

**INSPECTION UNDER SECTION 10 OF THE
SCHOOL INSPECTIONS ACT 1996**

YSGOL CYNDDELW

New Road

Glyn Ceiriog

Llangollen

School Number: 665-2139

Date of Inspection: 9-12 February 2004

By

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Registered Inspector

Date: 14 April 2004

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CURRICULUM NOMENCLATURE AND KEY STAGES

A new nomenclature to describe pupils' progress through school was introduced in 1989. This system of numbering year groups from the start of compulsory schooling to age 18 is intended to ease communication among schools, governing bodies, parents and LEAs and emphasise the importance of continuity.

The term "Reception" (R) is applied to the year group of pupils in a primary school (not a nursery class) who attain the age of 5 during the academic year. "Year 1" (Y1) is applied to the year group of pupils who attain the age of 6 during the academic year and so on to Y13, the year group who attain the age of 18 during the academic year:

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

Key Stage (KS) 1 of the national curriculum consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

GRADE DESCRIPTIONS

The five-point grading scale used to represent the main judgements in this report is as follows:

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

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1. CONTEXT

The school and its priorities

Ysgol Cynddelw is a County Primary School located in the village of Glynceiriog in the beautiful Ceiriog valley. Opened in 1982, it is maintained by Wrexham County Borough Council.

It caters for pupils aged three to eleven years, either through the medium of English or Welsh. There are 112 pupils on roll, including nursery children who are admitted on a part-time basis. Most pupils attending the school live in the village and local area.

The school's official accommodation figure is 152 and its standard number for admission is 20. The school reports that the intake is neither advantaged nor disadvantaged, and that it has a full range of ability.

Eight per cent of pupils are entitled to free school meals (FSM), which is below the national average.

Ninety three per cent of pupils are predominantly English speaking and seven per cent Welsh with 40 per cent speaking Welsh as a first language or to an equivalent standard. This is a significant increase since the last inspection.

Two pupils have statements of special educational needs (SEN), seven are on 'School Action' and three on 'School Action Plus' stages. They are supported by a part-time teacher.

There are five full-time teachers (including the headteacher) and two part-time teachers. The teacher to pupil ratio is 19:1 and the average class size is 21.

The building is set in pleasant, spacious grounds which are easily accessible. It consists of four classrooms and a multi-purpose hall. Two mobile classrooms have been added recently, reflecting a growing roll.

The school's aims are reflected in its mission statement, namely, to "provide a safe, stimulating, learning environment where individuals are respected and achievement praised."

2. MAIN FINDINGS

The main findings of the report

Cynddelw Primary School provides a caring ethos and a good quality of education for the pupils. It has many good and some very good features including high standards of pupils' behaviour. The head, ably supported by the deputy and an active and committed governing body, provides very good leadership and has a very good overview of, and vision for, the life and work of the school. The staff work effectively as a team ensuring the school's clear aims and values have a positive effect on all pupils.

Standards of achievement

- Overall, standards of achievement were good in the 50 lessons observed. Standards were satisfactory or better in 98 per cent in all the work seen, being very good in 14 per cent, good in 66 per cent and satisfactory in 18 per cent.

- The overall quality of the educational provision for children aged under five in the nursery and reception years is very good and the children are making very good progress towards the Desirable Outcomes for Children’s Learning.
- Standards for all children in nursery and reception classes are currently as shown in the table below:

Area of Learning	Nursery	Reception
Language, Literacy and Communication Skills	Good	Good
Personal and Social Development	Very Good	Very Good
Mathematical Development	Good	Good
Knowledge and Understanding of the World	Good	Very Good
Physical Development	Very Good	Very Good
Creative Development	Very Good	Very Good

- Overall standards achieved by all children aged under five years are very good.
- Standards of achievement in all subjects (for both English and Welsh-medium unless otherwise stated):

Subject	Key Stage 1	Key Stage 2
Welsh first language	Good	Satisfactory
English	Good	Good (Satisfactory in the Welsh Unit)
Mathematics	Good	Good
Science	Good	Good (Satisfactory in the Welsh Unit)
Welsh second language	Good	Good
Design and technology	Good	Good (Satisfactory in the Welsh Unit)
Information technology	Good	Good
History	Good	Very Good
Geography	Good	Good
Art	Good	Good (Satisfactory in the Welsh Unit)
Music	Satisfactory	Satisfactory
Physical education	Very Good	Good with very good aspects
Religious Education	Very good	Good (Satisfactory in the Welsh Unit)

- In the last three years, 2001–2003, National Curriculum (NC) teacher assessments, in Key Stage (KS) 1, pupils’ achievements were above local education authority (LEA) and national results in English, Welsh, mathematics and science at Level 2 and above. There was a slight drop in English standards in 2003 and fewer pupils achieved the higher NC Level 3 than did nationally.
- In the KS2 NC tests, over the last three years, pupils achieved around or slightly above national and LEA averages of Level 4 and above in English, Welsh, mathematics and science. The small size of cohorts, especially in the Welsh Unit, can have a dramatic impact on the Statutory Assessment Tests (SATs) percentage figures each year and can therefore be misleading.
- Statutory Assessment Test results and the ‘All Wales Reading Tests’ indicate that reading standards are improving across the school.
- Pupils with SEN achieve good standards, and make good progress, relative to their ages and abilities.
- Standards in the key skills of listening are very good, and in speaking, reading, writing, numeracy and information and communications technology (ICT) they are good.

Ethos of the School

- The provision for pupils' moral and social development is very good. It is good for cultural development and satisfactory for spiritual development. Pupils' response to this provision is very good. School assemblies make a good contribution to pupils' development as kind, thoughtful and considerate members of their community.
- The standard of pupils' behaviour is consistently very good. They have very positive attitudes to learning, and all pupils show good levels of self-discipline. This makes a very positive contribution to school life.
- Attendance rates are good. The school's procedures for recording and monitoring attendance are both effective and thorough and comply fully with the statutory requirements for recording absence.
- The school has a clear policy on behaviour and anti-bullying and it is effectively implemented.

Quality of Education

- During the inspection, the quality of teaching was satisfactory or better in 98 per cent of the fifty lessons observed, including 52 per cent where it was good and 28 per cent where it was very good. Only in two per cent of lessons was teaching unsatisfactory.
- The school has improved the quality of teaching markedly since the last inspection when it was unsatisfactory in 25 per cent of lessons and good in only 10 per cent.
- The quality of assessment, recording and reporting is good. The good assessment practices that already exist in the core subjects are being further developed in the foundation subjects.
- The annual written reports for KS1 and KS2 pupils fulfil statutory requirements. They provide a full and accurate statement of achievement but do not always offer guidance for future improvement.
- Overall, the quality of the curriculum for children aged under five, as well as those in KS1 and KS2, is very good, being broad, balanced, rich and relevant. At times, however, the curriculum in KS2 Welsh Unit lacks excitement, interest and challenge. The school's curriculum meets the requirements of the NC fully. Teachers ensure that all pupils have equality of opportunity to learn.
- The arrangements for pupil' personal and social development, including for health and sex education, are very good.
- Good attention is given to the *Cwricwlwm Cymreig* in subjects such as art, history and geography.
- The quality of support and guidance provided for pupils is very good. Good procedures are in place to ensure child-protection and arrangements are well established and fully understood by all staff. Procedures for promoting the well-being, health and safety of pupils are very good. The staff know the pupils and their families very well. They are aware of each child's individual needs and respond to them sensitively and conscientiously.
- The provision for pupils with SEN is very good.
- The school has very good links with parents and the wider community and it commands high levels of parental support and satisfaction.

- Information is provided for parents regarding the administration of the school and the various activities arranged by means of newsletters and the prospectus, which is of good quality.
- Although the school does not have a formal policy for this aspect, its partnership with industry is generally satisfactory.
- The school benefits from links with local businesses through the financial contributions, sponsorship or goods, the provision of visiting speakers and a variety of opportunities for visits by pupils.

