra-curricular activities.

5.4 Support, guidance and pupils' welfare

The quality of the support and guidance provided for pupils is good.

- A caring and supportive atmosphere has been established in the school and the teachers and the ancillary staff are very ready to supervise and support the pupils.
- Pupils feel secure in the school and are ready to turn to the teachers when they require support.
- Staff members are aware of child protection procedures and are constantly on the lookout for any signs that would be a cause for concern.

- Health and Safety Policies are implemented effectively; two staff members have current first aid qualifications.
- At times, the educational guidance provided for pupils during lessons is inadequate.
- Electrical appliances and fire extinguishers are inspected regularly.
- Careful consideration has been given to safety measures as cars and pedestrians arrive at the school at the beginning of the day. Nevertheless, there are no effective barriers to prevent pupils from straying into the path of vehicles.

5.5 Provision for pupils with special educational needs [SEN]

The provision for pupils with special educational needs is satisfactory.

- The school's SEN procedures are good and meet the statutory requirements. The school identifies pupils with SEN at an early stage and prepare Individual Education Plans [IEP] of good quality to meet their needs.
- 11 pupils have been identified as having SEN, but there are no pupils with a statement of SEN.
- The requirements of the IEP are implemented specifically during the weekly sessions provided by the part-time teacher who is employed to teach these pupils. The support they are given is positive; the pupils are confident and make progress during these sessions. Normally, the support is limited to the key literacy skills.
- The nursery assistant provides support for some pupils during specific periods. This support is effective.
- It is inappropriate that some pupils are withdrawn from lessons such as art in order to receive literacy support.
- The support provided for pupils with SEN in mainstream class lessons is inadequate. Too frequently there is no differentiation in the tasks provided for them, nor are they given additional support.
- The assessments of the progress of pupils with SEN are appropriate; the outcomes which are recorded in their IEPs help to identify their needs.
- A member of the governing body has been designated with responsibility for SEN. She is familiar with the arrangements made by the school, and is aware of the pupils who receive support and of the nature of the provision available to them.

5.6 Partnerships with parents and the community, schools and other institutions

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

- The parents are very supportive of the aims and ethos of the school. The Parent-Teacher Association raises funds to buy additional resources and some parents and other members of the community provide assistance with art and physical education.
- The school plays an important part in its local community. Members of the community occasionally visit to talk about their experiences and the pupils visit a local old people's home. They also participate in public performances, at times such as Christmas, and attend services in the local chapel and church.
- A close and useful partnership has been established with the community centre which is located in the school building; there are representatives from both establishments on the governing body of the other.
- Effective links, including the sharing of resources, have been established with the pre-school playgroup which meets in a part of the community centre.
- There is close co-operation with similar schools in the catchment area as part of Clwstwr Uwchaled. They produce and share resources and co-operate in arranging sports meetings and visits.
- Appropriate liaison arrangements, both educational and social, have been established with the two secondary schools to which pupils are transferred at the end of Y6.
- The curriculum and pupils' experiences are enriched by the school's partnerships with charitable bodies, the health service, the fire service, the police, theatre in education, the various departments of the County Council and establishments seeking work experience opportunities, including the training of unqualified teachers.
- Some parents feel that they are not given enough information, beforehand, about current projects and themes and about aims and teaching methods.
- Neither the school handbook nor the governors' annual report to parents fully conform with all the statutory requirements.

5.7 Partnership with industry

The partnership with industry is satisfactory. It is dependent upon the interest of individuals rather than on whole school planning.

- The younger pupils become familiar with selling and buying items, thus developing their counting skills, in the shop which is part of the nursery and reception class.
- One of the teachers has attended awareness-raising sessions about industry, arranged by Clwstwr Uwchaled and including visits to a number of businesses in North Wales.
- Y5 and Y6 pupils' studies in environmental education have been enriched by a visit to the headquarters of a local water company and their understanding of transport in the past has been enhanced through visiting a slate museum.

- The school has received sponsorship to buy resources from a landowner and from a local wind farm company.
- Some of the older pupils have learnt about aspects of running a business by devising games and selling them in the school fair.
- There is no policy or apparent strategy for promoting partnership with industry. This was noted as a shortcoming in the previous report.
- Experiences in industry do not always lead to further work in classes.
- There are no plans to strengthen the school's links with industry in the current SDP.

