

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

**CYFFYLLIOG COUNTY PRIMARY SCHOOL
CYFFYLLIOG
RUTHIN
DENBIGHSHIRE
LL15 2DL**

School Number: 663/2166

Date of Inspection: 25-27 January 2005

by

**Mr D M Cray
Registered Inspector 92/16768**

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Under Estyn contract number: T/118/04/P

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Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain the age of 18 during the academic year.

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The national curriculum covers four key stages as follows:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

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

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Context

The nature of the provider

- 1 Cyffylliog is a small, rural school, located some four miles west of the town of Ruthin, Denbighshire. It serves the village itself and its surrounding hinterland. According to pre-inspection documentation, it is not considered that the pupils come from privileged or disadvantaged backgrounds.
- 2 Currently, there are 29 pupils between 3 and 11 years of age on the school register and they are admitted on a part-time basis in September in the school year during which they attain their fourth birthday, and on a full-time basis in the following September. Over time, there has been a considerable reduction in pupil numbers.
- 3 Eight per cent of pupils are entitled to receive free school meals – a figure that is considerably below county (15.5%) and national (19%) averages. 10 pupils (34%) are designated as having special educational needs.
- 4 Some 25% of pupils come from homes where Welsh is spoken as a first language. It is considered that approximately half the pupils speak Welsh to a standard that corresponds to first language standard. Both Welsh and English are used as media for teaching and learning.
- 5 The school was last inspected during the summer term of 1999 and there have been no staffing changes at the school in the meantime.

The school's priorities and targets

- 6 The school's primary objective is to provide situations and experiences that will facilitate the broad and complete development of each pupil according to his or her ability.
- 7 The school sets targets according to the requirements of the Welsh Assembly Government. They are not published in order to safeguard the anonymity of the small numbers of pupils in question.

Summary

- 8 The findings of the inspection team concur with the school's judgement in two of the seven key questions. Where there was a difference of judgement, the team has awarded lower grades than the school itself.

Table of grades awarded

- 9 The inspection team adjudged the work of the school as follows:

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

Standards

- 10 Standards of achievement in the subjects inspected are as follows:

Subjects	Key stage 1	Key stage 2
Welsh	Grade 2	Grade 3
Design and technology	Grade 3	Grade 3
Information technology	Grade 2	Grade 2
History	Grade 2	Grade 3
Art	Grade 1	Grade 2
Physical education	Grade 2	Grade 2

- 11 Overall, the nursery and reception children make good progress in the development of their communication and mathematical skills, and in the use of their information technology skills across the curriculum.
- 12 In general, pupils in key stages 1 and 2 make good progress in the development of their key skills. With the exception of some individuals, pupils' bilingual skills are developing well.

- 13 The progress made by pupils with special educational needs is generally good.
- 14 Over recent years, the school has not published the results of assessments undergone by pupils at the end of key stages 1 and 2 in order to safeguard the anonymity of the small number of pupils in question. However, there is clear evidence, year by year, that the school's results compare very favourably with county and national attainments. They also compare well with comparator schools throughout Wales.
- 15 The majority of pupils show appropriate progress in their learning and in their acquisition of knowledge, understanding and new skills. They display good attitudes to learning. They behave well in their lessons and during break periods.
- 16 Average attendance over the last three full terms stands at around 94%. There are very few instances of unpunctuality.

The quality of education and training

- 17 In the lessons observed, it was adjudged that the quality of teaching was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
----	54%	38%	8%	-----

- 18 Overall, there is a good working relationship between teachers and pupils. In the lessons adjudged to be grade 2, teachers employ an appropriate range of teaching strategies and suitable resources in order to sustain and nurture pupils' interest. In the percentage of lessons adjudged to be grade 3 or lower, there is an absence of challenge and pace. Lesson objectives are unclear, and there is an over-dependence on the use of work sheets. Pupils' work is marked regularly.
- 19 The annual reports to parents on pupils' progress in key stages 1 and 2 are good and they conform to requirements, but the reports on the under-fives do not follow the six areas of learning of the Desirable Outcomes for Children's Learning.
- 20 The school provides access to a broad and balanced curriculum. The provision is socially inclusive and secures equality of access and opportunity for all pupils. The quality of the schemes of work is varied. There are shortcomings in the way in which the school plans in order to provide effective continuity and progression of learning.
- 21 The educational provision for the under-fives has some weaknesses, but there is evidence that these weaknesses can soon be put right. Shortcomings relating to planning are responsible for this. However, the children do receive experiences that are appropriate to their needs.

- 22 Overall, pupils' spiritual, moral, social and cultural development is well promoted. The periods of collective worship contribute well to pupils' moral development, and to a lesser extent to their spiritual development. Not all morning assemblies succeed in creating a sufficiently devotional atmosphere, and nor do they provide adequate opportunities for reflection. The learning experiences make a considerable contribution to extending and enhancing pupils' understanding of moral issues.
- 23 The school is well supported by its parents. The current prospectus does not fully satisfy the requirements of the Welsh Assembly Government. There are good links with the community, the local secondary school, and with those primary schools with whom it co-operates on curricular matters.
- 24 Pupils are aware of the need to show respect for others, regardless of their racial background. Their awareness of global citizenship and sustainable development is promoted effectively through their curricular work.
- 25 Overall, the school's planning and management of its care, leadership and support arrangements are good. The contribution made to these procedures by the support staff, together with all ancillary members of staff at the school, is good. Overall, pupils are happy to approach any member of staff to discuss any concerns they may have.
- 26 The provision for pupils with special educational needs is good and it satisfies the requirements of the Code of Practice. Reviews of the individual education plans are held on a termly basis, and parents are invited to participate.