Management

- The quality of self-evaluation and planning for improvement is very good and the school's assessment of its own progress is insightful and very relevant.
- The headmaster and staff have responded very effectively to the key issues identified in the last report. This has been helped by the direction provided by the school development plan (SDP) and the use of detailed action plans.
- The school is very well-led and managed and many aspects of leadership are exemplary. It is run very efficiently and its resources are managed well.
- The headteacher provides a purposeful and clear direction for the work of the school and his leadership is a vital element in the many improvements since the last inspection. He is a very good teacher who leads by example and has high expectations of staff and pupils. He is very well supported by the deputy headteacher who has had an impact on major areas of school development.
- Co-ordinators are effective in helping to raise standards in their subjects.
- The governors provide very good leadership. They demonstrate a high level of commitment to the school and its pupils. They are well informed and take an active interest in the school.
- Overall, the quality of staffing, accommodation and the provision of learning resources is good.
- It is unacceptable that under-fives taught in one of the mobile classrooms do not have easy access to suitable toilet facilities.
- Finances are managed efficiently and used well to support school improvement. Strategic financial planning decisions are based on sound educational principles.

School Improvement

- Very good progress has been made in dealing with the key issues identified during the last inspection. All issues have been thoroughly addressed through hard work and full commitment by the head and staff.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

Overall, standards of achievement were good in the 50 lessons observed. Standards were satisfactory or better in 98 per cent of the work seen, being very good in 14 per cent, good in 66 per cent and satisfactory in 18 per cent.

- The overall quality of the educational provision for the under-fives is appropriate to their needs and children make very good progress towards the Desirable Outcomes for Learning.
- Nursery children achieve very good standards in personal and social, creative and physical development and good standards in language, literacy and communication skills, mathematical skills and their knowledge and understanding of the world.
- Reception children achieve very good standards in personal and social, creative, physical, and knowledge and understanding of the world. They achieve good standards in language, literacy and communication skills and in mathematical skills.
- Standards at KS1, in both English and Welsh medium classes, are very good in physical education and religious education, good in Welsh first and second language, English, mathematics, science, design and technology, information technology, history, geography and art. In music, standards are satisfactory.
- At KS2, in the English medium classes, standards are very good in history and good in Welsh second language, English, mathematic, science, design and technology, information technology, geography, art and religious education. They are satisfactory in music. Standards were good in physical education with some very good aspects.
- At KS2, in the Welsh medium class, standards are very good in history and good in mathematics, information technology, geography and physical education. Standard are satisfactory in Welsh first language, English, science, design and technology, art, music and religious education. Standards were good in physical education with some very good aspects.
- Standards have improved in many subjects since the last inspection.
- In the last three years, 2001–2003, NC teacher assessments, in KS1, pupils' achievements were above LEA and national results in English, Welsh, mathematics and science at Level 2 and above. There was a slight drop in English standards in 2003 and fewer pupils achieved the higher NC Level 3 than did nationally.
- In the KS2 NC tests, over the last three years, pupils achieved around or slightly above national and LEA averages of Level 4 and above in English, Welsh, mathematics and science. The small size of cohorts, especially in the Welsh Unit, can have a dramatic impact on the SATs percentage figures each year and can therefore be misleading.
- Statutory Assessment Tests results and the 'All Wales Reading Tests' indicate that reading standards are improving across the school.
- Pupils with SEN achieve good standards, and make good progress, relative to their ages and abilities.
- The school's SATs results compare favourably with those of schools in a similar context.

3.2 Standards Achieved in Key Skills across the Curriculum

Pupils' standards of achievement in key skills across the curriculum are very good in listening and good in speaking, reading, writing, the application of number and in the use of ICT.

- All pupils, including children in early years, concentrate and listen very well in lessons and in whole-school assemblies. They are very attentive to their teachers and support

assistants, and also to other pupils when they are performing or answering questions. They follow instructions accurately.

- Pupils express themselves clearly and confidently. They are happy to share ideas and experiences with the whole class. Their speaking skills are developed well through role-play, discussions (for example, in Circle Time) and good teacher questioning. They are encouraged to use the correct and appropriate vocabulary when describing or explaining events, outcomes or findings.
- Pupils' reading skills are used very effectively in all subjects to extend their learning, especially when researching topics in subjects such as history, geography and science from books, the Internet or CD-ROMs.
- Pupils write well for a range of purposes across the curriculum. They record their ideas, for example, in prose, poetry, reports and letters and they write their findings following research in different topics.
- Pupils in both key stages make good use of their numeracy skills in reading maps in geography, and measuring accurately, with standard units, in design and technology and scientific investigation. They often illustrate their findings with a range of graphs or tables.
- Pupils apply their skills in ICT successfully in several areas of the curriculum. They are well aware that information can be gained from CD-ROMs and the Internet, and make confident use of computers to enhance the presentation of their work with pictures and patterns.
- They use art programs to produce colourful and imaginative pictures and designs. Appropriate programs are used to encourage pupils to read and follow instructions and to reinforce numeracy skills. They use their data handling skills in mathematics and science to collate and record information.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

The provision for pupils' moral and social development is very good. It is good for cultural development and satisfactory for spiritual development. Pupils' response to this provision is very good. School assemblies make a good contribution to pupils' development as kind, thoughtful and considerate members of their community.

- The pupils' spiritual development is enriched during daily acts of collective worship by their sensitive and beautiful singing, in both English and Welsh, and through the time given for reflection on different issues. However, opportunities to contribute to spiritual development, are missed during the school day in different aspects of the curriculum.
- Pupils have a clear understanding of the difference between right and wrong and have pride in their school. They are encouraged to have respect for others, for themselves, for property and for the environment. Most pupils understand and conform to school rules.
- Older pupils carry out responsibilities sensibly and show consideration for younger pupils. Relationships are generally very good and pupils co-operate very well in lessons. The school promotes good attitudes and values very effectively. Pupils respond well to responsibilities offered to them, such as *helpwr heddiw*, and they carry out their duties sensibly.

- The foundations for very good social development are laid in the early years. They are thoughtfully nurtured by teachers, NNEBs and classroom assistants and pupils respond positively to the ethos of the school. Pupils participate in campaigns to raise money for a number of good causes.
- Residential visits, inter-school competitions, eisteddfodau and extra-curricular activities make a good contribution to pupils' social development.
- The school promotes Welsh culture and traditions well through studies in history, geography and art and through their celebration of St David's Day. However, it is underdeveloped in music.
- Pupils' awareness of other cultures is well developed through their studies in geography and religious education.

4.2 Behaviour and Attitudes

The standard of pupils' behaviour is consistently very good. They have very positive attitudes to learning, and all pupils show good levels of self-discipline. This makes a very positive contribution to school life.

- Pupils throughout the school behave with appropriate maturity. They show courtesy and consideration towards others, including their teachers and adults visiting the school. The school has high expectations for good behaviour and the pupils respond positively.
- All pupils display positive attitudes to learning and are well motivated. They listen well and readily support one another when working in pairs or in small groups. The older pupils are very protective towards the younger ones and set them a good example.
- Rewards play an important part in encouraging good behaviour, and effort is regularly rewarded and celebrated.
- Discipline, whilst evident in all aspects of school life, is unobtrusive and enforced in a quiet and calm manner.
- The school has a clear policy on behaviour and anti-bullying and it is effectively implemented.

4.3 Attendance

Attendance rates are good.

- Attendance figures for the three terms prior to the inspection show an average attendance of 94.39 per cent; the week prior to the inspection was 96.92 per cent. There was no unauthorised absence.
- The school's procedures for recording and monitoring attendance are both effective and thorough and comply fully with the statutory requirements for recording absence.
- Good attendance is encouraged by a system of rewards presented at the end of the school year.
- Pupils are punctual at the start of the school day and for lessons. Teachers ensure that lessons begin on time.

