

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

***YSGOL GYNRADD DEINIOL
THE RIDGEWAY
MARCHWIEL
WREXHAM***

School Number: 665-2204

Date of Inspection: 17-19 March 2003

by

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Registered Inspector

Date: 8 May 2003

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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:

	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 Gynradd Deiniol is situated in the small village of Marchwiel on the outskirts of Wrexham. The majority of pupils live within the immediate locality of Marchwiel but a significant minority come from further afield. The number of pupils attending the school has steadily increased in recent years and the demand for places has exceeded the school's capacity. There are currently 143 pupils between the ages of four and 11, and an additional 25 children who attend the nursery in the mornings.

The school states that its pupils come mainly from homes that are neither prosperous nor economically disadvantaged. The majority of pupils come from English-speaking homes and the school's intake reflects the full range of ability.

A below average number of pupils, 8.4 per cent, are entitled to free school meals and 13 pupils are identified as having special educational needs (SEN). The majority of pupils who enter the school have benefited from part-time nursery education provided by the school.

The school aims to ensure that pupils are happy and well taught. It has set itself the target of maintaining the above average percentage of Year (Y) 6 pupils gaining level 4 and above in the National Curriculum (NC) tests.

The school was last inspected in 1997.

2. MAIN FINDINGS

The main findings of the report

Ysgol Gynradd Deiniol has many good features. The headteacher provides the school with clear and purposeful leadership. He is well supported by teaching and non-teaching staff. The behaviour of pupils is good; they make consistent progress and achieve good standards.

- The educational provision for the under-fives is good and it successfully promotes all the Desirable Outcomes for Children's Learning. Baseline assessments indicate that attainment of most children is average on entry. Children mostly reach the levels expected of them by the time they are five years old, but a significant minority do not develop their language skills sufficiently. Standards in the six areas of learning are as follows:

Language , Literacy and Communication Skills	Satisfactory
Personal and Social Development	Good
Mathematical Development	Good
Knowledge and Understanding of the World	Good
Physical Development	Satisfactory
Creative Development	Good

- In Key Stage 1 (KS1) and Key Stage 2 (KS2), pupils' standards of achievement in the different subjects of the NC and religious education are as follows:

	Key Stage 1	Key Stage 2
English	Satisfactory	Good
Mathematics	Good	Good
Science	Good	Good
Welsh Second Language	Good	Good
Design and Technology	Satisfactory	Good
Information Technology	Good	Good
History	Satisfactory	Good
Geography	Satisfactory	Good
Art	Good	Good
Music	Good	Very good
Physical Education	Satisfactory	Good
Religious Education	Good	Satisfactory

- In KS1, pupils make steady progress in the development of their literacy skills and the majority achieve a satisfactory standard. A minority of more able pupils make very good progress and achieve a good standard in literacy.
- In KS2, pupils' standard of achievement in English is good. Pupils listen attentively to what others say, they speak clearly and respond well to questions. They understand what they read. They read aloud with accuracy and fluency and use a range of reading strategies. Pupils increasingly produce sustained pieces of writing using accurate spelling, punctuation and handwriting. A significant number of Y5 and Y6 pupils produce purposeful writing of a very good standard.
- In both key stages, standards in mathematics are good. Pupils demonstrate a good level of competence in written and mental calculations, they complete their tasks efficiently and organise their work well.
- Standards in science, in both key stages, are good. Pupils use scientific terms accurately, they make systematic observations and communicate their findings effectively using text, graphs and charts.
- In the non-core foundation subjects, standards are good in both key stages in all subjects, with the exception in KS1 of design technology, history, geography and physical education where they are satisfactory. In music standards are very good in KS2.
- The school's 2002 NC assessment results for KS1 indicate that standards achieved in English are just above the national average. In science and mathematics, standards are significantly above the national average with 100 per cent of pupils gaining level 2 and above. In KS2, when compared with similar schools nationally and locally, the NC test results are in the top 25 per cent of the best performing schools.
- The quality of planning for the children under five is good. In KS1 and KS2, the school provides a suitably broad and balanced curriculum which meets the requirements of the NC and the syllabus for religious education. The quality of schemes of work to support teachers' lesson planning is not consistent and varies from satisfactory to good. The curriculum is appropriately supported by homework and enhanced by extra-curricular activities, particularly in team games and music. The school has successfully engaged in projects which promote sustainable development and the scheme of work in geography

deepens pupils' knowledge and understanding of this aspect of the curriculum. There is good provision for the *Cwricwlwm Cymreig*, and satisfactory provision for personal and social education.