6. MANAGEMENT

6.1 Quality of self-evaluation and planning for improvement

The quality of the arrangements made for self-evaluation and planning for improvement is satisfactory.

- Co-ordinators have been appointed for all subjects of the curriculum. They lead appropriately in their designated subjects by reviewing and adapting schemes of work and discussing resource requirements. To date, no arrangements have been made and no timetable produced to monitor the educational provision and pupils' achievements across the school.
- NC test scripts and results in Welsh, mathematics and science are analysed in detail in order to identify any possible gaps in the teaching and learning. Achievement targets are set for pupils based on their performance in internal tests set by the school. These targets are frequently not sufficiently challenging.
- The arrangements for observing science lessons have led to the production of reports which identify strengths and suggest improvements. This monitoring of the teaching and learning has already had a positive effect on standards. To date, no similar arrangements have been made with regard to other subjects.
- There are no apparent links between the outcomes of the self-evaluation process and the priorities in the SDP.
- No monitoring reports are presented to the governing body.

6.2 Leadership and efficiency

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

- Good relationships exist between the governing body, the head, the assistant teachers and other members of staff. Consequently, the atmosphere in the school is homely and positive and its ethos is caring.

- The governors are very supportive of the school. Their responsibilities have been shared between seven sub-panels which are responsible for various aspects of the work of the school. Their role in monitoring the curriculum has not been adequately developed.
- The SDP provides a synopsis of the school's long-term and short term intentions. However, developments are not planned in sufficient detail nor are clear targets set for improving pupils' standards of achievement.
- Although the head and governors discuss the school budget regularly and use the reserves efficiently to protect staffing levels, the planning for the purpose of using all the financial resources available to the school is inadequate.
- The day-to-day administration of the school is good.

6.3 Staffing, accommodation and learning resources

Staffing, accommodation and learning resources are good.

- The number of teachers employed is appropriate for the number of pupils in the school, and their qualifications are appropriate for the pupils they teach. Regular advantage is taken of the specialisms of individual teachers by arranging for them to exchange classes.
- Teachers attend an appropriate range of training to promote their professional development, to update their methods and to raise their awareness of current initiatives.
- Job descriptions have been prepared for all staff members. At present, they are too general in nature and are not related to specific individuals and their responsibilities within the school
- The school buildings are convenient and in good condition. Because of its links with the community centre, the school is able to take advantage of a convenient hall and a very good sports field. The buildings have a positive effect on the pupils' standards of achievement.
- The building and school grounds are maintained in a clean and tidy condition.
- The displays on the school walls promote pupils' learning.
- A good supply of resources is available for all subjects and their condition is good.

7. SUBJECTS AND AREAS OF LEARNING

7.1 Standards achieved by the pupils

Provision for the children under five

The educational provision for the children under five is appropriate and promotes the Desirable Outcomes for Children's Learning. The standards achieved by the nursery age children and the reception age children are very good in each of the six areas of learning.

Good features

Nursery children [3-4 years]

- The children's literacy standards are very good. They listen intently and talk freely and easily about their experiences. They enjoy listening to stories and respond enthusiastically to their content. They produce writing patterns and copy letters and words skilfully. The Welsh learners' ability to understand the language is developing very well.
- The children's personal and social development is very good. They play together happily, sharing toys and equipment and help each other. They can explain what makes them, or other people, feel happy or sad and they respond appropriately to instructions.
- The standard of the children's numeracy skills is very good. They understand and use correct and appropriate vocabulary as they compare the length and size of various objects. When building with bricks, they count out loud correctly, match, identify and follow patterns.
- The children's knowledge and understanding of the world is very good. They describe how plants grow and how to care for them confidently. Their development is further enhanced through their play experiences with the computer and with sand and water.
- Their creative development is very good. They regularly use a variety of media to produce pictures and a collage. They sing a very good range of songs and nursery rhymes and the vast majority successfully maintain a beat as they clap to a rhythm.

- The children's physical development is very good. They use large toys regularly when playing in the school hall and their fine motor skills are developing well as they handle scissors and pencils.