5. QUALITY OF EDUCATION

5.1 Teaching

The overall quality of teaching is good in KS1 and KS2 and often very good for the children of nursery and reception ages. Teaching was satisfactory or better in 98 per cent of lessons observed, being very good in 28 per cent, good in 52 per cent and satisfactory in 18 per cent. The school has improved the quality of teaching markedly since the last inspection when it was unsatisfactory in 25 per cent of lessons and good in only 10 per cent.

Good features

- Teachers often have high expectations of pupils in lessons, use a good range of techniques, plan together well, make effective use of resources and artefacts, introduce many cross-curricular links and celebrate pupils' efforts with praise and wall displays.
- They are supported well in their work by effective classroom support assistants who are deployed effectively.
- Teachers know their pupils very well, value them as individuals and establish very good relationships with them, offering a firm, fair and consistent approach to discipline.
- The headteacher leads from the front, demonstrating good, and sometimes very good, aspects of teaching.
- Teachers are enthusiastic and provide pupils with opportunities to work as a whole class, in groups, pairs and as individuals. They use a variety of techniques and provide a variety of tasks to motivate their pupils.
- Resources are well prepared and well used to enliven lessons.
- In the best lessons, teachers ask open and challenging questions to develop an enquiring attitude to learning. Tasks are well matched to pupils' abilities and challenging for the more able, with opportunities to discuss and offer suggestions and opinions.

Shortcomings

- Where teaching is satisfactory, there is a lack of challenge, pace, rigour and variety of tasks in some lessons. Opportunities for individual investigation are sometimes missed.

5.2 Assessment, Recording and Reporting

The quality of assessment, recording and reporting is good.

- The school has a clear policy and an annual programme for assessing pupils' work. It is noted that assessment is an integral part of the school's curriculum planning procedures and that this is a means of providing continuity and progression within and between key stages. In addition, targets are set for individual pupils and a programme of testing is regularly applied in all the core subjects throughout the year.
- The good assessment practices that already exist in the core subjects are being further developed in the foundation subjects.
- The school has developed an Individual Progress Chart, an effective system for tracking pupils' progress from the Baseline assessment to the end of KS2.
- In the early years, the children's progress is assessed and recorded through frequent observation. This assessment information is used in planning, and reflected in the

provision of suitable activities. The Travelling Together and the Baseline Assessments are held in accordance with the LEA practice. Appropriate use is made of the results in order to identify pupils with specific needs at an early stage.

- The school conforms to the statutory requirements for pupils designated as having SEN and it provides suitable assessments of their needs together with Individual Educational Plans (IEPs).
- As a result of whole-school agreement, portfolios of work have been developed in the core subjects. They are proving to be an effective tool for moderating judgements. Thus far, this practice has not been extended to include the foundation subjects.
- Pupils complete a self assessment form at the end of each year. They are encouraged to self-assess their work as a means to improve their standards of achievement.
- An analysis is made of the SATs and school test data as a basis for setting targets and improving standards.
- Although the school does not have a marking policy, the marking of pupils' work is uniform in quality. Teachers provide positive comments on the work but do not always provide enough specific targets as to how to improve the quality of their work.
- An individual portfolio is kept for each pupil that tracks his or her progress throughout the school. This contains examples of selected pieces of work for each school year together with copies of the annual reports for parents. Each piece of formally assessed work includes annotated details in accordance with the guidelines contained in the policy.
- The report format for the under-fives is appropriate as it includes the children's development in the six areas of learning.
- The annual written reports for KS1 and KS2 pupils fulfil statutory requirements. They provide a full and accurate statement of achievement but do not always offer guidance for future improvement.
- Parents are formally invited to visit the school three times a year to discuss their children's work and to gain awareness of what is taught. At the end of the year they are given an opportunity to discuss the annual report. The school does operate an effective open door policy and parents are welcome to discuss their children's progress at any time.

5.3 Curriculum

Overall, the quality of the curriculum for children aged under five, as well as those in KS1 and KS2, is very good, being broad, balanced, rich and relevant. At times, however, the curriculum in KS2 Welsh Unit lacks excitement, interest and challenge. The school's curriculum meets the requirements of the NC fully. Teachers ensure that all pupils have equality of opportunity to learn.

- There are clear policies and comprehensive schemes of work for most subjects, with those for art and religious education being reviewed and up-dated as part of the SDP.
- Medium and short-term planning is good and contains details of learning outcomes and strategies. However, pupils are not always given tasks of appropriate difficulty and challenge, with differentiation by outcome only.
- Regular educational visits to places of interest, and talks by members of the local community and other visitors, help to enhance and extend the formal curriculum.

- Extensive use of appropriate artefacts and role-play opportunities also has a beneficial impact on pupils learning.
- Good attention is given to the *Cwricwlwm Cymreig* in subjects such as art, history and geography.
- Pupils benefit greatly from extra-curricular activities, including art, football and netball and residential visits to Glan Lllyn or Nant Bwlch.
- The arrangements for pupils' personal and social development, including for health and sex education, are very good.
- Teachers make good use of homework to extend learning opportunities.

5.4 Support, Guidance and Pupils' Welfare

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

- The staff know the pupils and their families very well. They are aware of each child's individual needs and respond to them sensitively and conscientiously.
- Pupils feel valued in a calm and happy environment and they find it easy to turn to their teachers for help and guidance. The school is a close, safe and caring community.
- The relationship between teachers, all the school staff and pupils, and among the pupils themselves is very good.
- Pupils' achievements are celebrated and targets for improvement are clearly communicated to them.
- There are effective arrangements in place to ensure pupils' personal and social education, including sex education.
- Good procedures are in place to ensure child-protection; arrangements are well established and fully understood by all staff.
- Procedures for promoting the well-being, health and safety of pupils are very good. Matters of health and safety are regularly monitored.
- Every effort is made to ensure that all pupils are treated equally and are fully involved in all aspects of the life of the school.
- The educational support and guidance provided by the school ensure that every pupil makes progress in accordance with his or her age and ability.
- There is effective liaison with outside agencies when the need arises.

5.5 Provision for Pupils with SEN

The provision for pupils with SEN is very good and pupils make good progress relative to their age and ability.

- The school has a new, comprehensive and appropriate policy for SEN that is implemented with consistency.
- The arrangements for identifying and monitoring pupils' progress are in place and they conform to the requirements of the Code of Practice that became operational in 2002.
- Twelve pupils are designated as having SEN, two of whom have a statement. The provision includes support by a specialist SEN teacher for those on the School Action and

Action Plus Stages, with additional attention by assistants for pupils who have a statement of SEN. Commendably, the school funds a part time classroom assistant to work alongside specific groups of pupils. All assistants co-operate effectively with the teachers and provide meaningful and sensitive support for the pupils in their care.

- The SEN co-ordinator (SENCO) monitors the movement of the pupils within the school's SEN system. She provides staff and governors with regular summaries of the impact of the policy on pupils' standards. The SEN register is comprehensive, correctly maintained, and updated regularly.
- The IEPs are planned and produced after consultation between the SENCO and the class teacher. They are comprehensive, documenting a series of small steps in order to achieve specific learning objectives. They are reviewed twice a year and in accordance with the statutory requirements, parents are party to all discussions about their children's personal development and educational progress. Pupils are involved in the process of setting targets in their IEPs as well as being involved in the review meetings. In addition, pupils are encouraged to make judgements about their own performance against IEP targets.
- The school maintains an active partnership with the parents, and values their support.
- The support provided by the specialist teacher in the withdrawal sessions is very good. It focuses on the pupils' specific learning needs. There are effective links between the support teachers, the class teachers, classroom assistants and the SENCO.
- The pupils are fully integrated into the life and work of the school; they enjoy their learning experiences and play a full and active part in the life of the school.
- The headteacher monitors and works closely with all the staff involved with SEN-related matters.
- There is good awareness of the needs of more able pupils and where this is appropriate, suitable arrangements are made for them to ensure that they are given every opportunity to develop.
- The school has sound links with external agencies, and appreciates the support it receives from the LEA.
- The designated member of the governing body is fully aware of his responsibilities and is familiar with the policy and its operation. He maintains a close contact with the SENCO and has a good awareness of the school's provision.