Leadership and management

- 27 Currently, there is insufficient focus on providing a clear direction for the work of the school through specific planning for its development.
- 28 All members of staff work well as a team. The governing body meets at least on a termly basis. Through the headteacher's reports, governors have a good awareness of the work of the school and of the performance of its pupils. However, there is room for the governing body to further develop its role by playing a greater part in issues related to monitoring standards and quality.
- 29 There are a significant number of shortcomings in the annual report of the governing body, which means that it does not conform to the requirements of Welsh Assembly Government circular 14/01.
- 30 An effective analysis is undertaken of national curriculum assessments and test results. Appropriate and realistic targets are also set for the core subjects, and these are generally met. The school has recently embarked upon a two - year programme of subject monitoring, and some evaluation of the quality of teaching has been undertaken by subject co-ordinators. There are also effective arrangements in place for ascertaining parents' views through the use of questionnaires.

- 31 There are very important shortcomings in the way in which the development plan has been produced. It lacks short-term and long-term priorities, together with specific targets and criteria against which performance can be measured. As it stands, it is an ineffective tool.
- 32 The school has not succeeded sufficiently in addressing the key issues identified in the previous inspection.
- 33 The school has an appropriate number of full and part-time teachers who possess the necessary qualifications to teach the curriculum, and its complement of support staff is also adequate. Good use is made of the expertise of individual members of staff.
- 34 Overall, the school has a good supply of good quality resources. However, it has no large toys to promote the physical development of the under-fives.
- 35 There is sufficient space for the number of pupils on the register and the building and school grounds are well maintained. The lack of a school hall is a disadvantage and pupils have to travel to fully satisfy the requirements of the national curriculum. Overall, the building provides suitable disabled access.
- 36 The school has a significant sum of money in reserve. There is an important shortcoming in the school's financial planning, which means that expenditure decisions are made in the absence of priorities for improvement against which they could be reconciled. This affects the school's ability to provide the best possible value for money.

Recommendations

- 37 In order to improve the areas inspected at the school, staff and governors need to:
- R1: raise standards by addressing the shortcomings identified under the various subject headings;
- R2: prepare as a matter of urgency, an effective school development plan, that ensures a clear sense of direction for the school and promotes improvement;
- R3: improve the quality of teaching, through planning that is sufficiently thorough to:
- continuously challenge pupils;
 - ensure that there is effective continuity and progression in their learning experiences;
 - avoid excessive use of work sheets;
- R4: ensure that the curriculum for the under-fives is planned in accordance with the requirements of the Desirable Outcomes for Children's Learning;

R5: provide an adequate supply of suitable large toys for the under-fives;

R6: ensure that:

- the reports provided for parents of the under-fives include all the areas of experience of the Desirable Outcomes;
- the annual report of the governing body, together with the school prospectus, fulfils all requirements.

38 The governing body is responsible for changing its present development plan to incorporate action steps to be taken in response to the recommendations within 45 working days of receipt of the report showing how the school intends to address the recommendations. This plan, or a summary of it, will be distributed to all parents at the school.

Standards

Key question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

39 The findings of the inspection team concur with the school's judgement in its self-evaluation report.

40 Standards of achievement in the subjects inspected are as follows:

Subjects	Key stage 1	Key stage 2
Welsh	Grade 2	Grade 3
Design and technology	Grade 3	Grade 3
Information technology	Grade 2	Grade 2
History	Grade 2	Grade 3
Art	Grade 1	Grade 2
Physical education	Grade 2	Grade 2

41 Overall, the nursery and reception children make good progress in the development of their communication and mathematical skills, and in the use of their information technology skills across the curriculum.

42 In general, pupils in key stages 1 and 2 make good progress in the development of their communication skills across the curriculum. With the exception of some individuals, pupils' bilingual skills are developing well and they come to be able to work effectively in both languages across the curriculum. They also make good progress in the development of their mathematical skills and in their use of information technology skills across the curriculum.

43 The progress made by pupils with special educational needs is generally good.

44 Over recent years, the school has not published the results of assessments undergone by pupils at the end of key stages 1 and 2 in order to safeguard the anonymity of the small number of pupils in question. The numbers are also too small to be able to make meaningful comparisons with county and national data on a year-by-year basis. However, there is clear evidence, year by year, that the school's results, as determined by teachers' assessments, tests and tasks, in the core subjects, compare very favourably with county and national attainments. They also compare well with comparator schools throughout Wales. There are no obvious differences in the performance of boys and girls.