Reception children [4 – 5 years]

- The children's personal and social development is very good. They behave maturely and responsibly when given responsibilities. They are courteous and respectful of each other and of adults.
- They make very good progress in their initial literacy skills. They listen intently and respond enthusiastically. They talk confidently about their experiences, using appropriate and extended vocabulary. The majority read simple books with ease and interpret the texts meaningfully. They write simple sentences independently. The learners' understanding of Welsh is very good; they talk confidently about their experiences using complete and appropriate sentence patterns.
- The children's mathematical development is very good. They know the order of numerals and count objects correctly up to at least ten. They name the numbers that are 'one more than or less than' a stipulated number and correctly and confidently produce a sequence based on a pattern. They learn the purpose of money and identify various coins as they play in the class shop. They have a good understanding of concepts such as 'short' and 'long', and 'heavy' and 'light'.
- The children's knowledge and understanding of the world is very good. They describe in detail how a plant, grown from seed, develops, stating its needs clearly and naming its various parts. When making jelly, they understand and describe clearly the effect and purpose of hot water and a refrigerator on the process. When experimenting with various materials, they understand how a bulb lights and which materials are attracted by a magnet.
- The children's physical development is very good. They display very good control when using small apparatus for colouring, writing and making models. They show that they are able to control their bodies and movements well when running, pedalling, pushing and climbing when using equipment and the large toys.
- The children's creative development is very good. They use a variety of materials, including a computer programme, confidently to produce pictures, collage, and creative models. They sing a wide range of simple songs from memory and use musical instruments and a computer programme effectively to compose simple creative music.

Shortcomings

- There are no significant shortcomings.

Welsh

In KS1, standards in oracy, reading and writing are good.

In KS2, standards in oracy are satisfactory and standards in reading and writing good. In general, standards are good in both key stages.

Good features

- In KS1, a good number of pupils speak fluently and confidently, and display an effective grasp of the language. They respond enthusiastically during lessons and in general offer relevant comments. They are very vociferous when recalling information they have been given during previous lessons. The most able children have a good vocabulary; they use a variety of verbs and adjectives as they compose portraits of objects.
- The vast majority read well and know how to intonate and express meaning effectively when reading aloud. Y1 pupils' reading skills develop well and the more able pupils in Y2 decode unfamiliar words effectively. Their understanding of the significance of punctuation is satisfactory, while their ability to discuss authors and the blurb of a book is good.
- The most capable Y1 pupils produce good quality writing by varying their sentence patterns, developing the content in an orderly manner and using various verb forms correctly. They compose simple rhyming poems and dialogues and frame a variety of questions and instructions.
- In KS2, a number of Y3 and Y4 pupils are confident and enthusiastic as they discuss their work and respond to the tasks and questions set by the teacher. They express their own original ideas well and talk using correct syntax and appropriate vocabulary.
- Throughout the key stage, a significant number of pupils read quite challenging texts expressively. They discuss the content of books and interpret the characters in stories. They know that some books are adaptations rather than the original versions. They enjoy reading poetry and legends. They know that some of the words they encounter in books are dialect forms.
- Some pupils co-operate to produce a class poem of satisfactory quality. The more able pupils write extended pieces in the form of letters, stories and portraits. When retelling legends or producing original legends to explain the origins of a place name, they show that they have a good grasp of syntax and make good use of idioms. The stories they write have interesting beginnings and effective development.

Shortcomings

- In KS1, a small number of pupils offer irrelevant comments during discussions.
- A small number of pupils mispronounce common words.
- In KS2, the vast majority of Y5 and Y6 pupils are very reticent during lessons. Pupils' ability to offer extended comments does not develop as they progress through the key stage.
- As they attempt to write poems, their efforts are hampered by the abstract nature of the topics chosen. Consequently, their compositions are too general and prosaic.

English

English is not taught formally in KS1.

In KS2, standards in oracy are satisfactory and standards in reading and writing good. In general, standards are good.

Good features

- Throughout KS2, pupils listen intently during lessons. A good number of Y3 and Y4 pupils speak confidently, expressing opinions and offering relevant comments.
- In KS2, the vast majority of pupils read accurately and fluently and express meaning effectively by varying their expression. The vast majority read aloud accurately and with ease. They make mature and appropriate choices from the reading materials available to them and express opinions about their choices. In addition they discuss their favourite authors and describe the characters and plot in stories.
- Pupils write in a good range of different forms and for a variety of audiences. The most able pupils write short notes as a basis for planning pieces of creative writing. In the main, pupils' written work is correct in its use of syntax, punctuation and spelling. Older pupils regularly use paragraphs in their work.

Shortcomings

- In KS2, a significant number of pupils lack confidence and are reluctant to use extended sentences when responding orally.
- Pupils' ability to improve the content and style of their work by using the drafting and re-drafting processes has not been adequately developed.

