

**Inspection under Section 28 of the
Education Act 2005**

**Ysgol Gynradd Clocaenog
Clocaenog
Ruthin
Denbighshire
LL15 2AY**

School Number: 6632163

Date of Inspection: 06/11/06

by

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Ysgol Clocaenog 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 Clocaenog took place between 06/11/06 and 08/11/06. An independent team of inspectors, led by Wil Williams 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:

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

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 nursery schools, 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

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Context

The nature of the provider

- 1 Ysgol Clocaenog is a small rural school that serves the village itself, its surrounding hinterland and the villages of Clawddnewydd and Derwen. It is historically a small school but during recent years, there has been a gradual decline in pupil numbers. There are currently 20 full-time pupils on the school register, together with two part-time nursery children. The children are admitted to school on a full-time basis in the September following their fourth birthday.
- 2 Welsh is the main language spoken in the homes of some 13% of pupils, but half the pupils come from homes where one parent is a Welsh speaker. The school believes that approximately 87% of pupils are now able to speak Welsh to first language standard.
- 3 The school is of the view that the area it serves is neither prosperous nor economically disadvantaged. No pupils are entitled to receive free school meals.
- 4 The school considers the attainment levels of the vast majority of pupils to be generally good when they are first admitted to school. Approximately 20% of pupils have additional learning needs, a figure that is slightly higher than county and national averages. No pupils have statements of additional learning needs.
- 5 The school was last inspected in the Autumn term of 2000. The headteacher was appointed to her post in September 2004.

The school's priorities and targets

- 6 The school's priorities and targets for 2006 – 2007 include:
 - update the self-evaluation plan by implementing a monitoring scheme;
 - create profiles of pupils' work across the curriculum;
 - review the structure for Personal and Social Education; and
 - develop the pupils' self-assessment ability.

Summary

- 7 The standards achieved in all the subjects inspected are good or better, with outstanding features in design and technology and art in key stage 2.
- 8 The quality of leadership at the school is good with outstanding features. The headteacher has a clear vision and high expectations and she is well supported by everyone involved with the school.
- 9 One of the key features of the school is the strong partnership between staff, governors and parents. This has a direct impact on the quality of provision and on the standards of pupils' work
- 10 The school has made outstanding progress in acting upon the Key Issues identified in the Report in 2000.

Table of grades awarded

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

Standards

- 11 The inspection team concurs with the school's judgement in five of the seven key questions.
- 12 Standards achieved in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
27%	73%	0%	0%	0%

- 13 The standards achieved by pupils in lessons are higher than the all-Wales Welsh Assembly Government [WAG] targets for 2007 which is that 98% of lessons should be satisfactory (Grade 3) or better and that 65% should be good (Grade 2) or better.

Areas of learning for the under-fives

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

- 14 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning.

Grades for standards in the subjects inspected

Areas of learning	Key Stage 1	Key Stage 2
Welsh	Grade 2	Grade 2
Design and technology	Grade 2	Grade 1
Art	Grade 2	Grade 1
Physical education	Grade 2	Grade 2
Religious education	Grade 2	Grade 2

- 15 The under-fives, together with pupils in key stages 1 and 2, make good progress in the key skills of speaking and listening, numeracy and the use of information and communications technology.
- 16 The bilingual proficiency of pupils of all ages shows good progress and by the end of key stage 1, the vast majority of pupils communicate freely in Welsh and English.
- 17 With the exception of 2006, the school's performance at the end of both key stages over the last four years has been considerably above local and national performance.
- 18 Because there were no pupils in year 2 at the end of the summer term in 2006, there is no performance data.
- 19 The number of key stage 2 pupils who attained Level 4 in Welsh, English, mathematics and science in 2006 was considerably less than local and national performance in all four subjects. This can be attributed to the small number of pupils assessed, and to the high percentage of the group who had additional learning needs.
- 20 The pupils' learning and personal and social skills are good. Pupils work hard in their lessons and they show high levels of motivation. As they mature, they develop into responsible individuals who are able to engage and work together with ease.

- 21 Behaviour throughout the school is outstanding and pupils are considerate and courteous towards others. The pupils respect diversity and other cultural and social traditions and they have a good understanding of equal opportunity issues.
- 22 Average attendance for the three terms prior to the inspection was considerably higher than county and national averages. All the pupils attend school on a regular basis and they arrive punctually at the beginning of the day.