5.6 Partnership with Parents and Community, Schools and Other Institutions

The school has very good links with parents and the wider community and it commands high levels of parental support and satisfaction.

- Information is provided for parents regarding the administration of the school and the various activities arranged by means of newsletters and the prospectus, the latter of good quality.
- A home-school agreement has been adopted which fully meets statutory requirements.
- Parents are highly appreciative of the work achieved by the school. They are happy with the information they receive about school activities and their children's progress. They take full advantage of the opportunities provided each term to discuss the work and progress of their children.

- Many parents readily assist with educational visits and several adults from the community give valuable practical assistance in the classroom and with extra-curricular activities. The parent teacher association (PTA) is active in raising substantial sums of money which are used to buy additional resources for the school.
- The school has very good links with the local community. Pupils take part in a number of community activities, such as eisteddfod Glynceiriog, services in the chapel and church, and school concerts. Presentations are well attended.
- The educational visits arranged for pupils, talks given by visitors, and local residents recalling their war-time memories of school and village life, contribute effectively to the work of the school.
- There are good links with the local village playgroup and with the other primary schools in the area. Arrangements for the transfer of pupils to the two secondary schools are well established and meet the needs of pupils and parents well.
- There is effective liaison with the LEA, with health and welfare agencies and with a local sixth form college. The school regularly provides training places for students undertaking NNEB and health and social care qualifications.
- The school has an effective partnership with an initial teaching college and regularly mentors students during teaching practice.

5.7 Partnership with Industry

Although the school does not have a formal policy for this aspect, its partnership with industry is generally satisfactory.

- The school benefits from links with local businesses through the financial contributions, sponsorship or goods, the provision of visiting speakers and a variety of opportunities for visits by pupils.
- Occasional visits by the pupils to the premises of local employers suitably enhance their learning.
- Advantage has been taken of local links to plan and renovate the garden at the front of the school.
- The school has benefited from a grant to establish an after-school club and this provides valuable sporting and social experience for many pupils.

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

The quality of self-evaluation and planning for improvement is very good and the school's assessment of its own progress is insightful and very relevant.

- The headmaster and staff have responded very effectively to the key issues identified in the last report. This has been helped by the direction provided by the SDP and the use of detailed action plans.
- A positive self-critical culture has been established among staff and governors. They have shared values regarding the school's aims, pupils' standards of achievement and behaviour, the quality of teaching and learning, relationships and equality of opportunity.

- Teachers, NNEBs, classroom assistants, governors, parents and, sometimes, pupils contribute to the process of self-evaluation. This teamwork is a strength of the school.
- The governing body makes a very good contribution to school improvement and ensures the school keeps its policies and practices under review. They monitor the progress towards priorities in the SDP and are well informed about all aspects of school life.
- Teachers are very aware of their strengths and shortcomings and are keen to enhance their skills and expertise, so that standards of achievements can be raised further.
- Very good and thorough procedures are in place for evaluating planning, teaching and learning. A regular system is in place for the headteacher and subject co-ordinators to observe and feedback on the quality of standards and of teaching.
- The school sets ambitious but realistic targets for improvement, which are based on assessment information. The SDP is of very good quality and is flexible to respond to changing circumstances. The plan is clear and includes detail of specific objectives, tasks, responsibilities, funding and timescale.
- The SDP is displayed and updated in the school foyer for parents to view. It is reviewed regularly and kept as an effective working document.

6.2 Leadership and Efficiency

The school is very well-led and managed and many aspects of leadership are exemplary. It is run very efficiently and its resources are managed well.

- The headteacher provides a purposeful and clear direction for the work of the school and his leadership is a vital element in the many improvements since the last inspection. He is a very good teacher who leads by example and has high expectations of staff and pupils. He is very well supported by the deputy headteacher who has had an impact on major areas of school development.
- The governors provide very good leadership. They demonstrate a high level of commitment to the school and its pupils. They are well informed and take an active interest in the school. This helps them to make effective decisions.
- Co-ordinators are effective in helping to raise standards in their subjects because there is a sharing of information and there are strong professional relationships.
- Finances are managed efficiently and used well to support school improvement. Strategic financial planning decisions are based on sound educational principles.
- The governors monitor spending in order to ensure good value for money.
- The day-to-day management, organisation and financial administration of the school run smoothly.
- The accommodation, learning resources and staff are managed efficiently.
- The school fully complies with statutory requirements and takes note of and acts upon Welsh Assembly Government (WAG) guidelines.

6.3 Staffing, Accommodation and Learning Resources

Overall, the quality of staffing, accommodation and the provision of learning resources is good.

- The school has an adequate number of experienced and suitably qualified staff to teach the pupils in their care.
- All members have job descriptions that clearly define their roles and responsibilities.
- Staff receive regular opportunities to attend a range of in-service-training (INSET) courses in order to extend their professional expertise. A number of very good strategies have been adopted by the school to promote the professional development of the staff.
- All subject areas have been allocated to curriculum co-ordinators and they undertake their responsibilities in a highly conscientious manner. They are happy to share expertise and they work well as a team.
- Peripatetic music teachers provide weekly tuition and make a valuable contribution to pupils' development.
- The nursery assistant, who is a member of the under-fives teaching team, is very experienced and is an asset to the school. She makes a valuable contribution to the experiences received by the under-fives.
- The two classroom assistants and NNEB look after the children for whom they are responsible for in a caring and sensitive manner. The school funds an extra classroom assistant as part of their successful Catch-up programme.
- Effective contributions are made towards the smooth everyday running of the school by the ancillary staff.
- The school employs a SEN teacher who visits the school each week to support pupils with SEN. She provides excellent support and contributes well to their educational development.
- Peripatetic music teachers provide weekly tuition and make a valuable contribution to pupils' development.
- Classrooms displays are of a good quality, creating a stimulating environment that is conducive to good teaching and learning. Teachers make the best possible use of the areas available.
- Overall the resources are adequate and appropriate use is made of them. They are accessible and promote good standards.
- The library does stock a range of books, but it is not situated in a very accessible area and the books are not catalogued.
- There is an adequate supply of computers and they are well utilised by all pupils.
- The school makes appropriate use of resources outside the school to enrich the pupils' curriculum.
- The library service and the Drop-in Centre in Wrexham give much valued support to the school.
- The general condition of the building and mobile-classrooms is good and on the whole is maintained in good order both inside and out.

- Recently much effort has been put into the improvement of the school's external environment. The new planters, benches and signs have enhanced the appearance of the school's expansive campus. The large wooden play area that has just been completed provides an excellent outdoor learning resource for all pupils.
- It is unacceptable that under-fives taught in one of the mobile classrooms do not have easy access to suitable toilet facilities.
- There is an enclosed area for the under-fives but this is limited in size, lacks colour and is not marked in away that provides a colourful and stimulating outdoor environment.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

The educational provision for the under-fives in both Welsh and English medium classes is appropriate and successfully promotes the desirable outcomes. Children receive high quality learning experiences and the standards they achieve are either good or very good. Within the school the nursery and reception age children are taught alongside Y1 and Y2 pupils. The nursery children attend the school on a part time basis.

Language, literacy and communication skills

The standards achieved by the nursery and reception children are good.

Good features

- Children in the nursery class listen with interest during oral sessions and are given good opportunities to develop a wide range of vocabulary and expressions. The children are aware that pictures and words convey the meaning of a story. They are beginning to understand the sequence of a story such as "Peace at Last" and are able to recall a number of nursery rhymes. They recognise the sounds of most letters and enjoy playing letter recognition games. Most children are able to recognise their own names and have a variety of opportunities to develop their handwriting patterns. They enjoy participating in role-play situations.
- In the reception class, the children also make good progress. They listen attentively and respond eagerly to instructions and suggestions. They talk about their experiences with interest and their vocabulary and language patterns show signs of development. They can overwrite and copy and many are beginning to write independently. The children recognise a range of words in the teacher prepared and commercially bought Big Books.