- The quality of provision for pupils with SEN is good. Their needs are carefully assessed and resources are effectively deployed to ensure that pupils make sound progress. Higher attaining pupils are provided with increasingly challenging work to enable them to make very good progress. Aspects of record-keeping do not fully comply with the SEN Code of Practice.
- The development of key skills of literacy, numeracy and information technology to enhance the quality of work across the curriculum is good. Pupils' competence in key skills enables them to achieve a good standard in a broad range of subjects.
- The staff have developed a very caring and supportive ethos. Teachers know their pupils well, they provide them with consistent care and support and make appropriate provision for their welfare. Child protection procedures are good and health and safety issues are managed appropriately. The headteacher, teaching and support staff make a positive contribution to pupils' welfare.
- The quality of teaching is good overall. Of the lessons seen in KS1 and KS2, 15 per cent of the teaching was very good, 70 per cent was good, and 15 per cent was satisfactory. Teachers set high expectations for pupils, plan well for the range of ability in the class, and plan lessons which progressively develop pupils' skills and understanding. Relationships between pupils and teachers are positive and help to promote a high level of motivation for learning. In the early years, the quality of teaching is good overall.
- The school has effective procedures for the evaluation of standards achieved in the core subjects and has used this information well to maintain standards. Assessment in the foundation subjects is limited and baseline assessment is not used sufficiently to track the progress of individual children.
- The provision for pupils' moral and social development is good overall. The principles and values which are expressed in the school's documentation are realised in the daily life of the school. Pupils treat one another and their environment with respect and they respond positively to the responsibilities which they are given. The provision for the development of their spiritual awareness is satisfactory overall but pupils do not consider issues in sufficient depth.
- The behaviour and attitude of pupils is good. They are considerate and courteous, they relate well to one another and to adults. Their positive behaviour contributes to their progress and the achievement of high standards. Attendance is good and lessons begin promptly.
- Partnerships between the school, parents and the community are good. Parents' views expressed at the meeting with the inspector and the survey of parents indicated a high level of satisfaction with the school. The school's links with other primary schools in the locality are limited. Links with the secondary school and arrangements for transfer are good. The school has not developed links with initial teacher training institutions. The school's partnership with industry is good.
- The school's buildings and grounds are maintained to a high standard and provide an attractive learning environment. Learning resources are good, particularly in information technology and music. There are some shortcomings. The accommodation in the early years is cramped for the number of pupils and lacks specialist outdoor facilities. In KS2,

the teaching areas are small and the open-plan nature of classrooms creates a background noise which detracts from the quality of teaching. Teachers have appropriate experience and qualifications for the age groups they teach. In the early years and KS1, there is an insufficient number of teaching support staff to meet the needs of all the pupils.

- The headteacher has established an ethos which promotes good behaviour, hard work and a positive attitude to learning. The governors are very supportive of the school, particularly in financial matters and in the appointment of staff. They know about NC test results but their knowledge of standards in the foundation subjects and their input into development planning is limited. The school has not established a comprehensive whole-school approach to self-evaluation. In particular, the role of subject co-ordinators is underdeveloped in terms of monitoring standards in the foundation subjects.
- Administrative routines are good, the school makes effective use of the resources at its disposal. Financial resources are well-managed overall. The headteacher and governors monitor the budget carefully and plan initiatives that enhance provision at the school. The school provides good value for money. Since the last inspection the school has made satisfactory progress overall, in relation to the key issues. In particular, school development planning has been improved and more time has been allocated to the teaching of music. Further progress is required in the school's procedures for assessing and recording pupils' progress and enhancing the spiritual dimension of pupils' work in religious education.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

In KS1 and KS2, in the lessons observed, pupils' standards of achievement were very good in 10 per cent of lessons, good in 75 per cent, and satisfactory in 15 per cent. Standards of achievement of children under-five are good overall.