The quality of education and training

- 23 The quality of teaching was adjudged to be as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
21%	79%	0%	0%	0%

- 24 Where there are outstanding features to the teaching, the teachers' expectations are high and the tasks are ambitious and stimulating. In these lessons, pupils are encouraged to reflect on their work and to consider what they have learned.
- 25 A number of good features are common to all lessons. There is thorough planning for all ages and the entire range of ability, the teachers' presentations at the beginning of lessons successfully sustain the pupils' interest and effective use is made of a wide range of teaching and learning strategies.
- 26 In a small number of lessons, there is a lack of pace in the teaching and the presentations are too long.
- 27 The quality of assessment is good and the findings are used effectively to plan further work and set targets for individual pupils. Detailed records are kept of the progress of each pupil, their work is marked regularly and the teachers append constructive written comments. The pupils assess their own work in conjunction with the teachers, but there is room to develop this aspect further.
- 28 The annual reports to parents are of good quality and they provide them with useful information on their children's progress.
- 29 The curriculum is broad and balanced and it closely matches the pupils' needs, interests and abilities. It is enhanced by a large number of extra-curricular activities and educational visits.
- 30 The quality of planning is outstanding. There are detailed plans for every area of the curriculum and thorough attention is given to the development of the key skills across all areas of learning.

- 31 The pupils' bilingual skills are developed increasingly and due prominence is given to the Cwricwlwm Cymreig in a good number of subjects, such as art.
- 32 Personal and social education are promoted in several aspects of the life and work of the school, and through the School Council pupils receive good opportunities to express opinions and make decisions. This is an outstanding feature.
- 33 There is an outstanding partnership between the school and parents. Parents are highly supportive of the school's work and activities and they make a substantial contribution to improving the supply of resources in classes.
- 34 There are good links with the community and with local industry and businesses. Pupils receive good opportunities to enhance their enterprise skills.
- 35 There is close co-operation with several local primary schools and there are good curricular and pastoral links with the local secondary school.
- 36 There is good provision for raising pupils' awareness of sustainable development and global citizenship.
- 37 The school is a happy and caring community where pupils feel they are valued and supported. Genuine attention is given to pupils' feelings and views in all aspects of the life and work of the school, and the learning environment that is created ensures that pupils are happy to seek advice and guidance from adults. This is an outstanding feature.
- 38 The pupils' safety and wellbeing are given high priority at the school and there are effective child protection policies and procedures. The anti-bullying strategies that have been adopted are an outstanding feature of the provision.
- 39 There is good provision for pupils with additional learning needs. The school identifies pupils' needs at an early stage and it makes appropriate provision for them.
- 40 The school ensures that all pupils receive equal access and opportunities in all activities and there are effective strategies for nurturing positive attitudes towards racial equality and respecting diversity.

Leadership and management

- 41 The headteacher's thoughtful leadership gives a sound foundation for the development of the school. She leads the staff and governors in a purposeful manner, and creates a strong sense of team spirit at the school.
- 42 The governing body makes a key contribution to the school's development. They have a clear understanding of their role, they know the school well and they fulfil their monitoring and evaluation responsibilities effectively.

- 43 A culture of self-criticism has been firmly established in the school improvement programme. By conducting regular evaluations, the staff and governors ensure that they have ongoing knowledge of the quality of the educational provision and the standards achieved by pupils.
- 44 The School Development Plan is a concise and powerful tool for guiding developments and giving a clear sense of direction to the work of the school.
- 45 Members of staff are actively involved in the self-evaluation procedures but they are not to date involved in observing the teaching and learning. Parents' views are collated through questionnaires and due prominence is given to the voice of pupils through the School Council.
- 46 The school has a sufficient number of teachers and resources to teach all aspects of the curriculum.
- 47 The learning assistants work closely with the teachers and they ensure that individuals and groups receive good support in their work.
- 48 The school buildings and grounds are of good quality. The classrooms are welcoming and colourful and they provide a valuable resource for learning and teaching.
- 49 There is tight budgetary control and the school operates well within its budget. The school provides good value for money.

Recommendations

R1: *Continue to develop the monitoring and evaluation role of the subject co-ordinators by establishing a lesson monitoring system;

R2: *Develop pupils' ability to assess their own work.

*identified as priorities in the School Development Plan 2006 - 07

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

50 The findings of the inspection team match the judgement made by the school in its self-evaluation report.

51 Standards achieved in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
27%	73%	0%	0%	0%

52 The standards achieved by pupils in lessons are higher than the all-Wales Welsh Assembly Government [WAG] targets for 2007 which is that 98% of lessons should be satisfactory (Grade 3) or better and that 65% should be good (Grade 2) or better.

53 Pupils of all ages achieve good or better standards in the subjects inspected. In key stage 2, outstanding standards are achieved in design and technology and in art. The pupils with additional learning needs make good progress and they achieve the targets set for them.

54 Standards achieved by the under-fives are as follows:

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

55 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning.