Personal and social development

The children's personal and social skills are developing very well.

Good features

- The nursery children are thoroughly confident moving around and working within their learning environment. They are very happy to share and they demonstrate an understanding of having to wait their turn. They understand the importance of tidying up after an activity. The children are aware of the importance of personal hygiene and they can wash their hands independently.

- The reception class children are able to concentrate for increasing periods of time whilst participating in various activities. They exhibit respect and sensitivity towards each other. They show signs of becoming increasingly independent and their self discipline is good. They can change and dress independently when preparing for their movement lesson in the hall.
- All the under-fives enjoy being awarded the role of '*Helpwr Heddiw*' and demonstrate a clear understanding of the duties involved. They behave well and play happily during break times.

Mathematical development

The mathematical development of the nursery and reception children is good.

Good features

- Through participating in a wide range of number recognition and counting games the nursery children have an increasing understanding of number. They enjoy singing number rhymes. Their use of mathematical language is developing appropriately as they engage in sand and water activities. They can make sets of familiar objects according to colour, shape, number and they recognise simple two-dimensional shapes.
- The reception children can talk about the main features as well as the differences between two-dimensional shapes. They can also recognise some simple three-dimensional shapes. They understand the mathematical concepts of 'more', 'less', 'long' and 'short'. They have an increasing understanding of number and most of the children can count confidently and correctly recognise numbers to 10 and beyond. The more able children understand number bonds, can count on and back and can double simple numbers.

Knowledge and understanding of the world

The standard achieved by nursery children in their knowledge and understanding of the world is good. The reception children reach a very good standard of achievement.

Good features

- The nursery children understand and can explain the difference between night and day. Through role-play they can demonstrate their knowledge of the sounds, and animals that are associated with night time. They can name the different parts of the sunflower and the conditions their recently planted cress seeds need to survive.
- The reception children understand the order of time such as morning, afternoon and night. They can describe in detail the differences between the seasons. They can correctly select symbols to record the weather and can dress teddy according to weather conditions.
- As well as naming the different parts of the sunflower they can name the conditions necessary to sustain the life of a plant. Their understanding of the environment is further developed through opportunities to role-play in their 'Forest at night' area. Through sand and water play they learn about sinking and floating, pulling and pushing, filling and emptying.
- The nursery and reception children are becoming familiar with a range of computer programs. They show an increasing confidence whilst using the mouse and can produce and print their own pictures of 'The Very Hungry Caterpillar'.

Physical development

The physical development of the nursery and reception class children is very good.

Good features

- The nursery children move about the hall confidently, by walking, running, skipping and jumping. They make appropriate use of space. They exhibit an increasing ability to throw, bounce and catch large balls. When playing with the large toys they can climb and slide with ease. They can also handle the small bicycles and wheeled toys with confidence.
- The reception children move confidently, with increasing control and co-ordination. These skills are further developed by using bicycles and other large toys. They demonstrate they can perform a simple sequence of movements such as rolling, jumping and balancing.
- The nursery and reception class children are able to handle small table top equipment such as scissors very well. The wide range of activities structured to promote their manipulative skills means that they are able to skilfully handle beads, jig-saws, small building blocks, pencils and paint brushes.

Creative development

The creative development in both the nursery and reception class is consistently very good.

Good features

- The nursery children enjoy painting and achieve excellent results. They are happy to experiment with mixing paints for themselves. They take pride in seeing their own work displayed attractively. They use dough to create simple three-dimensional models of snowmen.
- The nursery and reception children enjoy singing a wide repertoire of songs and nursery rhymes. They sing broadly in tune and their diction is clear. The children have created and cut out their own night animal masks and these are used effectively and imaginatively during their role-play sessions in the 'Forest at night' area.
- The reception class can use a range of materials with increasing confidence and can evaluate their work through explaining what they like most about their work. They make good use of colour and shape in their freehand paintings. They use clay to model three-dimensional models of hedgehogs.

Shortcomings

- There are no significant shortcomings in any of the six areas of learning.

Welsh

Overall, standards of achievement are good in KS1 and satisfactory in KS2.

In KS1, the pupils' reading skills are very good and their standards in oracy and writing are good. Pupils in KS2 achieve a good standard in reading and satisfactory standards in their oral and writing skills.

Good features

- In KS1, pupils listen attentively to stories and presentations. They respond enthusiastically, using appropriate vocabulary. A significant number of pupils display confidence when responding orally to group and class discussions. Their diction is clear and expressive. Pupils enjoy role-play situations, which they perform effectively.

- They make very good progress in their reading skills. Pupils gain enjoyment from books and from reading sections of a big book with their teacher. Their phonetic skills are well developed and can employ a number of effective strategies to assist with unfamiliar words. They read well with expression and interest. The majority of the older pupils exhibit confidence when reading and are able to express opinions and talk about the main features of a book. Regular use is made of homework to promote reading skills and this has a positive effect on pupils' standards of achievement. They benefit from the extra help given by regular visits from adult helpers.
- The pupils' written skills are developing well throughout Y1 and by Y2 they are able to write for a variety of purposes, and can add a degree of variation to the form and pattern of their sentences. Pupils can recall and write the main events of a traditional story in the correct order. They can identify and discuss the main features of story writing and can use these to structure their own stories. Pupils are able to use a range of idioms in their written work. They enjoy preparing class books such as recording the recent visit by a puppet theatre company. Pupils make regular use of basic punctuation and are able to correctly spell the majority of simple words.
- They are encouraged from an early age to form their letters correctly. Following the introduction of the new handwriting policy the pupils are introduced to cursive writing at the end of Y1. Their handwriting skills are developing well with the majority of pupils presenting their work neatly.
- In KS2, pupils listen well and continue to make progress in their spoken Welsh. The majority of pupils are able to express themselves correctly and a few of the older pupils can respond confidently.
- They make good progress in their reading skills. The majority can read meaningfully and with good expression. They are able to discuss the contents of their books and can offer opinions about their choice of book.
- Pupils write regularly in a variety of formats, including note taking, report writing and poetry. They are aware that the form of language used depends on its purpose and audience. Following a recent visit by a Welsh poet the pupils have produced good pieces of work. The more able pupils produce imaginative and creative pieces of work. Overall, they use correct mutations and good use of adjectives, idioms and similes is found in their work.
- In KS1 and KS2, pupils use ICT well to process and present their work.

Shortcomings

- In KS2, a number of pupils have difficulty with syntax.
- Oral responses by some KS2 pupils are limited in length and quality.
- In KS2, standards of handwriting vary widely; many pupils take insufficient care to present their work neatly.
- Occasionally, the amount of written work completed during a session is insufficient.

English

Overall, standards of achievement are good in KS1 and KS2, English-medium classes. In KS1 and KS2, the standard achieved in reading is very good whilst the standards in their oral and writing skills are good.

In the Welsh-medium KS2 class, the standards are satisfactory with some good features in listening and reading.