45 The school sets realistic targets for its pupils, and these are regularly met.

46 The majority of pupils show appropriate progress in their learning and in their acquisition of knowledge, understanding and new skills. Through questioning,

it was seen that they have a good awareness of their strengths and of what is required of them to improve further, although some individuals lack self-confidence.

- 47 Pupils show good attitudes to learning.
- 48 They behave well in their lessons and it was also seen that they play and socialise happily together during break periods. They are courteous towards school staff and visitors.
- 49 Pupils show good skills when working together, independently of their teachers. They are always happy to wait for their turn.
- 50 Average attendance over the last three full terms stands at around 94%. The attendance of the under-fives also reflects this level. Illness has had an adverse effect on recent attendance levels. There are very few instances of unpunctuality.
- 51 Pupils have a good awareness of equal opportunity issues; they respect diversity of beliefs, attitudes and social and cultural traditions.
- 52 Pupils' awareness of the world of work is developed through some local links and they are very happy to contribute to community activities.

The quality of education and training

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

Grade 3: Good features outweigh shortcomings

53 The findings of the inspection team concur with the school's judgement in its self-evaluation report.

54 In the lessons observed, it was adjudged that the quality of teaching was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
---	54%	38%	8%	----

55 Overall, there is a good relationship between teachers and pupils. The teachers succeed in creating a purposeful working environment and they sustain the learning through praise and positive encouragement. Their management of the pupils is good.

56 In the lessons adjudged to be grade 2, teachers employ an appropriate range of teaching strategies and suitable resources in order to sustain and nurture pupils' interest. Presentations are clear and they build on their prior knowledge. The teaching in these lessons challenges the pupils to think and to maintain a focus on their work. The tasks set are appropriate in terms of pupils' ability and understanding, and teachers succeed in motivating them to work at an appropriate pace. Through good questioning, the teachers effectively review and reinforce the learning.

57 In the percentage of lessons adjudged to be grade 3 or lower, there is an absence of challenge and pace. Lesson objectives are unclear, and insufficient evaluation periods are earmarked in order to extend pupils' understanding of the contents of lessons. There is an over-dependence on the use of work sheets and recording frameworks that often restrict pupils' responses.

58 Overall, teachers possess good subject knowledge. The practice of using the expertise of individual teachers by exchanging classes for subjects such as music and art works well.

59 Planning does not sufficiently ensure that the teaching is regularly guided by clear objectives.

60 The school offers equal provision and experiences for all pupils. Their linguistic needs are fully satisfied, and the teachers' commitment to nurture and develop bilingual skills is a feature of the life and work of the school.

61 When the part-time nursery assistant is at school, she makes a valuable contribution by supporting the class teacher in promoting the progress of the

under-fives. This effective partnership has a positive impact on the children's development and progress.

- 62 Overall, the quality of the assessment procedures is good. Standardised tests are used, together with teacher assessments. The assessments are recorded in individual files that contain a range of relevant information. Individual targets are set in order to achieve progress. They are evaluated on a termly basis in order to set new targets. Pupils are aware of their targets.
- 63 Pupils' work is marked regularly. The teachers make comments that offer encouragement, but there is some lack of guidance on how to improve their work.
- 64 The practice of encouraging pupils to evaluate their own work in order to promote self-assessment skills has not been sufficiently developed.
- 65 Parents are invited to school to discuss their children's progress. A record is kept of teachers' and parents' comments during the meetings. The annual reports to parents on the progress made by pupils in key stages 1 and 2 are good and they conform to requirements. The parents of the under-fives receive a report containing comprehensive comments on their children's development. However, the reports do not report on the six areas of learning based on the Desirable Outcomes for Children's Learning.

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

Grade 3: Good features outweigh shortcomings

- 66 The inspection team's findings differ to those of the school's self-evaluation to the extent that the school awarded Grade 2 for this key question.
- 67 The school provides access to a broad and balanced curriculum. The provision is socially inclusive and secures equality of access and opportunity for all pupils.
- 68 The educational provision for the under-fives has some weaknesses, but there is evidence that these weaknesses can soon be put right. Shortcomings relating to planning are responsible for this. However, the children do receive experiences that are appropriate to their needs and lead naturally to national curriculum programmes of study.
- 69 The quality of the schemes of work is varied. A number have been revised during the past year and there is an agreed timescale for refining the remainder. Currently, there is some disparity between the planning policies and the procedures in operation. There are shortcomings in the way the school plans for effective continuity and progression of learning.
- 70 Although the school does not have a system of co-ordinating and monitoring the provision for the development of basic and key skills across the school, pupils' progress is good.
- 71 On the whole, pupils' spiritual, moral, social and cultural development is promoted effectively. The morning assemblies provided conform to statutory requirements. The periods of collective worship contribute effectively to pupils' moral development, and to a lesser extent to their spiritual development. Not all assemblies succeed in creating a sufficiently devotional atmosphere, and nor do they provide sufficient opportunities for reflection. The learning experiences make a considerable contribution to extending and enhancing pupils' understanding of moral issues.
- 72 The school is well supported by its parents, very many of whom attended the pre-inspection meeting. They are supportive of the home-school agreement and are always willing, together with other volunteers, to assist the school on a day-to-day and occasional basis, as and when required.
- 73 The current prospectus does not fully satisfy Welsh Assembly Government requirements.
- 74 There are good links with the community, the local secondary school, and with those primary schools with whom it co-operates on curricular matters.