56 Standards achieved in the areas of learning and subjects inspected are as follows:

Areas of learning	Key Stage 1	Key Stage 2
Welsh	Grade 2	Grade 2
Design and technology	Grade 2	Grade 1
Art	Grade 2	Grade 1
Physical education	Grade 2	Grade 2
Religious education	Grade 2	Grade 2

- 57 The under-fives make good progress in the key skills of speaking and listening, numeracy and the use of information and communications technology. They make appropriate progress in their reading and writing skills.
- 58 Pupils in key stages 1 and 2 make good progress in their literacy and numeracy skills and they are confident users of information and communications technology.
- 59 The bilingual proficiency of the under-fives and of pupils in both key stages shows good progress, and the vast majority of pupils communicate freely in Welsh and English, both orally and in written form.
- 60 Because there were no Y2 pupils at the school at the end of the summer term in 2006, there is no performance data.
- 61 In key stage 2, the number of pupils who attain Level 4 in Welsh, English, mathematics and science in 2006, was considerably less than local and national performance in all four subjects. This can be attributed to the small number of pupils assessed, and to the high percentage of the group who had additional learning needs.
- 62 In relation to schools with a similar percentage of pupils entitled to receive free school meals, the results in key stage 2 were in the lower 25% in all subjects.
- 63 With the exception of 2006, the school's performance at the end of both key stages over the last four years has been considerably above local and national performance in all subjects, and almost all pupils attain the expected national levels.
- 64 There is no significant difference in either key stage between the performance of girls or boys.
- 65 Pupils in both key stages make good progress in their learning skills. They work hard in their lessons, show high levels of motivation and face new challenges with confidence.
- 66 The creative skills of the under-fives and key stage 1 pupils are good, and pupils in key stage 2 achieve outstanding standards. Pupils of all ages exhibit skill and originality in role-play situations and in art and design and technology lessons.
- 67 The pupils' awareness of the strengths and shortcomings of their work is developing appropriately as they move up through the school. They are aware of the personal targets set for them and they strive hard to achieve them.
- 68 The pupils' learning and personal and social skills are good. As they mature, they develop into responsible individuals who are able to engage and work together with ease. From an early age, they display a good measure of independence and maturity.

- 69 Standards of behaviour throughout the school are outstanding. The pupils have a good understanding of what is expected of them and they are considerate and courteous towards others. This responsible attitude has a positive impact on the progress they make and on the quality of their learning.
- 70 Throughout the school, the pupils respect diversity and other cultural and social traditions and they have a good understanding of equal opportunity issues and fairness.
- 71 The regular visits made by pupils from both key stages to the local community and to other places of interest make a considerable contribution towards extending their understanding of their own community and of the world of work.
- 72 Average attendance for the three terms prior to the inspection was over 97%, which is considerably higher than county and national averages. All the pupils attend school on a regular basis and they arrive punctually at the beginning of the day.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

- 73 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 74 The quality of teaching was adjudged to be as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
21%	79%	0%	0%	0%

- 75 Where there are outstanding features to the teaching, the teachers' expectations are high and the tasks are ambitious and stimulating. Highly effective strategies are used to develop the pupils' oral skills and at the end of lessons, pupils are encouraged to reflect on their work and to consider what they have learned.
- 76 A number of good features are common to all lessons.
- 77 There is a good working relationship between teachers and pupils, everyone is treated fairly and there are high expectations in terms of self-discipline.
- 78 The teachers succeed in motivating and sustaining pupils' interest. Class control is firm, good support is provided to individuals to complete their tasks and there is appropriate intervention by teachers and learning assistants.

- 79 Lesson planning is thorough for all ages and the entire range of ability, including the under-fives. Lesson objectives are shared with the learners in order to ensure that they are aware of what they need to learn and achieve.
- 80 Lessons are presented in a knowledgeable, skilful and imaginative manner and a wide range of teaching and learning strategies are used, including group work, paired work and role-play. Equal opportunities are promoted and a high priority is given to developing the pupils' bilingual proficiency.
- 81 There are no important shortcomings, but in a small number of lessons, there is a lack of pace in the teaching and the presentations are too long.
- 82 The quality of assessment is good and the findings are used effectively to plan further work and set targets for individual pupils. Good use is made of the Baseline Assessment to identify at an early stage the under-fives that have specific learning needs.
- 83 The progress made by each pupil is recorded in suitable files, and the next steps for improvement are noted.
- 84 There are useful portfolios of work in the core subjects that ensure consistency of standards when analysing pupils' work.
- 85 Pupils' work is marked regularly, and the teachers append constructive written comments that identify the steps for improvement. The pupils assess their own work in conjunction with the teachers, but there is room to develop this aspect further.
- 86 The annual reports to parents are of good quality and they provide them with useful information on their children's progress, together with useful comments on their personal and social development.

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

Grade 1: Good with outstanding features

- 87 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 88 The curriculum is broad and balanced and it closely matches the pupils' needs, interests and abilities. It fully conforms to statutory requirements.
- 89 The pupils' curricular and social experiences are enhanced by a considerable number of extra-curricular activities and educational visits.
- 90 There is careful planning for introducing the basic skills and thorough attention is given to the development of the key skills across all areas of learning. This is an outstanding feature.