Good features

- In KS1, pupils listen carefully and respond with increasing appropriateness. They speak clearly and confidently. Pupils enjoy listening to stories and make effective contributions to discussions. They participate enthusiastically in role-play situations. They can recall and retell the sequence of events associated with a wide range of traditional stories. The pupils understand and use the correct terminology associated with fairytales such as characters, settings and sequence. They can refer to the traditional ways of beginning and ending a fairytale.
- The pupils' reading skills are very well developed. They enjoy reading a wide range of traditional stories through shared and guided reading. Pupils can read with fluency and expression, using a number of strategies when they encounter an unfamiliar word. Their knowledge of phonetic sounds and blends is very good. They can express opinions about the characters and events in their reading books. Pupils benefit from the extra help offered by adult helpers.
- Pupils make good progress in their writing and are encouraged to write independently from an early age. They can note the key events of a traditional story on a simple planning framework. Pupils succeed in writing simple stories in their own words showing a good understanding of story progression. They spell familiar words correctly and their punctuation is consistently good. They present their work neatly and their handwriting skills are well developed.
- In KS2, the pupils exhibit good listening skills and enjoy participating in class and group discussions. They can speak meaningfully with a fair degree of confidence.
- The majority of pupils read very well. They do so with meaning and appropriate intonation. Pupils read a wide range of reading material and they are able to discuss the work they have read with confidence. They can retrieve and collate information from a range of sources. They record their book reviews in their Home/School Diaries, a system that encourages the pupils to read at home.
- Pupils enjoy reading a wide range of poetry and record their favourite poems in their poetry books. Their display of work entitled the 'Valley Poets' contains good examples of work.
- The pupils' ability to express themselves in writing is good and developing well. They can write for a variety of purposes and audiences including, note taking, report writing and producing information text. Pupils can identify and describe the differences between the features of myths, legends and stories and can write their own versions. They are able to produce imaginative pieces of writing using a wide range of adjectives and similes as in their work on imaginative creatures. Their self correcting skills are well developed. Overall, they show an increasing ability to punctuate and spell with increasing accuracy.
- Pupils across both key stages make effective use of ICT in presenting their work as well as for retrieving information.

Shortcomings

- Pupils do not always pay enough attention to improving their handwriting and presentation skills.
- Pupils' library skills are not sufficiently developed.

Mathematics

Standards of achievement are good in both key stages.

Good features

- In KS1, pupils quickly become familiar with number symbols, recognise number sequences and start to identify patterns. They are confident at simple addition and subtraction and have a good recall of number bonds to 10 and to 20.
- They count forward and back with different numbers and their understanding of place value is developing well.
- Pupils recognise the value of coins, total the cost of items and calculate the change from small purchases.
- They confidently name and describe a range of two and three-dimensional shapes and recognise which shapes are symmetrical. They use standard and non-standard units of measure and recognise simple fractions.
- Pupils gather information by keeping a tally and illustrate their findings with different forms of graphs.
- They are developing good mental strategies.
- In KS2, pupils extend their knowledge and skills of using and applying number. They have a good recall of number facts, including multiplication tables, and clearly explain their thinking and methods of calculating.
- They deal effectively with tasks in number, shape and measurement and they develop a good vocabulary of mathematical terms.
- They have a very good understanding of place value and understand the relationship between percentages, fractions and decimals.
- Pupils are able to collate data, following class questioning or investigations, and produce appropriate graphs to illustrate their findings.
- They can find or fix a position accurately, using co-ordinates.

Shortcomings

- There are no significant shortcomings.

Science

Standards of achievement are good in KS1 and KS2, and satisfactory in KS2 of the Welsh Unit.

Good features

- In KS1, pupils develop good observational skills. They look closely at different items and record their observations.

- They recognise and name parts of plants, understand their function and know what is needed for healthy growth.
- They show a good awareness of simple forces when describing pushing and pulling and know how a simple electrical circuit works. They know that a number of everyday appliances use electricity for light and power.
- They are beginning to appreciate the importance of healthy eating and regular exercise and they know the difference between living and non-living things.
- Pupils show a good understanding of what causes night and day when explaining the movements of the earth and the sun. They know a range of sources of light and can explain how shadows are formed.
- Through regular investigative work, pupils have an increasing understanding of the concept of a fair test.
- In KS2, pupils further develop their investigation skills. They predict, observe, measure and record their experiments carefully, demonstrating their knowledge of the importance of fair testing when evaluating the evidence gained.
- Pupils use the correct technical terms, such as evaporation and condensation, and use reasoned argument when discussing predictions or outcomes.
- Their understanding of forces, friction, magnetism and electricity is good and pupils are able to relate the application of their work to everyday situations.
- When investigating the permeability of different samples of soil and discussing their findings, pupils realised the importance of this knowledge to people, such as farmers and green keepers.

Shortcomings

- In KS2 of the Welsh Unit, pupils' ability to design their own experiments and to work out their own recording system is underdeveloped. There is a lack of challenge and rigour to some of the tasks, which inhibits pupils' development and understanding.

Welsh second language

Standards of achievement are good in both key stages. They are being raised through staff commitment, effort and enthusiasm. The regular use of incidental Welsh by both staff and pupils, during registration periods, lessons, assemblies and social occasions, contributes to the development of the Welsh language throughout the school.

Good features

- In both key stages, pupils sing Welsh songs and hymns with gusto and clear diction.
- They show a good attitude towards the learning of the language and can ask and answer simple questions with good pronunciation.
- In KS1, pupils build on a good start in the nursery and reception years by developing new vocabulary and simple phrases. They listen and respond well to oral stimuli and follow simple commands and instructions accurately.
- They accurately match vocabulary, such as that of clothing, to the correct item on a washing line and add a simple description such as the colour.

- In KS2, pupils confidently ask or answer a variety of questions about how they feel and what they like. They make short statements about themselves or friends and create short dialogues.
- Pupils in Y3/4 understand and communicate factual information clearly. They can ask for a range of items in a shop situation and for directions to get to different places.
- Older pupils are able to comment on the weather situation on that day and on the previous day.
- Pupils are developing their reading and writing skills well, through regular tasks in their workbooks.

Shortcomings

- There are no significant shortcomings.

Design and technology

Standards of achievement are good in both key stages and satisfactory in KS2 Welsh Unit.

Good features

- In KS1, pupils make good use of construction kits to experiment and make a variety of items using their imagination.
- They cut and shape, stick and glue, fold and twist various items, using a range of materials and components effectively.
- They discuss and test out various methods of joining different materials, including sewing, and carefully design before attempting to make the item. Examples of Joseph's Multi-coloured Coat showed good skills of cutting, joining and decorating.
- They are developing a good understanding of the need to strengthen some items, such as the chassis of their wheeled toys and the frame of model houses.
- Their evaluation skills are developing well as they continuously look for improvements.
- In KS2, pupils further develop their evaluating skills.
- Their understanding of designing and making for a purpose or a need is developing well, as seen in their photograph frames, shelters and musical instruments. They appreciate the need to strengthen these and have looked at different ways in their designs.
- Before designing and making items, pupils research carefully to find ideas and suggestions. This proved useful when designing bridges that could carry heavy weights.
- Older pupils experiment with different cams, cogs and levers to produce different movements, before designing moving toys linked to their study of the Victorian period.
- Their knowledge of simple electrical circuits is well used in their design of controllable vehicles.
- When designing and making biscuits and sandwiches, pupils made a product analysis regarding taste, appearance, packaging and design before starting. They also designed eye-catching posters to promote their finished items using ICT. Younger pupils were given the opportunity to evaluate the finished items.
- Pupils are well aware of the need for safe practices when using tools and or hygiene when handling food.

Shortcomings

- In KS2 Welsh Unit, pupils do not progressively develop their design and making skills because tasks lack challenge and variety.

Information technology

Standards of achievement are good in both key stages.

Good features

- In KS1, pupils use computers to reinforce aspects of their work. They competently use the mouse and keyboard, demonstrate good control, select menus and follow instructions.
- They realise that many day-to-day devices respond to commands and signals.
- They are developing an understanding of storing, retrieving and printing.
- Pupils produce good examples of pictures and patterns, often linked to their topic, using a paint program.
- They use their word-processing skills to create labels and statements and they can select and drag pictures and print, for effect.
- Pupils gather data, often linked to their topic, and successfully create a pictogram with the information.
- In KS2, pupils further develop their word-processing skills and enhance their work by introducing colour, borders and artwork. They change font size and style, save and retrieve, edit their work and print in different formats.
- They confidently make use of CD-ROMs and the Internet to gain information for research in other subjects.
- Pupils design and make their own wrapping paper by creating and using a repeat pattern.
- Older pupils have a good understanding of how to create and use different links to move from one page to another, forward or backward, in a program.
- They draw different regular shapes using logo and can program a 'floor-turtle' to follow commands accurately, changing directions and distances.
- Pupils can create different graphs using data gathered in other subjects.