Mathematics

Standards are good in KS1 and KS2.

Good features

- In KS1, pupils handle numbers to at least 20, both orally and on paper, with confidence. They count on and count back in a variety of steps with ease and identify and understand number patterns, including those involving odd and even numbers. By Y2, they use simple strategies to facilitate their mental calculations and can explain their method of working.
- They identify and understand the value of coins and the vast majority can give the correct change from 20p. Their understanding of number bonds to 20 is secure.
- When carrying out investigations in mathematics, pupils show that their knowledge and understanding of two dimensional [2D] shapes is good. They measure, record and compare temperature readings correctly.
- Pupils estimate length and capacity intelligently and make careful measurements, using standard metric measures.
- Pupils gather data in a variety of contexts and record their findings in an organised manner using tables and block graphs.

- In KS2, a majority of the pupils have a good understanding of place value and a firm grasp of the four number operations. When working orally or on paper, they show that they have a good knowledge and understanding of the multiplication tables.
- Y3 and Y4 pupils identify patterns and sequences of numbers and order numbers confidently and correctly using varying criteria. By Y5 and Y6, the majority of pupils have a secure understanding of fractions, decimals and percentages.
- They use standard metric measures accurately to measure length, mass, volume and capacity. By Y5 and Y6, pupils understand and use a formula to calculate the area and perimeter of shapes, including triangles.
- They use standard metric measures to measure capacity and volume.
- They identify and name various kinds of angles and successfully measure the length of lines and the size of angles when using a LOGO programme on a computer to draw various 2D shapes.

- Throughout KS2, pupils collect and represent various kinds of data in the form of tables and block, line and pie graphs. By Y5 and Y6, they interpret and analyse data maturely.

Shortcomings

- KS1 pupils do not analyse graphs in sufficient detail in order to gain understanding and to come to conclusions.
- A significant number of Y5 and Y6 pupils are slow to respond during mental mathematics sessions and are lacking in confidence when using and applying mathematical knowledge to solve problems.

Science

Standards are good in both key stages.

Good features

- In KS1, pupils are familiar with setting up investigations to seek information and scientific knowledge and understanding; their understanding of the function of a fair test in an investigation is good.
- Pupils describe the characteristics of materials well and classify them as being either artificial or man-made. They have a good store of adjectives to describe these materials. They know how to prove that some materials change their form or their condition, and are aware of the need to work safely as they investigate.
- By observing living creatures from the environment, they understand that living things have to eat frequently and that they have to seek their own food supply.
- They successfully recall the terms they have learnt during their investigations.

- In KS2, pupils have a good understanding of the need for investigation in order to prove or to refute ideas. They select appropriate equipment, make meaningful predictions and ensure that they establish conditions for a fair test. They use a variety of methods to record their findings.
- Their knowledge about the characteristics of living things is good and they record their understanding in a logical and organised manner.
- Pupils work independently and conscientiously when experimenting with materials and plants. They predict outcomes meaningfully and use apparatus appropriately and safely.
- Their knowledge about the parts of a flower is good and they know about their function, such as food production and reproduction.
- As they study light, they understand the concept of a source emitting light and that materials can be either opaque or transparent. They make effective use of tables and graphs to record data.

Shortcomings

- In KS2, pupils do not contribute their own ideas when planning an investigation and do not use graphs effectively to interpret results.
- In KS2, some pupils are uncertain about the kinds of foods that are required to provide a balanced and nutritious meal.

Design and technology

Standards are good in KS1 and satisfactory in KS2.

Good features

- In KS1, pupils design and make a good range of products, using food, textiles, paper and cardboard.
- When designing a basket to hold sweets as a present for Mother's Day, pupils put forward their own suggestions and produce a picture that includes simple labels. They list the resources required and describe the steps in the making process in an organised manner.
- They select suitable materials when making the basket and pay detailed attention to methods of achieving a good finish. The completed products are of good quality. Pupils talk about their work, make simple evaluations and put forward suggestions for improvements.
- KS1 pupils use appropriate apparatus to measure, mark, cut and shape cardboard, and utilise suitable methods for joining two pieces of card to create movement in a greeting card.
- They explain how they constructed a picture frame which has a component attached to its back so that it stands up securely. The products are attractive and serve their purpose well.