- 91 The quality of provision in both languages is good and the school ensures that the pupils' bilingual skills are increasingly developed. Due prominence is given to the Cwricwlwm Cymreig in a good number of curriculum subjects.
- 92 The pupils' personal and social development is promoted to very good effect. Circle time and the sessions of collective worship promote these aspects in a sensitive manner that enables pupils to discuss the issues that concern them. The School Council plays an active role in the life of the school and they are very happy to offer ideas and make decisions with regard to issues that are of interest to them. This is an outstanding feature.
- 93 There is an outstanding partnership between the school and parents. Parents are highly supportive of the school's work and activities and they make a substantial contribution to improving the supply of resources in classes. The response of parents in the questionnaires and at the pre-inspection meeting with the inspectors were highly positive. There is regular and effective communication between the school and parents.
- 94 Pupils make a major contribution to community activities and the school also works closely with a number of local primary schools. There are good curricular and pastoral links with the local secondary school.
- 95 The regular links between the school and local industry and businesses, together with the many activities and visits that are organised, make a good contribution to raising pupils' awareness of the world of work.
- 96 There is a clear equal opportunities policy and it is reflected in sports, class activities and the particular care which the teachers and learning assistants take of each pupil.
- 97 There is good provision for raising pupils' awareness of sustainable development and there are recycling and waste composting systems in operation. The school is currently working towards gaining Eco School accreditation.
- 98 Through curricular work and a number of other activities related to charities and third world countries such as Lesotho, there is good provision for developing the pupils' understanding of global citizenship.
- 99 Good experiences are provided for developing enterprise skills by giving pupils opportunities to produce and sell their own goods.
- 100 The breadth of their learning experiences allows pupils to acquire an appropriate range of skills that are valuable in terms of lifelong learning. Good attention is given in the school's day-to-day organisation to promoting the learners' independence by developing their ability to manage their own learning.

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

Grade 1: Good with outstanding features

- 101 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 102 The school's arrangements for planning and managing care and support are very thorough and effective. Intensive consideration is given to pupils' feelings and views in all aspects of the life and work of the school and the learning environment that is created ensures that pupils are confident and comfortable in approaching adults for advice and guidance. This is an outstanding feature.
- 103 There is effective co-operation with parents with regard to issues relating to their children's health and safety and the parents appreciate the open door policy that allows them to come in to discuss issues with the headteacher and staff.
- 104 The new pupils in the nursery class settle in quickly and they feel safe and secure at school.
- 105 The pupils receive high quality personal support and guidance. The pupils' personal and social development is promoted to very good effect through activities such as the Healthy Schools Scheme and the School Council. The school is a happy and caring community where pupils feel that they are valued and supported. This is an outstanding feature.
- 106 There are appropriate procedures that ensure that pupil attendance, punctuality and behaviour are carefully monitored.
- 107 The pupils' safety and wellbeing are given high priority at the school and staff and pupils have an appropriate awareness of the requirements. There are detailed procedures for conducting risk assessments.
- 108 There are effective policies and procedures for child protection that are known to all members of staff. There is close co-operation between all the other responsible agencies in order to ensure the wellbeing of pupils.
- 109 There is good provision for pupils with additional learning needs that fulfils the requirements of the Code of Practice. The school identifies pupils' needs at an early stage and intervenes where appropriate.
- 110 The support provided in the withdrawal sessions and in classes by the teachers is good and it focuses appropriately on pupils' specific educational needs.
- 111 Comprehensive records are kept of pupils' achievements and appropriate and detailed individual education plans are provided by the co-ordinator. They contain achievable targets.
- 112 The designated governor works effectively with the school and she is very knowledgeable of her responsibilities.

- 113 The school works well with parents and external agencies to review the progress made by pupils with additional learning needs.
- 114 Characteristics such as fairness and equal opportunities feature very strongly in the life of the school. It ensures that all pupils receive equal access and opportunities in all activities.
- 115 There is an effective policy and strategies for nurturing positive attitudes towards racial equality and respecting diversity, and effective measures have been taken to remove any oppressive behaviour. The anti-bullying strategies that have been adopted are an outstanding feature of the provision.
- 116 The school has a clear accessibility policy in order to ensure that pupils with physical disabilities are treated as favourably as other pupils. The school has considered how the building could be modified for pupils with physical disabilities if the need arose.