- Baseline assessments indicate that the majority of children enter school with levels of attainment which are average. They make sound progress and most reach the Desirable Learning Outcomes by the time they are five. Standards are satisfactory in language, literacy and communication skills, and physical development. Standards are good in personal and social development, mathematical development, creative development and knowledge and understanding of the world. A minority of children do not develop their language skills sufficiently.
- In KS1, standards in English are satisfactory overall. Pupils make steady progress in reading and writing. A minority progress very well and achieve good standards. A minority of boys do not sustain good levels of concentration and make slower progress.
- In KS2, standards in English are good. A significant number of boys and girls in Y5 and Y6 reach a very good standard in their written work. The aspect in which they make slower progress is their readiness to take an active part in discussion.
- Standards are good in both key stages in mathematics. Pupils make good progress in KS1, and by the end of KS2, the majority have developed effective methods of computation. They apply their mathematical skills in a range of contexts with increasing confidence and understanding. In science, standards are good in both key stages and pupils apply their knowledge and skills purposefully.

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- The school has consistently achieved good results in the NC tests over a five year period. The 2002 NC teacher assessments show that in KS1, the results in English are average when compared with similar schools nationally. In mathematics and science, the results are in the top 25 per cent of the best performing schools.
 - In KS2, the 2002 NC assessments show that pupils achieve very good results which are significantly above the national average in the core subjects. When compared with similar schools nationally and locally, who have 8.4 per cent entitled to free school meals, the results indicate that the school is performing in the top 25 per cent of schools. Ninety-six per cent of pupils gained level 4 or above in the three core subjects of English, mathematics and science compared with a national figure of 68 per cent. In English, 96 per cent of pupils gained level 4 and above with 71 per cent gaining level 5. In mathematics, 100 per cent of pupils gained level 4 and above, 56 per cent gained level 5. In science, 100 per cent of pupils gained level 4 and above, 76 per cent achieved level 5.
 - In the foundation subjects and religious education in KS1, standards are good in all subjects with the exception of design and technology, history and geography where they are satisfactory. In KS2, standards are good in all foundation subjects. In music, they are very good. In religious education, standards are satisfactory.
 - The school sets targets for all pupils in Y5 and Y6 in the core subjects. The performance of pupils is carefully assessed and interventions are made in order to overcome areas of weakness. In addition, pupils' performance in the early years and KS1 is monitored in literacy and numeracy. The progress of lower achieving pupils is targeted for additional support in small groups. As a result, the majority of pupils, including those with SEN, make good progress overall in relation to their targets.

3.2 Standards Achieved in Key Skills across the Curriculum

Pupils' standards of achievement and progress in the key skills across the curriculum are good overall.

- Children under five make sound progress in the use of key skills across all areas of learning. The majority of pupils' language skills develop well, they read simple sentences and recognise the names of characters in books they read and they make good use of their emergent writing skills. In number, they consolidate their knowledge through counting and matching activities. They use the computer and listening centres confidently to support their learning.
- In KS1 and KS2, most pupils make good progress in the development of their listening skills, although a minority of boys in KS1 make slower progress in this aspect of their learning. Pupils make satisfactory progress in the development of their speaking skills. They respond well in question and answer sessions in class but their confidence in entering a discussion and expressing their opinions and point of view is less well-developed. Pupils' reading and writing skills are effectively developed for a range of purposes across the curriculum throughout the school. In both key stages pupils use their numeracy skills well in a range of contexts.
- Information technology skills are used well across the curriculum. Pupils use information technology to present their writing and to produce databases and graphs in science and mathematics.
- Pupils with SEN are well-supported both inside the class and in withdrawal groups and make good progress in line with their stage of development.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

The school makes good provision for the pupils' social, moral and cultural development. The provision for pupils' spiritual development is satisfactory. The school meets its statutory responsibilities for collective worship.

- Pupils are confident that they are safe and that their welfare is important in the school community. They are fully aware of right and wrong behaviour and show respect for their own and for school property. They contribute to a number of different charities, learning to support those less fortunate than themselves.
- Pupils respond positively to the school's merit system for effort, achievement and behaviour. Relationships between pupils and adults in the school are mutually respectful and constructive. Pupils are courteous to visitors. They relate well with pupils of all ages; most work well in collaboration with a partner or with a small group. Those who are given responsibilities carry them out conscientiously, using their initiative if necessary. Forty pupils belong to the school choir which offers good social experiences.
- The *Cwricwlwm Cymreig* is established in the school; pupils sing Welsh songs, celebrate St David's Day and are now competing in the Urdd Eisteddfod.
- In geography and history, pupils learn about their local area. Year 6 pupils' cultural knowledge is enhanced in history and art. Pupils go on visits to complement their work on Romans and they learn about aspects of Judaism, Islam and Christianity in religious education.
- The local vicar leads collective worship once a term. Although pupils write their own prayers and participate in school and class-based worship, there is too little emphasis on reflection, both in the services and in lessons. In religious education, pupils learn about the customs and ceremonies of other religions beside Christianity but they do not develop their own ideas or consider their own values sufficiently.
- There is a policy on racism and striving for racial harmony which is incorporated into school life.