- Pupils control a ‘floor turtle’ confidently, inputting simple commands. In KS2, pupils make effective use of the LOGO programme to control a ‘screen turtle’ to produce a variety of 2D shapes.
- Y3 and Y4 pupils investigate simple products by dismantling various boxes and evaluating them at a simple level before designing and making their own boxes. They record the design and making process in an organised manner on work sheets, putting forward their initial ideas in the form of sketches, listing the equipment and apparatus that they will need, identifying the steps they must follow to make the boxes and then evaluating them maturely. The final products are of good quality and display considerable ingenuity and creativeness.
- Y5 and Y6 pupils have co-operated effectively to design and make a quilt on the theme ‘The Seasons’. A variety of textiles have been selected with care to produce an attractive and original design which displays a good range of designing and making skills.
- When constructing models of castles and bridges, using recycled materials, KS2 pupils make successful use of levers and pulleys to produce movements. They use appropriate finishing techniques.

Shortcomings

- In neither key stage do pupils make sufficient use of inflexible materials such as plastics or softwoods.
- In KS2, pupils have little understanding of methods of reinforcing and strengthening constructions.
- They do not make use of ICT to control movements or an electrical circuit in their products.
- KS2 pupils do not measure in detail when producing designs and nor do they adhere to their measurements when constructing their models.

Information technology

Standards are good in KS1 and satisfactory in KS2.

Good features

- In KS1, pupils make confident use of a computer. They use a word processor regularly to present information and understand how to make simple corrections to their written work and how to vary the colour and size of fonts.
- They manipulate the ‘mouse’ skilfully when using a drawing package and control screen instructions effectively when playing games that reinforce literacy and numeracy skills.
- KS1 pupils select and open programmes, save their work to their personal file and print it independently.
- KS1 and KS2 pupils use a computer programme effectively to compose simple music.

- KS2 pupils make appropriate use of a word processor and experiment with a variety of page layouts, fonts and colours. Throughout the school, pupils understand how to use a digital camera to record activities and to display their work attractively.
- KS2 pupils make some use of a simple data base to produce block and line graphs.
- They occasionally make appropriate use of the internet and CD-ROMs to seek information and to reinforce the work in other subjects across the curriculum.
- They make effective use of LOGO software for modelling tasks.

Shortcomings

- Neither KS1 nor KS2 pupils use e-mail to send messages.
- The data tasks undertaken in KS2 are very elementary. No use is made of a database to store information over a period of time and there is no interrogation of data to identify specific patterns.
- Y5 and Y6 pupils do not use a computer spreadsheet to gather information and to identify patterns.

History

Standards are good in KS1 and satisfactory in KS2.

Good features

- In KS1, pupils respond enthusiastically to stories about eminent figures from the past. Their understanding of a time line is good and they use terms, such as 'a while ago' and 'a very long time ago' appropriately to talk about the past.
- They know that fashions in clothing and devices have an effect on people's lives and express opinions about the advantages and disadvantages of living 'a long time ago'.
- They describe the lives of people living during 'The Age of the Princes' by writing about the period and produce a coat of arms to demonstrate their understanding of the status held by various people during those times; they understand how such people would employ bards to entertain them. This work is of a good standard.
- In KS2, some pupils have a good understanding of chronological order as they arrange specific historical periods in order of time.
- They reason well when they deal with instances of 'cause and effect', such as the reasons why heroes from the past were motivated to fight and why invaders' actions were also driven by their own particular motivation.
- They know about the life styles and achievements of some invaders and can describe, orally, what was significant about them. They record their knowledge in writing and through pictures.

- They benefit from their visits to places of historical interest. Pupils show that they have the ability to empathise with the atmosphere of a specific period and contrast the living conditions, fashions in clothing and educational practices of such periods with those of the present day.
- They use current technology to record some of their work; the presentation of their work is occasionally good. They effectively record facts about living conditions during a specific period in the form of an information leaflet, using modern technology, and with support succeed in setting out the text and importing pictures.

Shortcomings

- In KS1, some pupils are unsure about the exact significance of some famous figures they have been studying from Welsh history.
- At the upper end of KS2, there are shortcomings in the pupils' ability to record in their own words and to interpret and analyse on the basis of the investigations.
- Pupils at the upper end of KS2 do not make sufficient use of primary sources of information when studying historical periods and do not ask their own questions about historical issues.

Geography

Standards are good in KS1 and satisfactory in KS2.