- 75 The school has recently initiated a scheme for co-operating with local fisheries officers in order to develop pupils' enterprise skills, but there is room to further develop links with employers and the world of business.
- 76 Pupils' development is promoted through their involvement with a range of extra-curricular activities such as the sports and gardening clubs. They compete regularly in Urdd activities. The local environment is used to promote pupils' curricular experiences, such as their visits to Llysfasi, Erddig, Bontuchel and local museums. Pupils are encouraged to play an active part in the school's fundraising efforts for a range of charities and good causes.
- 77 There is sound provision for promoting and developing pupils' bilingual skills, and appropriate emphasis is placed on the Welsh dimension within the curriculum.
- 78 Pupils are aware of the need to show respect for others, regardless of their racial background. Their awareness of global citizenship and sustainable development is promoted effectively through their curricular work.
- 79 The school has a policy for personal and social education and it holds Circle Time sessions. There is room to build further on this initial work. Learning experiences dealing with sustainable development are effectively introduced within curriculum lessons. The school has recently joined the Denbighshire Healthy Schools Initiative.

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

Grade 2: Good features and no important shortcomings

- 80 The inspection team's findings differ to those of the school's self-evaluation to the extent that the school awarded Grade 1 for this key question.
- 81 Overall, the school's planning and management of its care, leadership and support arrangements are good. Where required, effective use is made of support services. The contribution made to these procedures by the support staff, together with all ancillary members of staff at the school is good. Overall, pupils are happy to approach any member of staff to discuss any concerns they may have.
- 82 The school has effective arrangements in place for sharing information with parents. At the beginning of each term they are given a sheet explaining the work for the coming term. This promotes parents' understanding of their children's current work requirements.
- 83 The induction programmes for the nursery children are well developed. The pupils who arrived as latecomers feel that they are welcomed and supported as teachers and fellow pupils help them to settle in to the life and ways of their school.
- 84 The school monitors pupil attendance and punctuality, and administers the registers in accordance with the requirements of Welsh Assembly Government circular 3/99. Its monitoring of pupils' behaviour is effective, and no indication of misbehaviour was seen during the inspection.
- 85 A health and safety policy is in operation and clear procedures are followed in order to provide for pupils' health, safety and well-being when in the care of the school. Fire drills are held twice a term and records are kept by the school. The teachers possess current first aid qualifications. There are good links with specialist agencies such as the police and road safety officers.
- 86 The school has appropriate policies and procedures for child protection, and these are familiar to all members of staff at the school.
- 87 The provision for pupils with special educational needs is good and it satisfies the requirements of the Code of Practice. Pupils with special educational needs have appropriate individual education plans. They contain a sensible range of relevant targets. The appraisals of pupils' achievements and progress are monitored, and they provide guidance as to the next steps to be taken. Reviews of the individual education plans are held on a termly basis, and parents are invited to participate.
- 88 The school has appropriate procedures for challenging stereotyping and encouraging positive attitudes amongst pupils on issues such as promoting racial equality and in the areas of disability and background. The school

teaches the pupils about the importance of tolerance and of recognising and respecting diversity.

- 89 The school takes reasonable steps to ensure that disabled pupils do not suffer from discriminatory treatment.

Leadership and management

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

Grade 4: Some good features, but shortcomings in important areas.

- 90 The inspection team's findings differ to those of the school's self-evaluation to the extent that the school awarded Grade 2 for this key question.
- 91 Currently, there is insufficient focus on providing a clear direction for the work of the school through specific planning for its development.
- 92 All members of staff work well as a team. Equality is provided for all and this is well reflected in the work from day to day.
- 93 There is a good number of management and curricular policies in place, but there is some inconsistency in their implementation.
- 94 The partnership with other local schools of comparable size on issues such as developing policies and curricular issues is worthwhile, and one to further develop.
- 95 Self-evaluation processes are part of the school's management strategies, and teachers have completed some monitoring work.
- 96 The school has responded positively to Performance Management requirements and this is beginning to have a positive impact and to make a valuable contribution towards the identification of staff needs.
- 97 The school has gained the *Quality Mark* of the *Basic Skills Agency*.
- 98 The governing body meets at least on a termly basis. Responsibility for supervising curriculum subjects has been allocated to individual governors, and they are very supportive of the school. Through the headteacher's reports, governors have a good awareness of the work of the school and of the performance of its pupils. However, there is room for the governing body to further develop its role by playing a greater role in issues related to monitoring standards and quality.
- 99 The school operates within the recommendations on teaching hours.
- 100 There are a significant number of shortcomings in the annual report of the governing body, which means that it does not conform to the requirements of Welsh Assembly Government circular 14/01.

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

Grade 4: Some good features, but shortcomings in important areas.