Leadership and management

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

Grade 1: Good with outstanding features

- 117 The findings of the inspection team differ from the school's judgement in its self-evaluation report to the extent that the school awarded Grade 3 for this key question. By the time of the inspection, the school had taken action to address the shortcomings identified in its self-evaluation report.
- 118 The improvements and the significant progress made by the school in a relatively short period of time since the appointment of the current headteacher merit a Grade 1 for this key question.
- 119 The headteacher's thoughtful leadership gives a sound foundation for the development of the school. She has high expectations in terms of pupils' achievements and leads the staff and governors in a purposeful manner, and creates a strong sense of team spirit at the school. The contribution of each individual is valued and equal opportunities are promoted for all. These are outstanding features.
- 120 Members of staff shoulder a good measure of responsibilities and they make a significant contribution to the development of the school.
- 121 Clear management policies are effectively implemented by staff and governors.
- 122 Due prominence is given in the school's work programme to local and national priorities. These include the Basic Skills Agency Quality Mark accreditation, the first stage of the Healthy Schools Scheme and Investors in People accreditation.

- 123 There are detailed arrangements for setting whole school targets at the end of the key stages. These targets are ambitious and they set clear aims for teachers and pupils.
- 124 There are detailed arrangements for implementing Performance Management requirements and responding to the teachers' professional development needs.
- 125 The governing body makes a key contribution to the school's development. They have a clear understanding of their role, they know the school well and fulfil their monitoring and evaluation responsibilities effectively.
- 126 They fulfil their legal requirements in full.

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

Grade 2: Good features and no important shortcomings

- 127 The findings of the inspection team differ from the school's judgement in its self-evaluation report to the extent that the school awarded Grade 3 for this key question. The shortcomings identified in the school's self-evaluation are not important enough to justify a Grade 3 judgement.
- 128 A culture of self-criticism has been firmly established in the school improvement programme. By conducting regular evaluations, the staff and governors ensure that they have ongoing knowledge about the quality of the educational provision and the standards achieved by pupils.
- 129 The school's judgement in its self-evaluation report concurs with the inspection team in five of the seven key questions.
- 130 The self-evaluation arrangements are systematic and thorough and they draw on evidence from a number of different sources, including scrutinising pupils' work and analysing the results of teachers' assessments. Analytical and effective use is made of local and national benchmarking information in order to compare the school's performance with that of comparator schools.
- 131 Regular reports are provided for the governing body on evaluation findings and action is taken in a purposeful manner to remove any shortcomings identified. Members of staff play an active part in the various procedures, but they do not as yet observe the teaching and learning.
- 132 Parents' views are collated through questionnaires, and due prominence is given to the voice of pupils through the School Council.
- 133 The School Development Plan is a concise and powerful tool for guiding developments and giving a clear sense of direction to the work of the school. There are good links between Plan priorities and the needs identified in the self-evaluations. Developments are planned carefully, the expected outcomes

are noted, together with the proposed monitoring methods, implementation responsibilities are allocated to individuals and resources are earmarked to support the developments. The implementation of the Plan, together with the impact of the developments on the school, are thoroughly monitored and evaluated at the end of the year.

- 134 The self-evaluation report submitted prior to the inspection gives a clear summary of the school's strengths as well as identifying those issues that require further development.
- 135 The school has made outstanding progress in acting upon the Key Issues identified in the Report in 2000.

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

Grade 2: Good features and no important shortcomings

- 136 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 137 The school has a sufficient number of suitably qualified teachers to teach all aspects of the curriculum. Effective use is made of staff expertise, including that of the part-time teachers, and responsibility for aspects and subjects are shared equitably amongst the teachers.
- 138 The learning assistants make a key contribution to the quality of teaching and learning. They co-operate closely with the teachers and ensure that individuals and groups receive good support in their work.
- 139 There are effective arrangements for reducing teachers' workload and for providing them with non-contact time for planning, preparation and assessment. This has a positive impact on the standards achieved by pupils and on the effectiveness of the teaching.
- 140 The school has sufficient resources for all ages and subjects, including the under-fives. Much of the equipment is of good quality and they are used regularly and effectively in lessons. There is extensive provision for information and communications technology.
- 141 School buildings and grounds are of good quality and they are used effectively by the teachers. The classrooms and other areas are welcoming and colourful, and the displays of pupils' work are a valuable resource for learning and teaching.
- 142 The use the school makes of the community hall in a nearby village has improved the facilities for physical education and has led to higher standards.
- 143 The building has no designated facilities for disabled people.

- 144 There is tight budgetary control and the school operates well within its budget. The School Development Plan is used as a budget planning tool for the future and the governing body monitors expenditure effectively.
- 145 The school provides good value for money.

Standards achieved in subjects and areas of learning

Under-fives

Language, literacy and communication skills

Grade 2: Good features and no important shortcomings

Good features

- 146 The nursery children listen well and they give enthusiastic oral responses. They speak with a fair degree of confidence and are able to convey their needs effectively. They make purposeful use of the puppets to extend their oral skills and use appropriate vocabulary during role-play. They recognise a good number of letters and hold books correctly. The children make rapid progress in the development of their language skills.
- 147 The reception children listen very attentively to stories and are eager to answer questions and offer brief comments. They show good comprehension skills when following and recalling a story. They engage effectively in role-play, using appropriate vocabulary, and the majority are able to express opinions effectively about their favourite foods and pets. They recognise a large number of letters and can form some of them correctly. They can read some familiar words and the most able children can emulate certain written patterns.