4.2 Behaviour and Attitudes

The standards of behaviour and attitudes to learning are good overall in KS1 and very good in KS2.

- Pupils are polite, courteous and collaborate well with each other. During breaks and lunchtime, pupils play exuberantly but sensibly. Pupils respond very positively to the school's merit system and to the staff's "assertive discipline" approach.
- In KS1, pupils behave well in school both inside and outside the classroom overall, but there is some restlessness and inattentiveness in reception and KS1 which can, at times, affect the pace of the lesson and the progress made by other children. Pupils in KS2, have positive attitudes to learning, and they persevere well on the task set which enables them to make sound progress and reach good standards of achievement.
- The school has an anti-bullying policy in place. Incidents of behaviour which fall short of the school's high expectations are dealt with effectively. The school has not excluded any pupils in the last 12 months.

4.3 Attendance

Pupils at the school have a good record of attendance and unauthorised absences are rare. When absences occur they are investigated promptly.

- The school's registers are kept in good order. The small number of late arrivals to school are not correctly recorded as unauthorised absences. Punctuality is generally good and lessons start promptly.
- The legal requirements for recording and reporting attendance are met satisfactorily.

5. QUALITY OF EDUCATION

5.1 Teaching

The quality of the teaching in the school is good. In KS1 and KS2, of the lessons seen 15 per cent was very good, 70 per cent was good and 15 per cent satisfactory.

- The quality of teaching children under five is good. The teacher and nursery nurses have a sound knowledge of the Desirable Outcomes for Learning. They induct children sensitively into the routines of school life and help them to feel secure and valued. The teacher and three nursery nurses work very closely together to plan and monitor pupils' progress in achieving the Desirable Outcomes for Learning and preparing for the NC.
- In KS1 and KS2, teachers use a broad range of strategies to develop pupils' confidence and self-esteem. They have a good knowledge of the NC subjects and they set clear and appropriate expectations for pupils' behaviour and standards of work.
- Teachers in KS2, build very effectively upon pupils' prior learning in KS1. They maintain a learning environment which is well-ordered, purposeful and calm and which enables pupils to make progress academically and in the development of their personal and social skills. Teachers allocate responsibilities to older pupils which helps with the efficient day-to-day running of the school.
- Teachers plan lessons which have clear objectives. Planning takes into account the differing needs of pupils and lessons are planned which maintain a lively pace of learning and which sustains pupils' interest.
- The school makes effective use of teachers' specialist skills. Music is taught by one teacher throughout the school; this has enabled pupils to make significant progress. At the beginning of KS2, teachers exchange classes in religious education, Welsh, geography and history so that they can teach to their specialism. This arrangement provides continuity in these subjects and has a positive impact on standards. Teachers' capacity to promote the use of information technology across the curriculum has been significantly enhanced by the support of a part-time technician. Teaching support staff are well deployed and make an effective contribution to pupils' learning.
- Teachers know their pupils well and the relationships between teachers and pupils are very supportive and constructive; this makes a significant contribution to the positive attitudes to learning that teachers engender in their pupils.
- The opportunities that teachers provide for pupils in music and sport within the curriculum and as extra-curricular activities significantly reinforce the positive attitude pupils have towards school life.

5.2 Assessment, Recording and Reporting

The quality of assessment, recording and reporting is satisfactory but there are shortcomings.