- 101 The inspection team's findings differ to those of the school's self-evaluation to the extent that the school awarded Grade 3 for this key question.
- 102 Teachers are generally well informed about pupil performance in the various areas for which they are responsible. An effective analysis is undertaken of national curriculum assessments and test results. Appropriate and realistic targets are also set for the core subjects at the end of key stages 1 and 2, and these are generally met.
- 103 The school has recently embarked upon a two-year programme of subject monitoring, and some evaluation of the quality of teaching has been undertaken by subject co-ordinators. The reports completed are thorough and of good quality.
- 104 There are also effective arrangements in place for ascertaining parents' views through the use of questionnaires.
- 105 The self-evaluation report presented to the inspectors prior to the inspection was produced collectively by all members of staff. It is an evaluative document, and is very open in its recognition of shortcomings as well as good features.
- 106 There are very important shortcomings in the way in which the development plan has been produced. It lacks short-term and long-term priorities, together with specific targets and criteria against which performance can be measured. As it stands, it is an ineffective tool.
- 107 The findings of the inspection team concur with the school's judgement in two of the seven key questions. Where there was a difference of opinion, the team has awarded lower grades than the school itself.
- 108 The school has not succeeded sufficiently in addressing the key issues identified in the previous inspection.

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

Grade 4: Some good features, but shortcomings in important areas

- 109 The inspection team's findings differ to those of the school's self-evaluation to the extent that the school awarded Grade 2 for this key question.
- 110 The school has an appropriate number of full and part-time teachers who possess the necessary qualifications to teach the curriculum together with support staff. Good use is made of the expertise of individual members of staff.
- 111 The job descriptions provided for all members of staff give a clear indication of their responsibilities, including the subjects for which they are responsible. Teachers are eager to promote their continuous professional development, and they take advantage of every opportunity to attend training courses.
- 112 Overall, the school has a good supply of good quality resources. However, it has no large toys to promote the physical development of the under-fives. Despite the lack of storage space, resources are kept in an orderly manner within classrooms and in the central areas that are accessible to all. Effective use is made of computers and of the one interactive whiteboard shared between both classes.
- 113 There is sufficient space for the number of pupils on the register and the building and school grounds are well maintained. The lack of a school hall is a disadvantage and pupils have to travel to fully satisfy the requirements of the national curriculum.
- 114 The building provides suitable disabled access.
- 115 The school has a significant sum of money in reserve. There is an important shortcoming in the school's financial planning, which means that expenditure decisions are made in the absence of priorities for improvement against which they could be reconciled. This affects the school's ability to provide the best possible value for money.

Standards achieved in subjects and areas of learning

Welsh

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

Key Stage 2 - Grade 3: Good features outweigh shortcomings

Good and outstanding features

- 116 Pupils' listening skills in both key stages are good. They are able to listen attentively to teachers' presentations, visitors such as authors and to presentations given by fellow pupils.
- 117 In key stage 1, they are able to recall and repeat stories, using good vocabulary and complete sentences. The confidence and ability of Welsh learners and first language Welsh speakers to use the language orally as a natural part of everyday speech are developing well.
- 118 Pupils make good progress in their reading skills. They make effective use of their phonic knowledge to self-modulate and to build unfamiliar words. They recognise and understand the purpose of a range of books.
- 119 Pupils' writing skills are developing well. They use appropriate vocabulary and syntax in their work. They understand the need to write in various modes to fulfil specific requirements. They are able to use some variation of sentence construction. They spell the majority of basic words well and they have a growing awareness of punctuation.
- 120 In key stage 2, pupils' oral responses are good. The majority speak naturally with adults and visitors about their interests and work.
- 121 The development of pupils' fluency and interest in reading continues, with the majority becoming successful readers. They read a range of reading matter, including works of fiction and non-fiction.
- 122 Pupils write for a variety of purposes and audiences, including producing invitations and diaries based on the story of Branwen. Overall, their punctuation and spelling skills are satisfactory. They are able to express their opinions, giving sound reasons to support their views, as seen in their work on wind farms.

Shortcomings

- 123 Pupils' ability in key stage 2 to write in an extended manner has not been sufficiently developed.
- 124 They do not present their work neatly and their handwriting is untidy.

Design and technology

Key Stage 1 - Grade 3: Good features outweigh shortcomings

Key Stage 2 - Grade 3: Good features outweigh shortcomings

Good and outstanding features

- 125 In key stage 1, in their work on food technology, pupils have succeeded in offering a variety of ideas for making a fruit salad.
- 126 They know of the importance of hygiene when handling foodstuffs.
- 127 They are able to present ideas on paper that reflect the task given to them by their teacher.
- 128 They are able to complete good quality work to a finished standard, such as their coaches for Cinderella and the skeletons completed recently.
- 129 In key stage 2, pupils are able to design a range of pizzas on paper and on the computer. They know about the ingredients that are required.
- 130 Their stitching skills are developing well as they design and produce Christmas cards.
- 131 Their awareness of structures is developing as they design and make a long house from days gone by.
- 132 They work maturely in pairs, and the majority exhibit good measuring, cutting and gluing skills. They are also aware of the importance of working safely when handling equipment.

Shortcomings

- 133 In both key stages, pupils' designs do not reflect sufficient development of ideas and the designs produced by the older pupils is only of fair standard.
- 134 The ideas and finished work of the older pupils lack variety and this can be attributed to their over-dependence on adult guidance.
- 135 Some pupils lack the ability to discuss how their work fulfils user requirements.