Shortcomings

- 148 There are no important shortcomings.

Personal and social development

Grade 1: Good with outstanding features

Outstanding features

- 149 The reception children understand the importance of class rules and they are very happy to share resources. They form very good relationships with other children and adults and they understand the need for courtesy and good behaviour in their involvement with others. They are happy to approach adults for assistance.

Good features

- 150 The nursery children play and work well with each other, and they respond effectively to the order of activities. They display good self-control and wait their turn when playing games. They ask and thank courteously and gain social benefits from sharing a class with older pupils.

Shortcomings

151 There are no important shortcomings.

Mathematical development

Grade 2: Good features and no important shortcomings

Good features

152 The nursery children use mathematics successfully as part of a number of activities such as play. They can count to five easily and they understand the concept of small and large numbers. They are able to classify objects according to shape and colour, and are able to create and complete patterns to a good standard.

153 The reception children can recall a number of rhymes and songs that reinforce their number knowledge and they play simple number games. They classify and match objects and recognise numbers up to ten. They make effective use of mathematical language such as 'more than' and 'fewer than' when arranging numbers and objects. They have a good knowledge of differentiating between shapes and the majority understand the function of money when playing shop.

Shortcomings

154 There are no important shortcomings.

Knowledge and understanding of the world

Grade 2: Good features and no important shortcomings

Good features

155 The nursery children are regularly reminded about the school's day-to-day customs and this helps to develop their sense of time. Discussions about the weather and outdoor play raise their awareness of the different types of clothing to be used during the various seasons.

156 They have a good understanding of creatures that live in the forest and of how flowers and plants grow. By studying different types of houses they come to recognise their own community and to know that certain people, such as Eskimos, live in very different houses.

157 By studying old toys and the school in days gone by, the nursery children's awareness of chronology and of how children used to live in the local community is developing well. Preparing a picnic and cookery sessions extend their knowledge of familiar foods, how to serve them, and how to deal with safety aspects and healthy living.

158 When working with the theme of 'Homes', the children research objects that generate electricity and have benefited considerably from visiting the 'Village of Dangers'.

- 159 They enjoy stories from the Bible and stories associated with other cultures. They dramatise these with puppets or when staging a service at the school.
- 160 In the nursery and reception classes, the children make rapid progress in making confident use of the computer.

Shortcomings

- 161 There are no important shortcomings.

Physical development

Grade 2: Good features and no important shortcomings

Good features

- 162 The nursery children make appropriate use of small items of equipment, such as a paintbrush and scissors. When playing with the large toys they show good body control and move energetically to music. They begin to understand the difference between running, walking and jumping during activities sessions, yard games and outdoor play. They show good co-ordination when pouring water and sand into various containers.
- 163 The reception children exhibit good control skills when using various items of equipment such as pencils, pasting equipment, scissors and building equipment. They have increasing control of writing equipment as they practise letter patterns in tactile activities such as thick paint and sand.
- 164 When playing on the yard, they display a good awareness of safety and they make sensible use of space. They are able to pedal, run, skip and jump and they use various wheeled toys and equipment confidently.

Shortcomings

- 165 There are no important shortcomings.

Creative development

Grade 1: Good with outstanding features

Outstanding features

- 166 The reception children make effective use of a wide range of equipment and materials. They produce impressive work that includes mixing colours and the use of brushes of various thickness, pastels and charcoal and they experiment very effectively with paintings that include background, midland and foreground. Elements of this work are outstanding.

Good features

- 167 The nursery children make confident use of a range of materials to create individual paintings, pictures of characters, patterns and *collage* work. They make selections of colour and medium and they discuss their work.

- 168 They respond to and enjoy rhymes and music and they dramatise stories enthusiastically by using puppets or masks.
- 169 The reception children engage in role-play and convey feelings and create interesting characters. They sing enthusiastically, recalling a number of Welsh rhymes and songs.

Shortcomings

- 170 There are no important shortcomings.