- Baseline assessments are used effectively to plan work that promotes the Desirable Outcomes for Children's Learning. Regular assessment of the work of the under-fives is undertaken but it is not used sufficiently to track the progress of individual children.
- In KS1 and KS2, arrangements for the assessment and reporting of pupils' progress in mathematics and English are useful but procedures for assessing the standards of pupils' work in the foundation subjects are underdeveloped. The school makes good use of the data from national tests in the core subjects both to compare its performance with other schools and to use this information effectively in order to help maintain good standards.
- Teachers mark pupils' work regularly. In both key stages, marking, including specific advice on enhancing work, is often done in the presence of pupils. The recording of pupils' progress across the curriculum has recently been modified with the introduction of a commercially produced record book but the system is yielding information of limited value in terms of further enhancing pupils' performance.
- Constructive use is made of the information gleaned from assessment data to identify pupils who require SEN support and those who have the potential to achieve higher grades. The reporting and recording requirements of the SEN Code of Practice are not fully implemented.
- The school meets its statutory requirements for reporting to parents with the exception of SEN pupils. There are two parents' evenings in which children's progress can be discussed. The quality of the annual written reports provided for parents is good.

5.3 Curriculum

The quality of the curriculum provided by the school is good overall and meets the requirements of the NC.

- The curriculum for the under fives enables good progress to be made towards the Desirable Outcomes for Learning in most of the areas of learning. Clear objectives are set for activities and teachers' planning helps children to make good progress. The space available for the number of children in the early years is restricted. This, and the absence of a secure outdoor playing area, places constraints on the range of activities that can be planned, particularly for aspects of children's physical development.
- In KS1 and KS2, the curriculum is broad and balanced, all the subjects of the NC, and religious education are taught for an appropriate amount of time. The school's long-term planning is sound - it ensures that all aspects of the NC are addressed. It also identifies opportunities for development of key skills and the *Cwricwlwm Cymreig*. The quality of schemes of work in subjects to support teachers' lesson-planning varies from very good to satisfactory. Homework is set regularly and makes a positive contribution to pupils' learning.
- The school ensures that there is equality of access and opportunity for all pupils. Their progress is formally monitored in literacy and numeracy and support is provided in class both for higher achieving pupils and pupils with SEN. In addition, pupils with SEN are also given weekly support in small groups to develop their literacy skills. The school is reviewing its arrangements for personal and social education. A whole-school approach

has recently been drawn up which is intended to provide better continuity, at the moment the provision is satisfactory.

- Pupils' development is enhanced significantly through links with the community and through extra-curricular activities such as music and sport. The school has a well-established tradition of sporting success in athletics and team games.

5.4 Support, Guidance and Pupils' Welfare

Provision for the support, guidance and welfare of pupils is good .

- Teachers know their pupils well. They provide a secure and purposeful learning environment which supports pupils' personal and social development. Supervision during break and lunch times is attentive to pupils' need.
- The health and safety policy offers useful guidance to teachers. Procedures for child protection are clear and appropriately implemented. Fire drills are held regularly, each classroom has a map of two possible escape routes. Most of the teachers hold current first-aid qualifications. There is an accident book but no formal system to record hazards.
- The school liaises regularly with the Educational Psychological Service, the local education authority (LEA), the SEN services, and other outside agencies. Some areas of personal and social education, including sex education, are addressed well, but there is a need to formalise the teaching of personal and social education, to ensure all aspects are covered with all pupils. The headteacher has been informed of minor safety issues observed during the inspection.

5.5 Provision for Pupils with SEN

The provision for pupils with SEN is good but the documentation for recording and reviewing pupils' progress does not comply with the Code of Practice.

- Thirteen pupils have been identified as in need of additional support over and above what is offered in class. One pupil has a statement of SEN; documentation for this pupil complies with the Code of Practice.
- Pupils are withdrawn in small groups and receive appropriate weekly support from their SEN teacher. Pupils are provided with suitable materials and support and make good progress in the development of their literacy skills. Appropriate group targets are set and their progress is recorded efficiently. These pupils are termed by the school as being on a "catch up programme". However, they do not have group or individual education plans (IEPs), which would ensure that formal review procedures are firmly in place.
- Pupils with SEN are provided with equal access to the curriculum through careful planning on the part of their teachers which ensures that pupils work to the level of their ability.

5.6 Partnership with Parents and Community, Schools and Other Institutions

The overall quality of these partnerships is good.

- Parents are supportive of the staff and school. The school provides parents with good quality information. Parents are invited into school for performances and school

assemblies. The Friends of Deiniol School Association raise valuable funds for school use.