Information technology

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

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

Good and outstanding features

- 136 In key stage 1, pupils are confident in their use of computer equipment.
- 137 They make effective use of word processors to produce a good range of work related to their termly themes.
- 138 They make good use of graphics packages to portray various characters about whom they have learnt.
- 139 They are able to accurately produce different types of graphs when presenting their findings, as seen in their investigations on toys.
- 140 Their Modelling work is developing well.
- 141 In key stage 2, pupils make good use of information technology software to convey ideas and information in text and pictorial formats.
- 142 Evidence was seen that that they are able to effectively produce multi-media presentations, as seen in their recent work on the story of Blodeuwedd.
- 143 They display good skills in their graphics work.
- 144 They are able to send and receive e-mail with ease to each other and to authors who have visited the school.
- 145 They make regular use of the Internet to discover information that is of relevance to their current class work.
- 146 Their Modelling work is developing well. They come to be able to produce accurate spreadsheets.

Shortcomings

- 147 There are no significant shortcomings.

History

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

Key Stage 2 - Grade 3: Good features outweigh shortcomings

Good and outstanding features

- 148 Pupils' historical knowledge and understanding in both key stages are extended and enhanced through the contributions of visitors and the school's regular visits to museums and places of historical interest.
- 149 In key stage 1, pupils know that the methods and equipment used for washing clothes have changed over time. They understand the difference between old

and the new by being able to arrange pictures of those used in the past and of those in use today. They show good awareness of the artefacts associated with the washday in the past.

- 150 Pupils learn about the lives of characters from history as diverse as Guy Fawkes and Henry Morton Stanley.
- 151 Pupils' understanding and use of terms related to the passage of time are developing well as they study and compare practices related to Christmas celebrations over time. They use a range of sources in order to collate the information.
- 152 In key stage 2, pupils show a clear understanding of chronology, from the earliest peoples to the present day. They are able to interpret and sort a range of photographs representing the key periods in history in order to create a timeline.
- 153 They employ conventions describing the passage of time such as BC, AD, century and decade.
- 154 Pupils know about the lifestyles of the earliest peoples. They learn of the importance of the work of archaeologists and they understand that items discovered deepest underground are the oldest.
- 155 Overall, they are aware of events and characters from the history of Wales, such as O M Edwards and Betsi Cadwaladr, as well as local places of historical interest, such as Ruthin gaol.

Shortcomings

- 156 In key stage 2, there is a tendency for pupils' knowledge of various historical periods to be superficial.
- 157 Their investigative skills have not developed sufficiently.
- 158 They use limited ways to present their work.

Art

Key Stage 1 - Grade 1: Good with outstanding features

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

Good and outstanding features

- 159 In key stage 1, the work produced by pupils is of a consistently high standard. The wide range of evidence reflects a body of creative and highly imaginative work. They use a wide range of different media and techniques, including printing, weaving and working with textiles.

- 160 They experiment with creating patterns such as their work on Cinderella's dress. Their understanding of line and texture is developing very well.
- 161 Their detailed observational skills are promoted from an early age. They exhibit outstanding skills when observing details of colour, shape, form and tone.
- 162 Their study of the work of Picasso and Van Gogh has led to the completion of impressive works.
- 163 Their clay models and paper skeletons are very good examples of three-dimensional work.
- 164 In key stage 2, pupils are able to create effective portraits in the style of Picasso.
- 165 They have studied environmental art, with specific reference to autumn leaves. Their finished work is highly skilful.
- 166 The body of work based on old Welsh myths is good. The work contains imaginative drawings, three-dimensional models and collage work.
- 167 They are familiar with the process of responding to their own work and that of other artists.
- 168 Pupils study the work of artists such as Van Gogh, Picasso, William Morris and Monet, as well as contemporary artists from Wales. Their work is enhanced by inviting local artists and craftspeople into school.

Shortcomings

- 169 In key stage 2, the use made by pupils of sketchbooks in order to record their observations and their experimental work has not been sufficiently developed.

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 and outstanding features

- 170 Across both key stages, pupils work energetically. They listen well to instructions, concentrating as they work.
- 171 In their gymnastics lessons, according to age and ability, they exhibit good control of their bodies and are able to create a variety of effective shapes. They are able to combine a range of movements so that the end of one leads to another. They work in an orderly manner.

- 172 They show enthusiasm, enjoyment and perseverance during the various activities. They make good use of space, working effectively as individuals and in groups.
- 173 They are able to work creatively in their dance lessons, achieving good standards as they move to musical accompaniment and stimulus, such as “Mae hi’n bwrw eira” (It’s snowing).
- 174 Their folk dancing skills are developing well.
- 175 When handling different types of balls, pupils display increasing levels of skill.
- 176 Pupils of all ages are confident and safe in their swimming lessons, achieving standards that are at least good and often better, as they develop effective means of moving on and beneath the surface of the water.
- 177 The older pupils know why exercise is important and of its impact on the body.

Shortcomings

- 178 There are no significant shortcomings.

School's response to the inspection

We thank the Inspectors for their thoroughness.