Welsh

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

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

Good features

- 171 Pupils of all ages listen well to their teachers and to the contributions of other pupils. They are very happy to answer questions and they display appropriate interest and understanding.
- 172 A small number of pupils in key stage 1, and a good number in key stage 2, extend their oral responses when responding to questions or making observations.
- 173 In both key stages, the pupils show increasing confidence when expressing themselves orally, using appropriate vocabulary to convey their ideas and viewpoints. Pupils in key stage 2 nurture their oracy skills with great success in drama sessions.
- 174 The vast majority of pupils in key stage 1 read text-related words and phrases confidently and they disassemble unfamiliar words by using familiar spelling patterns.
- 175 Pupils in key stage 2 read meaningfully and with good intonation. They are able to discuss a story, elaborating on what appealed to them and expressing opinions on the various incidents. They show a good appreciation of the fiction and they read aloud clearly and confidently.
- 176 Pupils in key stage 1 show an increasing understanding of sentences and punctuation when writing independently for various purposes. In their stories and descriptive pieces, they show good progress in their ability to write in extended mode.
- 177 In key stage 2, the pupils vary their writing for different audiences. They write in a wide range of formats and use different syntax. They have an appropriate understanding of punctuation and paragraphing.

Shortcomings

- 178 The errors in the pupils' oral work have an excessive impact on their written work and they do not sufficiently improve their own work.

Design and technology

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

Key Stage 2 - Grade 1: Good with outstanding features

Outstanding features

- 179 Key stage 2 pupils' knowledge and understanding of the field are outstanding. They make inventive use of their knowledge of hydrology, pneumatics, mechanisms and electrical components to create complex and sophisticated products.
- 180 They exhibit good mastery of computer software when animating pictures and creating procedures to control devices.

Good features

- 181 By engaging in a wide range of activities, pupils in key stage 1 develop and refine their making skills. They talk confidently about their work, they suggest ideas for making products and they make decisions as to how to move forward. They create simple sketches of their finished objects.
- 182 They assemble, join and combine a wide range of materials and components, whilst bearing in mind the final appearance of the object. They use simple mechanisms and axles effectively in their products. They can identify the main strengths of their work as well as outlining how improvements can be made.
- 183 In key stage 2, pupils are able to collect information independently to produce a range of ideas about their products. They communicate their ideas through labelled sketches and detailed diagrams.
- 184 They select appropriate materials, equipment and methods to complete the task in question and they work with increasing skill as they measure, mark, cut and shape a range of materials.

Shortcomings

- 185 Control work has not been sufficiently developed in key stage 1.

Art

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

Key Stage 2 - Grade 1: Good with outstanding features

Outstanding features

- 186 Pupils in key stage 2 conduct practical and imaginative experiments with a wide range of methods, producing work of an outstanding standard. They make highly skilful use of different two and three-dimensional processes and techniques and they work on various scales.

187 Pupils in key stage 2 have a very sound understanding of the visual language of art and they use vocabulary such as line, colour, pattern and texture intelligently when evaluating works of art.

Good features

188 In key stage 1, the pupils experiment with a wide range of media when sketching, painting, making models and creating *collage*. They talk intelligently about their own work and that of other artists, including artists from Wales.

189 They use a wide range of techniques and apply them to fulfil the requirements of various tasks. They mix colours successfully to create different tints and they can select the colours that match most effectively. They conduct detailed observations and respond in practical, highly imaginative ways to different stimuli.

190 The pupils show a good awareness of a number of artistic elements and they can create imaginative pictures and colourful patterns on the computer.

191 Pupils in key stage 2 have a good awareness of artists from Wales and of major world artists. They can compare their own work with the work of some of these artists, elaborating on the media and styles they have used. They produced original, high quality work when emulating the style used in African art.

Shortcomings

192 There are no important shortcomings.

Physical education

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

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

Good features

193 In both key stages, the pupils dress appropriately for the subject and they work physically hard during lessons. They are very knowledgeable about the changes the body undergoes as they exercise and about how to recognise the effects.

194 Pupils in key stage 1 respond quickly to instructions as they move about the hall, changing the direction and speed of their movements. They run light-footedly, making good use of space in order to create room in which to work. They show good body control and balance as they move.

195 Their ball throwing and catching skills are developing well. They show good control as they bounce a ball in a circle and they use appropriate throwing and catching techniques as they move with a ball. By practising, they improve their skills during the learning stage.

- 196 Pupils in key stage 2 make good progress in their performance during lessons. They show good body control and a high level of fitness as they move about the hall for an extended period. Their awareness of good quality features in their work is good.
- 197 They have good ball control skills as they move about the hall and as they throw and catch a ball with a partner. They have a good awareness of the features of correct techniques and can describe the characteristics of each other's work in detail. They adhere to game play conventions and compete honestly.

Shortcomings

- 198 The ability of pupils in key stage 1 to evaluate each other's work has not been sufficiently developed.