Shortcomings

- There are no significant shortcomings.

History

Standards of achievement are good in KS1 and very good in KS2.

Good features

- In KS1, the pupils develop a good understanding of chronology. They make correct use of phrases and vocabulary relating to the passage of time.
- They know of the work of Betti Cadwaladr and Florence Nightingale and can sequence key events in their lives.
- They become increasingly aware of their heritage by listening to stories about characters from Welsh history.

- Through their study of the life and work of St David, the pupils are aware of his contribution to life in Wales. They can discuss the significance of cultural events associated with the celebration of his life. They are aware of the traditional costume and how people dressed long ago. Pupils can identify and talk about the various emblems associated with Wales.
- Pupils use pictures, paintings, artefacts, books and songs to help them find out about the past.
- In KS2, the experiences the pupils gain from visits to places of historical interest significantly enhance their understanding of history.
- The pupils build upon the work undertaken KS1, and display a thorough knowledge of chronology.
- By studying the Celtic period the pupils have acquired a depth of information and a good understanding of the period. They are able to recall facts and describe the characteristics and features associated with the life of a Celt.
- Pupils have a clear understanding of the difference between fact and opinion.
- Following a period of study and research, the pupils have developed a thorough knowledge of the Victorian Period. They are able to effectively communicate their understanding and findings. The splendid display of artefacts in the Y5/6 classroom is particularly useful in helping to build up a picture of the period. Pupils are able to participate in excellent role-play situations giving them a clear contextual understanding, allowing them to appreciate the changes that have taken place over a period of time.
- Pupils' ability to use ICT and a range of sources to improve their knowledge and understanding is very well developed.

Shortcomings

- There are no significant shortcomings.

Geography

Standards of achievement are good in KS1 and KS2.

Good features

- From an early age, the pupils develop a good understanding of place and location. This ability is enhanced by means of relevant visits and the opportunities to develop their investigative skills on fieldwork.
- In KS1, the pupils' mapping skills are developed consistently. Earlier work shows that they are aware of the geographical features of their locality and can identify them on simple map of Glynceiriog. They have also studied the buildings in the local area and can describe their route to school using the correct geographical vocabulary.
- Through their study of Tocuaro, Mexico, pupils exhibit an awareness of the main physical and human differences between Wales and a less developed area. Pupils can identify the location of Wales and Mexico on a globe. They have produced information leaflets on Tocuaro. Through role-play, pupils demonstrate that they are aware of the seasons and the different weather conditions found in both countries. They can also use the correct terminology when talking about the weather.

- In KS2, pupils can identify the major rivers of the world as well as the rivers of Wales and the rest of the UK. Through fieldwork, they have followed the course of the River Ceiriog from source to mouth. They demonstrate a sound knowledge and understanding of the terminology associated with the study of a river such 'ox-bowl lakes', 'meander' and 'confluence'. Their exhibition, recording the river's journey is detailed and is a very good learning resource.
- Previous work shows that following their visit to the Ceiriog forest, pupils can identify important characteristics relating to a forest environment and are aware of how physical features affect land use. Through their study of rainforests, pupils have an awareness of how people affect the environment.
- Pupils in KS2 demonstrate that they have acquired a wide range of skills relating to the use of atlases, O.S maps, aerial photographs, databases and ICT.

Shortcomings

- There are no significant shortcomings.

Art

Standards of achievement are good in KS1 and KS2, and satisfactory in KS2 Welsh Unit.

Good features

- Pupils in KS1 confidently use a wide range of materials, tools and techniques, including the use of ICT, to make images and artefacts. They make good progress in developing the skills of drawing, painting and modelling.
- They explore colour, line, tone and texture by discussing and using the techniques and styles of famous artists, such as Van Gough, Monet and Charles Bell. Their finished efforts show good imagination, control and observational skills.
- They mix colours effectively and create beautiful Aztec designs using two-dimensional shapes.
- In KS2, pupils experiment with paint to produce different tones and colours, which they use imaginatively in printing on paper or fabric.
- They reproduce Celtic designs using different methods of printing, such as using ink and paint on oak blocks or string.
- They study and compare the works of famous artists, such as John Constable, Georgia O'Keefe and Kyffin Williams, and make good attempts to use their style in their own landscapes. Their self-portraits, in the style of Picasso, show good observational skills and use of line and colour.
- Their observational drawings of flowers are detailed, demonstrating good brush control and concentration.

Shortcomings

- In KS2 Welsh Unit, pupils' skills are less developed.

Music

Standards of achievement in both key stages are satisfactory.

Good features

- Pupils across both key stages display enthusiasm when given the opportunity to sing in lessons or in school assemblies. They sing pleasantly and in tune showing varying degrees of control of their breathing, diction, dynamics and pitch. The quality of the singing in both languages is good and their enjoyment is evident.
- In KS1, their awareness of rhythm is developing well and they are able to simulate rhythmic patterns. They can recognise and explain the difference between rhythm and beat. The pupils are able to clap the rhythm and then the beat whilst singing along to a recording of 'This Old Man'.
- In KS2, pupils can compose, rehearse, perform and present a class radio performance. They are able to create a radio jingle, with each group composing their own accompaniment using tuned and untuned percussion. Pupils respond imaginatively to the challenge of creating a radio show. They can select suitable songs and offer reasons as to their choice. They are able to evaluate their work and suggest ways of improving their final performance.
- Several pupils benefit from tuition in two different musical instruments from peripatetic teachers, and enjoy performing in assemblies.
- Pupils are given the opportunity to perform in local eisteddfodau and achieve good standards.
- They gain valuable learning experiences from the extra tuition given by an adult helper.

Shortcomings

- Their awareness of musical elements is not sufficiently developed.
- Their ability to develop, compose and record their work using different types of notation is underdeveloped in both key stages.
- Pupils do not have sufficient knowledge of the works of famous Welsh composers and the musical traditions and songs associated with Wales.

Physical Education

Standards of achievement are very good in KS1 and good, with very good aspects, in KS2.

Good features

- In KS1, pupils develop very good control of their body movements and their use and awareness of space is good.
- They perform basic skills of travelling, balancing, jumping, landing and rolling with confidence and high ability. In their sequence of movements, they show strength, poise, control and agility. They are confident even at high levels on the wall bars.
- In both key stages, pupils work hard to improve their performance and are willing and eager to demonstrate good practice. They can evaluate their own and other pupils' efforts, pointing out the good features, and they are aware of the beneficial effects of exercising on the body.

- Pupils listen and follow instructions well and can sustain energetic activity. They move apparatus sensibly being aware of the need for basic safety procedures.
- In KS2, pupils create imaginative sequences containing a movement, a gesture, a jump and a controlled, still finish. These are linked well to music with pupils moving appropriately to it, keeping to the beat and tempo.
- When folk dancing, pupils show good body control and concentration to produce the steps, patterns and movements required. They move confidently, sensibly and with obvious enjoyment.
- Pupils achieve very good standards in passing, receiving, controlling and moving with a ball. They use a change of pace and direction very effectively to beat an opponent and are very aware of the need to run into space.
- Older pupils receive swimming lessons at some time in the school year and the school reports that they achieve good standards.
- The school participates successfully in sporting activities against local schools and pupils skills are well promoted by extra-curricular activities.

Shortcomings

- There are no significant shortcomings.

Religious Education

Standards are very good in KS1, good in KS2 and satisfactory in KS2 (Welsh medium class).