Ysgol Cyffylliog takes great pride in the work of its pupils, the support of parents, governors and the local community. The Inspection Team has confirmed many of the school's strengths. We welcome the fact that the report identifies six recommendations to help the school move forward. Two of the recommendations were implemented before the inspectors reported back to staff and governors. We look forward as staff to working with the governors and LEA officers to implement the remaining recommendations without delay.

Thanks again for the willing support of all who play such a key part in the school's success.

Appendix A

Basic information about the school

Name of school	Cyffylliog Primary School
School type	Community School
Age-range of pupils	3 -11 years
Address of school	Cyffylliog Ruthin Denbighshire
Post-code	LL15 2DL
Telephone number	(01824) 710274
Headteacher	Mrs M A Lloyd
Date of appointment	September 1993
Chair of governors/ Appropriate authority	Mrs M Rees
Reporting inspector	Mr D M Cray
Dates of inspection	25-27 January 2005

Appendix B

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	2.5	4	4	3	4	3	1	5	26.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	1	2.1

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	12.6:1
Pupil: adult (fte) ratio in nursery classes	
Pupil: adult (fte) ratio in special classes	
Average class size, excluding nursery and special classes	14.5
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole School
Autumn 2004	97%	88.5%	95.1%	91.8%
Summer 2004	95%	95%	96.6%	96.8%
Spring 2004	93%	93%	94%	93.5%

Percentage of pupils entitled to free school meals	8%
Number of pupils excluded during 12 months prior to inspection	0

Appendix C

National Curriculum Assessment Results: End of Key Stage 1

National Curriculum Assessment KS1 Results 2004	Number of pupils in Y2	3
As the number of pupils eligible for assessment at the end of Key Stage 1 was fewer than five, summary information is not included.		

National Curriculum Assessment Results: End of Key Stage 2

National Curriculum Assessment KS2 Results 2004	Number of pupils in Y6	2
As the number of pupils eligible for assessment at the end of Key Stage 2 was fewer than five, summary information is not included.		

Appendix D

Evidence base of the inspection

- The team of three inspectors inspected work in all classes. Between them they spent six full days at the school;
- pre-inspection meetings were held with governors, staff and parents;
- a range of documentation produced by the school was examined, including examples of work by the pupils across the curriculum in the early years and the two key stages;
- eighteen lessons or sessions were observed;
- morning assemblies were attended;
- pupils were listened to reading and were questioned about their knowledge and understanding of the curriculum;
- school registers were inspected;
- discussions were held with the headteacher and school staff relating to curricular and management matters;
- minutes of governors' and staff meetings were examined as well as documents relating to the school's financial matters;
- pupils were observed as they arrived and departed from school, and during breaks;
- nineteen parents were present at the pre-inspection meeting and 20 questionnaires were returned;
- a post-inspection meeting was held with the staff and governing body.

Appendix E

Composition and responsibilities of the inspection team

Inspector	Type	Aspects	Subjects/areas of learning
Mr D M Cray	Rgl	Context; Summary; Recommendations; Annexes; Key questions 1; 5; 6 and 7.	Design and technology; information technology; physical education.
Mrs SA Taylor	Team	Key questions 2; 3; 4.	Welsh; history; art.
Mr W Owen	Lay	Contributions to key questions 1; 3; 4 and 7	

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.

SUMMARY REPORT ON THE INSPECTION OF CYFFYLLIOG PRIMARY SCHOOL

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Cyffylliog Primary School was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school. A copy of this summary is sent to every family with a child at the school. **The full report can be obtained from the school.**

The inspection of Cyffylliog Primary School took place between 25-27 January 2005. An independent team of three inspectors, led by Mr Martin Cray 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

The findings of the inspection team concur with the school's judgement in two of the seven key questions. Where there was a difference of judgement, the team has awarded lower grades than the school itself.

Table of grades awarded

The inspection team adjudged the work of the school as follows:

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

Standards

Standards of achievement in the subjects inspected are as follows:

Subjects	Key stage 1	Key stage 2
Welsh	Grade 2	Grade 3
Design and technology	Grade 3	Grade 3
Information technology	Grade 2	Grade 2
History	Grade 2	Grade 3
Art	Grade 1	Grade 2
Physical education	Grade 2	Grade 2

Overall, the nursery and reception children make good progress in the development of their communication and mathematical skills, and in the use of their information technology skills across the curriculum.

In general, pupils in key stages 1 and 2 make good progress in the development of their key skills. With the exception of some individuals, pupils' bilingual skills are developing well.

The progress made by pupils with special educational needs is generally good.

Over recent years, the school has not published the results of assessments undergone by pupils at the end of key stages 1 and 2 in order to safeguard the anonymity of the small number of pupils in question. However, there is clear evidence, year by year, that the school's results compare very favourably with county and national attainments. They also compare well with comparator schools throughout Wales.

The majority of pupils show appropriate progress in their learning and in their acquisition of knowledge, understanding and new skills. They display good attitudes to learning. They behave well in their lessons and during break periods.

Average attendance over the last three full terms stands at around 94%. There are very few instances of unpunctuality.