Religious education

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

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

Good features

- 199 Pupils in key stage 1 discuss values such as tolerance, caring for others and forgiveness in a very thoughtful manner. They have a sound knowledge of the Bible as a special book and they can recall a number of stories about the life of Jesus. They confidently describe the main Christian festivals.
- 200 They know a number of different prayers and write and recite their own prayers.
- 201 Pupils in key stage 1 have a good knowledge and understanding of the Hindu faith and they can give detailed descriptions of the methods of worship of its followers and the main celebrations of the faith.
- 202 The knowledge and understanding of pupils in key stage 2 about aspects of the celebrations and symbols of the Jewish faith are very sound. They begin to appreciate and celebrate diversity in religion and culture and they understand that other communities have motivations that are similar to their own.
- 203 Pupils in key stage 2 describe the main features of a chapel and church in detail and they are able to compare their rituals and methods of worship. They discuss the main characteristics of religious leaders as well as the life and teachings of Jesus in an intelligent manner and they begin to appreciate that it is possible for them to adapt the moral messages of the parables to their own situations.

Shortcomings

- 204 There are no important shortcomings.

School's response to the inspection

The staff and governors of Ysgol Clocaenog, having studied the findings of the inspection, are of the view that the report is fair, positive and constructive.

The inspectors' views confirm the school's own judgements with regard to the key questions as outlined in its self-evaluation document.

The inspection was a developing process which featured professional and productive dialogue between the inspectors and staff at the school. There was an opportunity to exhibit the necessary evidence, to confirm viewpoints and to express opinions on specific aspects. The school took advantage of this opportunity to display all its strengths. It was felt that the role of the nominee had been a particularly valuable feature of the process.

The inspection recognised a considerable number of positive elements. It emphasised the pupils' success in developing their bilingual proficiency. Reference was also made to the pupils' good behaviour, and to their considerate and courteous demeanour. The high standard of teaching is acknowledged, which we feel to be fully merited given the commitment and skills of our teachers.

There is a clear focus on standards and achievement within six specific areas. It is acknowledged that there are good standards and outstanding features in these areas. This again reflects the teachers' commitment to provide the best possible opportunities for the pupils in our care. We are confident that we can work on the recommendations in the report, and that by doing so successfully, the school will aim to achieve higher standards.

At Ysgol Clocaenog, there is a genuine sense of pride in all that we do. The inspection gave the school the opportunity to look in detail at all aspects of its life and work, and the preparation of the self-evaluation report was a positive process that allowed us to identify all the school's achievements to date. This reflected the culture of self-evaluation that is an integral part of the life of the school. The inspection has reinforced our strengths as well as clearly identifying the areas that require further development.

Appendix 1

Basic information about the school

Name of school	Ysgol Gynradd Clocaenog
School type	Nursery and Primary
Age-range of pupils	3 – 11 years
Address of school	Clocaenog Ruthin Denbighshire
Post-code	LL15 2AY
Telephone number	01824 750636
Headteacher	Mrs Gwennol Ellis
Date of appointment	September 2004
Chair of governors/ Appropriate authority	Mr Mark Petrie
Reporting inspector	Wil Williams
Dates of inspection	6 – 8 November 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	1	4	3	4	1	4	3	1	21

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

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	9:1
Pupil: adult (fte) ratio in nursery classes	2:1
Average class size, excluding nursery and special classes	10.5
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2005	84.7	96.4	98.4
Spring 2006	83.2	91	95.8
Summer 2006	90	91	97

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

National Curriculum Assessment KS1 Results 2006	Number of pupils in Y2	0
No pupils were eligible for assessment at the end of Key Stage 1 in 2006.		

National Curriculum Assessment Results: End of Key Stage 2

National Curriculum Assessment KS2 Results 2006	Number of pupils in Y6	5
As the number of pupils eligible for assessment at the end of Key Stage 2 in was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 4 in mathematics, science and either English or Welsh (first language) according to teacher assessment			
In the school	66%	In Wales	74.3%

Appendix 4

Evidence base of the inspection

Three inspectors spent a total of six inspector days in the school and met as a team before the inspection.

These inspectors visited:

- fourteen lessons or part lessons;
- all classes;
- acts of collective worship; and
- a range of extra curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection began; and
- senior managers, teachers, support and administrative staff and groups of pupils during the inspection.

The team also considered:

- the school's self-evaluation report;
- twelve responses to a parents' questionnaire;
- comprehensive documentation provided by the school before and during the inspection; and
- a wide range of pupils' past and current work.

The inspection team held post inspection meetings with staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

Inspector	Type	Aspects	Subjects/areas of learning
Mr Wil Williams	Rgl	Context; Summary; Recommendations; Annexes; Key questions 1; 5; 6 and 7.	Design and technology; art; physical education.
Ms Lisa J Davies	Team	Key questions 2; 3; 4.	Under fives; Welsh; religious education.
Mr W Owen	Lay	Contributions to key questions 1; 3; 4 and 7	
Mrs Gwennol Ellis	Nominee		

Contractor: Arolygiadau Deheubarth Inspections; Afallon; Heol Llandeilo; Gorslas; Llanelli; SA14 7LU.

Acknowledgement

The visiting inspectors wish to thank the governors, the head and all the staff for the co-operation and courtesy they received during the inspection.