Good features

- In KS1, pupils are happy to share experiences and they have developed a good understanding of the importance of forming good relationships.
- They can describe in detail the special features associated with both Christian and Jewish weddings.
- Pupils recognise the customs and traditions associated with the Jewish faith. They can describe in detail two celebrations namely Rosh Hashanah and Yom Kippur. They can identify and explain the meaning of the symbols used in the festival of Rosh Hashanah. They are aware of the main features of a synagogue. Through role-play they demonstrate a sound understanding of why it is a time to celebrate.
- Pupils are given time to reflect and understand the function of prayer. They can write their own prayers to good effect.
- Their understanding and awareness of the importance of being kind, caring for others and giving thanks is developing well.
- Pupils are aware of the importance of rules in everyday life.
- In KS2, the pupils have a sound understanding of all the celebrations associated with Christianity and can talk about the main Christian festivals.
- Pupils are able to describe the main features of local places of worship. They can talk about the patterns and features of the act of communion in both church and chapel. They can discuss the meanings of religious symbols such as the cross, candles, bread and wine.
- The older pupils have an awareness of other religions practised in the world community. They can discuss the features of many faiths such as Judaism and Hinduism.

- They are able to talk in some detail about some of the practices, the stories and the artefacts related to Hinduism. Through role-play they develop a further understanding of the Hindu festival Raksha Bandhan.
- Pupils exhibit a real sense of maturity when discussing elements of religion in general. They are encouraged to reflect and to question and they respond to these practices in a positive manner.
- Their understanding of moral and social responsibilities is very well developed.

Shortcomings

- Overall, in KS2 (Welsh medium class) class discussions are brief and to the point and many of the pupils are somewhat reticent to discuss and exchange views.

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

Very good progress has been made in dealing with the key issues identified during the last inspection. These were:

Key Issue 1

- **Improve standards in the unsatisfactory subjects namely: Welsh second language, information technology, design and technology, and physical education in KS1.**

Standards in Welsh second language, information technology, and design and technology are now good and standards in physical education in KS1 are very good. This is very good progress.

Key Issue 2

- **Raise standards in the remaining satisfactory subjects by paying attention to the shortcomings mentioned.**

Progress in addressing the shortcomings listed for subjects where standards were satisfactory in the last inspection is very good overall. The school has worked very hard to achieve good standards in all the subject areas, although music and Welsh first language in KS2 remain as satisfactory.

Key Issue 3

- **Improve pupil behaviour, particularly in KS1, by establishing clear expectations and implementing them consistently.**

Behaviour is now very good across the school. The school has high expectations for good behaviour and the pupils respond appropriately. This is very good progress.

Key Issue 4

- **introduce teaching approaches which provide pupils with more opportunities to:**
 - think for themselves
 - develop initiative and independence
 - work to their full potential.

More opportunities are now being provided and the pupils are responding very positively. Teachers are very aware of the need for pupils to develop as free and independent thinkers and, in most classes, provide work that is appropriately differentiated and challenging.

Key Issue 5

- evolve a system which will effectively monitor:
 - pupils' standards of achievement
 - the quality of classroom interaction
 - pupil behaviour

The headteacher and staff have developed procedures to regularly monitor pupils' standards in the core subjects and are planning to include the foundation subjects in the near future. Classroom observations are used to monitor interaction and behaviour. This is good progress.

8.2 Key Issues for Action

The governors, headteacher and staff now need to:

- further raise standards in subjects by addressing the shortcomings identified in the report.
- continue to develop assessment procedures for the foundation subjects.
- enhance the quality of teaching where satisfactory.
- further develop pupils' spiritual awareness.
- strengthen links with industry.
- improve access to toilet facilities and enhance the outdoor provision for children aged under five years.

APPENDIX

A. Basic Information About the School

Name of School	Ysgol Cynddelw
School type	Primary
Age-range of pupils	3-11 years
Address of school	New Road Glynceiriog Llangollen Wrexham
Post-Code	LL20 7HH
Telephone Number	01691 718426

Headteacher	Mr Nicholas John Williams
Date of appointment	September 1997
Chair of Governors	Mr Trevor Bates
Registered Inspector	Mr Merfyn Douglas Jones
Dates of inspection	9-12 February, 2004

B. School Data and Indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	4.5	10	19	13	14	11	23	15	109.5

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	5	2	5.4

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	19:1
Pupil : adult (fte) ratio in nursery classes	4:1
Average class size, excluding nursery and special classes	21
Teacher (fte) : class ratio	21:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Term 1	89.66	98.1	94.96	94.24
Term 2	90.04	95	95.08	93.37
Term 3	93.21	98.13	95.32	95.56

Number of pupils excluded during 12 months prior to inspection	1
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C. Results of National Curriculum Assessments and Public Examinations

END OF KEY STAGE 1: 2003

National Curriculum Assessment KS1 Results: 2003	Number of pupils in Y2: 9
As the number of pupils eligible for assessment at the end of Key Stage 1 was greater than four but fewer than 10, overall performance indicators only are included	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	84.6	In Wales	80

- D Pupils who have been disapplied under sections 364 and 365 of the Education Act 1996 or, in the case of the Task/Test were absent.
W Pupils who are "working towards" level 1, but have not yet achieved the standards needed for level 1.

END OF KEY STAGE 2: 2003

National Curriculum Assessment KS2 Results: 2003								Number of pupils in Y6: 19					
Percentage of pupils at each level													
			D	A	N	B	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0	0	0	0	0	0	22	39	39	0
		National	0	0	2	n/a	1	1	6	21	48	21	0
	Test/Task	School	0	0	0	0	0	0	0	22	17	61	0
		National	0	2	2	0	n	n	5	17	48	26	N
Welsh	Teacher assessment	School	0	0	0	0	0	0	0	0	100		0
		National	2	0	3	n/a	0	1	5	24	48	17	0
	Test/Task	School	0	0	0	0	0	0	0	0	100		0
		National	2	2	0	2	n	n	4	22	50	18	N
Mathematics	Teacher assessment	School	0	0	0	0	0	0	0	33	22	44	0
		National	0	0	2	n/a	0	1	5	22	47	23	0
	Test/Task	School	0	0	0	0	0	0	6	24	24	48	0
		National	0	2	1	1	n	N	5	22	44	25	N
Science	Teacher assessment	School	0	0	0	0	0	0	0	0	56	44	0
		National	0	0	2	n/a	0	0	4	17	52	25	0
	Test/Task	School	0	0	0	0	0	0	0	0	50	50	0
		National	0	2	0	0	n	n	3	14	55	26	n

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school:	68	In the school:	72
In Wales:	63	In Wales:	63

- D Pupils who have been disapplied under sections 364 and 365 of the Education Act 1996.
A Pupils who have failed to register a level because of absence.
N Pupils who have failed to register a level for reasons other than absence.
B Pupils not entered for tests because they are working outside the levels of the tests.
W Pupils who are "working towards" level 1, but have not yet achieved the standards needed for level 1.
n Tests do not cover these levels.
n/a not applicable.

D. The Evidence Base of the Inspection

- The inspection team of three inspectors, including the lay inspector, was at the school for a total of nine inspector days.
- During this time, all teachers were visited and all classes were seen. A total of 50 sessions, part sessions or interactions were inspected and a wide range of pupils' work was scrutinised. Inspectors talked to pupils about their work and life in the school, and listened to them reading their own work and extracts from class reading books.
- The full range of documentation made available by the school was scrutinised. Discussions were held with the headteacher, deputy headteacher, governors, teachers, teaching assistants, other staff and pupils.
- Pre and post-inspection meetings were held with governors and staff, and eight parents attended a pre-inspection meeting with inspectors. Questionnaires completed by 35 parents were also analysed.

E. Composition and Responsibilities of the Inspection Team

Inspector	Type	Aspect Responsibilities	Subject Responsibilities
Mr M D Jones	Rgl	The school and its priorities Main findings Educational standards achieved by pupils Pupils' spiritual, moral, social and cultural development. Teaching Curriculum Quality of self-evaluation and planning for improvement Leadership and efficiency Progress since the last inspection Key issues for action	Welsh second language mathematics science design and technology information technology art physical education
Mrs E Edwards	Lay	Behaviour and attitudes Attendance Support, guidance and pupils' welfare Partnership with parents and community, schools and other institutions Partnership with industry	
Mrs S A Taylor	Team	Assessment, recording and reporting Provision for pupils with special educational needs Staffing, accommodation and learning resources	provision for under fives Welsh first language English history geography music religious education

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.