The quality of education and training

In the lessons observed, it was adjudged that the quality of teaching was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
----	54%	38%	8%	-----

Overall, there is a good working relationship between teachers and pupils. In the lessons adjudged to be grade 2, teachers employ an appropriate range of teaching strategies and suitable resources in order to sustain and nurture pupils' interest. In the percentage of lessons adjudged to be grade 3 or lower, there is an absence of challenge and pace. Lesson objectives are unclear, and there is an over-dependence on the use of work sheets. Pupils' work is marked regularly.

The annual reports to parents on pupils' progress in key stages 1 and 2 are good and they conform to requirements, but the reports on the under-fives do not follow the six areas of learning of the Desirable Outcomes for Children's Learning.

The school provides access to a broad and balanced curriculum. The provision is socially inclusive and secures equality of access and opportunity for all pupils. The quality of the schemes of work is varied. There are shortcomings in the way in which the school plans in order to provide effective continuity and progression of learning.

The educational provision for the under-fives has some weaknesses, but there is evidence that these weaknesses can soon be put right. Shortcomings relating to planning are responsible for this. However, the children do receive experiences that are appropriate to their needs.

Overall, pupils' spiritual, moral, social and cultural development is well promoted. The periods of collective worship contribute well to pupils' moral development, and to a lesser extent to their spiritual development. Not all morning assemblies succeed in creating a sufficiently devotional atmosphere, and nor do they provide adequate opportunities for reflection. The learning experiences make a considerable contribution to extending and enhancing pupils' understanding of moral issues.

The school is well supported by its parents. The current prospectus does not fully satisfy the requirements of the Welsh Assembly Government. There are good links with the community, the local secondary school, and with those primary schools with whom it co-operates on curricular matters.

Pupils are aware of the need to show respect for others, regardless of their racial background. Their awareness of global citizenship and sustainable development is promoted effectively through their curricular work.

Overall, the school's planning and management of its care, leadership and support arrangements are good. The contribution made to these procedures by the support staff, together with all ancillary members of staff at the school, is good. Overall, pupils are happy to approach any member of staff to discuss any concerns they may have.

The provision for pupils with special educational needs is good and it satisfies the requirements of the Code of Practice. Reviews of the individual education plans are held on a termly basis, and parents are invited to participate.

Leadership and management

Currently, there is insufficient focus on providing a clear direction for the work of the school through specific planning for its development.

All members of staff work well as a team. The governing body meets at least on a termly basis. Through the headteacher's reports, governors have a good awareness of the work of the school and of the performance of its pupils. However, there is room for the governing body to further develop its role by playing a greater part in issues related to monitoring standards and quality.

There are a significant number of shortcomings in the annual report of the governing body, which means that it does not conform to the requirements of Welsh Assembly Government circular 14/01.

An effective analysis is undertaken of national curriculum assessments and test results. Appropriate and realistic targets are also set for the core subjects, and these are generally met. The school has recently embarked upon a two-year programme of subject monitoring, and some evaluation of the quality of teaching has been undertaken by subject co-ordinators. There are also effective arrangements in place for ascertaining parents' views through the use of questionnaires.

There are very important shortcomings in the way in which the development plan has been produced. It lacks short-term and long-term priorities, together with specific targets and criteria against which performance can be measured. As it stands, it is an ineffective tool.

The school has not succeeded sufficiently in addressing the key issues identified in the previous inspection.

The school has an appropriate number of full and part-time teachers who possess the necessary qualifications to teach the curriculum, and its complement of support staff is also adequate. Good use is made of the expertise of individual members of staff.

Overall, the school has a good supply of good quality resources. However, it has no large toys to promote the physical development of the under-fives.

There is sufficient space for the number of pupils on the register and the building and school grounds are well maintained. The lack of a school hall is a disadvantage and pupils have to travel to fully satisfy the requirements of the national curriculum. Overall, the building provides suitable disabled access.

The school has a significant sum of money in reserve. There is an important shortcoming in the school's financial planning, which means that expenditure decisions are made in the absence of priorities for improvement against which they could be reconciled. This affects the school's ability to provide the best possible value for money.

Recommendations

In order to improve the areas inspected at the school, staff and governors need to:

- R1: raise standards by addressing the shortcomings identified under the various subject headings;
- R2: prepare as a matter of urgency, an effective school development plan, that ensures a clear sense of direction for the school and promotes improvement;
- R3: improve the quality of teaching, through planning that is sufficiently thorough to:
- continuously challenge pupils;
 - ensure that there is effective continuity and progression in their learning experiences;
 - avoid excessive use of work sheets;

R4: ensure that the curriculum for the under-fives is planned in accordance with the requirements of the Desirable Outcomes for Children's Learning;

R5: provide an adequate supply of suitable large toys for the under-fives;

R6: ensure that:

- the reports provided for parents of the under-fives include all the areas of experience of the Desirable Outcomes;
- the annual report of the governing body, together with the school prospectus, fulfils all requirements.

The governing body is responsible for changing its present development plan to incorporate action steps to be taken in response to the recommendations within 45 working days of receipt of the report showing how the school intends to address the recommendations. This plan, or a summary of it, will be distributed to all parents at the school.

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.