Good features

- In KS1, as a result of practical activity, pupils know about the points of the compass and understand the concept of direction. They can offer suggestions about the significance of symbols on maps.
- Their knowledge about villages in their own locality and about towns in a wider area is good. They discuss the characteristics that distinguish between them, including their size and the kinds of services they provide. They know that their home is a village in the north of Wales and that their capital city is Cardiff.
- The more able pupils know the names of other cities, in Britain and in overseas countries.
- Pupils are adept at gathering information about the rural area in which they live and about a large town in the north of Wales. They record their findings in the form of text and pictures in project books. They express opinions about the advantages and disadvantages of their village when compared with a nearby town.
- They understand and contrast life in Wales with that in a country that is developing economically.
- They extend their understanding of the environment by participating in relevant activities during a visit to a local educational centre.
- As a result of discussing problems relating to pollution and goods that can be recycled rather than being disposed of, they suggest ways of improving the environment.

Shortcomings

- In KS2, the practice of copying out extracts of factual information about aspects of their work has a negative effect on pupils' ability to reinforce their understanding and to record their work on an individual basis.
- KS2 pupils do not interpret trends with sufficient regularity, nor do they express opinions on the basis of the geographical facts that they have learnt themselves or that have been presented to them.

Art

Standards are good in both key stages.

Good features

- During lessons in which the works of a famous artist are being discussed, pupils respond enthusiastically, put forward ideas and express opinions in a lively manner.
- They use a variety of instruments and specific techniques to produce an impression of the texture that typifies the artist's work. They make careful observations of the elements of shape in pictures by the artist as they produce paintings in which they are restricted to the use of two colours.
- They express their understanding of pattern effectively by experimenting with objects of various shapes to produce rubbings using wax crayons.
- They produce paintings of familiar characters from books in a reading scheme thereby demonstrating their ability to handle paint. They experiment successfully with black and white shadows and use charcoal to produce portraits of their class friends.
- They produce sketches of a satisfactory standard based on their observations of still life objects.
- KS2 pupils produce work of a satisfactory standard as they emulate the technique of a famous artist, paying appropriate attention to tone and texture.
- They know about the work of European artists and express opinions and preferences when discussing them. They produce good work when emulating their style and technique, and use pastels to produce abstract patterns.
- They use charcoal in a satisfactory manner to produce portraits of their friends.
- They produce striking 3D models in a variety of media in response to a competition, and benefit well from experiences with weaving as they produce comic characters.

Shortcomings

- Pupils, in both key stages, are unfamiliar with the technique involved in mixing colours to achieve a variety of shades.
- Neither KS1 nor KS2 pupils appreciate and evaluate each other's products frequently enough in order to develop their ability to use the language of art.
- Some pupils in KS2 cannot identify and define elements of art, such as 'texture', effectively enough.

Music

Standards are good in KS1 and KS2.

Good features

- KS1 pupils sing a variety of simple songs with good control over breathing and enunciation,
- They use a variety of instruments and name some of them. They understand and describe how the various instruments are used and what kind of sound they produce. The vast majority maintain a beat with consistency and identify the patterns of a rhythm correctly.
- They successfully compose short pieces of music, both spontaneously and by using an appropriate computer programme. They listen intently to each other and express opinions in simple terms, referring to simple musical elements such as 'loud' and 'quiet'.
- In KS2, pupils sing a wide repertoire of songs in unison and simple part-songs, such as a round, as well as songs involving descant, enthusiastically and confidently. They demonstrate good control of breathing, dynamics and pitch. The quality of their musical performances is very good.
- Y4 pupils select appropriate musical instruments to convey a variety of sounds, and demonstrate a good awareness of atmosphere and mood as they compose simple music as backing for a poem.
- By Y5 and Y6, pupils listen intently to the music of Vivaldi and respond intelligently. They refer with confidence to the various musical elements and have a good understanding of musical terms and their meaning.
- A considerable number of KS2 pupils learn to play the violin, the harp or recorder in school. These experiences significantly reinforce their musical skills and contribute to the high standards that are achieved.

Shortcomings

- Pupils do not listen to a sufficiently wide range of music from a variety of cultures and traditions.

Physical education

One ball skills lesson was observed in KS1, and two ball skills lessons in KS2.

On the basis of the aspects that were observed, standards are satisfactory in KS1 and KS2.

Good features

- Pupils know that warming up the body prior to engaging in exercises is important and reason about this.
- A minority of pupils display good skills as they control and catch a bouncing ball. A good number of them co-operate satisfactorily when working in pairs and are appreciative of successful technique when they observe the performance of their peers.
- During ball skills lessons on the playing field, KS2 pupils throw and catch a ball and co-operate satisfactorily with each other. A small number strike a ball satisfactorily with a rounders bat, displaying good hand-eye co-ordination.
- They play competitive games in a friendly manner, paying due attention to the rules of the game.
- Pupils make effective use of space as they warm up; they follow instructions well. They make good progress in the skills involved in rolling, catching and bouncing a ball.

Shortcomings

- In KS1, the throwing and catching skills of some pupils show insufficient progress when working in pairs.
- A small minority disregard the instructions and guidance they are given as they engage in activities.
- A small number of KS2 pupils move clumsily and fail to run on the ball of the foot as is appropriate.
- A small number of pupils lose control of the force they employ to throw a ball when working in pairs, and this inhibits their progress in the skills of catching and fielding.

Religious education

Standards are good in KS1 and satisfactory in KS2.

Good features

- In both key stages, pupils remember and retell a good number of Bible stories with confidence. The older pupils differentiate between the Old and New Testaments.

- After visiting a local chapel and church, KS1 pupils describe their features in detail, and make comparisons between both places of worship. They talk about some of the artefacts and special features they have seen, and understand that there are different methods of worshipping.
- The pupils are aware of the main religious festivals, are familiar with the stories associated with them, and understand their significance.
- They have a good understanding of the need for rules and explain how these are important in their lives.
- In KS2, pupils' understanding of Christian ritual is secure. They understand the purpose and meaning of prayer and compose their own simple prayers.
- KS2 pupils' knowledge and understanding of Christ's parables is good. They retell them in detail and explain the meaning of the parables and the messages they convey.

Shortcomings

- In KS2, pupils' written work is not sufficiently varied, challenging or extended to enable them to display their understanding of ideas and concepts.
- In both key stages, pupils are lacking in their knowledge and understanding of religions other than Christianity.

8. SCHOOL IMPROVEMENT

8.1 Progress since the last report

In the previous inspection report, in 1998, five issues requiring attention by the school were identified:

- *Raising standards in science in KS2;*

By now, standards are good in science in KS2.

- *Improve standards in the substantial number of subjects where standards are satisfactory at the present time by attending to the shortcomings noted;*

The following table shows how standards in 2004 compare with those of 1998.

Subjects that were satisfactory in 1998	Standards in 2004
Welsh	Good
English	Good
Mathematics	Good
Science (KS1)	Good
History	Good (KS1) Satisfactory (KS2)
Geography	Good [KS1] Satisfactory (KS2)
Design and technology	Good [KS1] Satisfactory [KS2]

IT	Good [KS1] Satisfactory [KS2]
Physical education	Satisfactory

The progress made, especially in KS1, is good.

- *To develop an assessment policy which provides implementation guidelines and positive leadership, and to establish more diagnostic arrangements that will have a direct effect on planning appropriate activities for pupils;*

A satisfactory system has now been established for assessing pupils' progress and development; in some subjects records are maintained.

- *Establish a system which will monitor the quality of the educational provision and pupils' standards of achievement, and to set targets to raise standards;*

The progress made in this context is satisfactory; a great deal remains to be done to ensure that an effective self-evaluation system is implemented and has a positive influence on standards of achievement.

- *Ensure that regular and increasing use of English as a medium of instruction is implemented in KS2.*

The evidence in this report indicates that standards in English are generally good. Nevertheless, the planning of the use of English needs to be more systematic in order to ensure that it is used regularly as a medium of instruction in KS2, and more specifically to develop the pupils' oral skills.

8.2 Key issues for action

The school needs to:

- maintain standards in the subjects and aspects in which good standards are achieved and to raise standards in the subjects and aspects which are satisfactory by attending to the shortcomings noted in this report;
- improve the teaching by attending to the shortcomings noted;
- develop its self-evaluation arrangements by:
 - establishing a structure for monitoring quality in the various curriculum areas;
 - developing the role of the co-ordinators, including arranging for lessons to be observed regularly in order to evaluate the teaching and learning;
 - ensuring that members of the governing body are given an active role in the process.
- improve the quality of the SDP by:
 - planning developments in more detail and setting clear targets for improving the standard of pupils' achievements;
 - ensuring that the document lists the expenditure on resources and equipment and matches expenditure, and other managerial and curricular aspects, with the financial resources available to the school;

- consider measures to rectify the dangerous situation that exists because there is no barrier to separate pedestrians and vehicles near the entrance to the school and the community centre;
- ensure that the contents of the school handbook and the governors' report to parents fully conform with the statutory requirements.

APPENDIX

School Data

A. Basic information about the school

Name of school	Ysgol Gynradd Cerrigydrudion
Type	A naturally bilingual school maintained by the LEA
Age range of pupils	4 to 11
School Address	Canolfan Addysg Uwchaled Cerrigydrudion Corwen
Post-code	LL21 9SW
Telephone number	01490 420328

Name of head teacher	D Eifion Wynne
Date of appointment	April 1994
Chair of governors	Mrs Anne Lloyd
Registered inspector	Jean Marshall
Date of inspection	24 – 26 May 2004

B. School data and indicators

<i>Number of pupils in each year group</i>								
Year group	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	8	12	10	15	12	3	9	69

<i>Number of teachers</i>			
	Full-time	Part-time	Full time equivalent
Number of teachers	3	2	3.85

<i>Staffing information</i>	
Pupil: teacher ratio, excluding nursery and special classes	21:1
Average class size, excluding nursery and special classes	19.7
Teacher: class ratio	0.96:1

<i>Attendance in percentages for the three terms preceding the inspection</i>				
	Reception	KS1	KS2	Whole school
Spring Term	93.5	94.4	91.0	93
Summer Term	94.0	94.3	93.0	93.6
Autumn Term	95.4	95.6	94.1	95

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

Results of NC assessments KS1: 2003							Total number of Y2 pupils : 15		
Percentage of pupils at each level									
			D	A	F	W	1	2	3
Welsh	Teacher assessment	School						67	33
		National	1			2	15	64	18
Mathematics	Teacher assessment	School					7	53	40
		National	1			3	12	59	26
Science	Teacher assessment	School						100	
		National	1			2	11	64	22

Results of National Curriculum KS2 Assessments: 2003							Total number of pupils in Y6: 18					
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher Assessment	School							6	44	50	
		Wales					1	6	16	45	31	
	Test/Task	School							6	44	50	
		Wales		2	1	1		5	12	38	40	

Welsh	Teacher Assessment	School	17					7	53	40		
		Wales	1			1	1	4	18	51	25	
	Test/Task	School	17						7	53	40	
		Wales	1	1	2			3	15	50	28	
Mathematics	Teacher Assessment	School						11	72	17		
		Wales					4	19	46	30		
	Test/ Task	School							17	67	17	
		Wales		2	1			4	18	42	33	
Science	Teacher Assessment	School						6	56	39		
		Wales						2	13	49	35	
	Test/Task	School								39	61	
		Wales		2				1	9	48	39	

- D Pupils who are exempt under statutory arrangements from part or the whole of the NC
A Pupils who have failed to register a level due to absenteeism
F Pupils who have failed to register a level for reasons other than absenteeism
W Pupils working towards level 1

D The evidence base of the inspection

The school was inspected over a period of three days by a team of three inspectors, including a lay inspector. During this period:

- 36 sessions were observed, the time being shared fairly equally between the classes;
- discussions were held with the pupils, the head and all members of staff;
- pupils were questioned about their knowledge and understanding of the work they had completed;
- the vast majority of pupils were heard reading in both languages;
- samples of pupils' work were inspected;
- an analysis was carried out of the school's policy documents and plans, the teachers' long-term and short-term plans and the schemes of work;
- the attendance registers, pupils' records and the teachers' assessment notes were inspected;
- detailed attention was given to the financial information pertaining to the school;
- formal meetings were held with the governors before and after the inspection;
- a parents' meeting, attended by 21 parents was held, and 29 questionnaires and five letters were received for analysis.

E. Composition and responsibilities of the inspection team

Name	Role	Sections of the report	Subjects [Section 7]
Jean Marshall	Registered Inspector	1.0 2.0 3.1 3.2 5.2 6.2 8.2	Children under five, English, Mathematics, Design and technology, Information technology, Music, Religious education
Len Jones	Team Inspector	4.1 5.1 5.3 5.4 5.5 6.1 6.3 8.1	Welsh, Science, History, Geography, Art, Physical education
John Roberts	Lay Inspector	4.2 4.3 5.6 5.7	

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