- The school plays an important part in the life of its community. Links with the local church are very good. The Rector visits the school regularly and pupils visit the local church.
- Members of the public talk to pupils about local history. The school has helped to produce a map of the village and it raises funds for charity. Pupils entertain locally and further field and have staged a pantomime with members of the community.
- The school, through its involvement in the creation of a marshland nature habitat, has gained a valuable asset for its pupils.
- The school, which transfers pupils to Maelor High School, maintains satisfactory links with local primary schools in the Wrexham area with regular meetings at headteacher level. Pupils join in sports competitions with other schools and have been successful at many sports and athletic meetings. Pupils also join the Urdd activities and visit Glanllyn.
- The school's relationship with Maelor High School is very positive. Year 6 pupils make familiarising visits to Maelor School and take part in joint curricular work in preparation for Y7 pupils. This has also helped to extend Y6 pupils' skills in design and technology.
- The school receives students from Wrexham colleges. A close working relationship with the mobile library service has been developed. Police and fire service officers come into school and talk with pupils on matters of safety. The school makes full use of all the relevant services offered by the LEA and receives regular visits by its officers.
- The school has not developed links with initial teacher training institutions.

5.7 Partnership with Industry

Despite the absence of a formal school policy on this aspect, the governors have shown an awareness of its importance and through various links with local firms have created a good partnership with the world of work.

- The school has established an information technology link in Afghanistan which has provided pupils with a first-hand source of interesting information.
- The school has good links with the local creamery and bank, both have helped to improve the information technology resources for the school.
- A local business has provided the school with furniture and a number of companies have shown generosity by contributing goods and services which have benefited the school.
- Staff development and extra-curricular activities have not been significantly enhanced by links with industry.

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

The quality of the school's procedures for self-evaluation is satisfactory.

- The school has a three-year school development plan (SDP) which contains a considerable amount of useful forward planning, particularly in relation to enhancing

overall provision. The governors and the headteacher analyse data in relation to the national tests. The headteacher and deputy headteacher use national and local data to gauge their Y6 pupils' achievements and to set future targets. They also assess perceptively what they have to do to maintain the good standards in the core subjects.

- The school's methods of self-evaluation are not sufficiently embedded in the whole school: they do not draw on sufficient first-hand information drawn from the quality of learning and teaching, and from the monitoring of standards, particularly in the foundation subjects. Although the teaching staff work as a productive team, the school has yet to fully utilize and develop the expertise and management potential of subject co-ordinators. At present, their input into self-evaluation and development planning is too limited.

6.2 Leadership and Efficiency

The quality of the leadership in the school is good overall but there are some weaknesses.

- The headteacher and governing body aim: to provide equality of opportunity for all pupils; to ensure that pupils make good progress, and that positive moral values are exemplified in the work of the school.
- This vision for the school is successfully implemented on a day-to-day basis by the teaching and non-teaching staff. The school's daily routines are underpinned by values which effectively promote good behaviour, positive attitudes to learning, and a commitment to high standards of work.
- The governors are very supportive of the school and there are good channels of communication between the headteacher and the governing body. The governors carry out their responsibilities well in relation to finances but their role in development planning, and the monitoring of standards is underdeveloped.
- The school budget is carefully managed and reviewed. Clear criteria are laid down to guide purchasing decisions which help to ensure that the school receives good value for money. The SDP covers a period of three years. It sets general targets over this period and then specific priorities for the present year which are timetabled, costed and linked to success criteria. The main shortcoming in development planning is that it is not linked closely enough to a culture of self-evaluation which is firmly based on the careful monitoring of progress and standards in foundation subjects.
- The school makes effective use of its staff overall. For example, the appointment of a part-time technician who maintains the computer equipment ensures that staff do not waste time overcoming equipment failures. However, in the early years and KS1, the support available for teaching staff in relation to the numbers of pupils is insufficient. In addition, subject leaders to date have not received sufficient support and guidance in terms of their management responsibilities, particularly for monitoring progression and standards in their subject areas. Their input into constructing and monitoring the SDP is also very limited.
- The routine administration of the school is conducted efficiently. The school has a significant budget surplus due to the increase in the number of pupils. This money has been identified as a fund which will provide support for teaching once the school's numbers are reduced to its official figure. There were no significant shortcomings highlighted in the auditors report and the school complies with statutory requirements and takes note of National Assembly for Wales guidelines.

6.3 Staffing, Accommodation and Learning Resources

Staffing, accommodation and learning resources are satisfactory overall.

- There are 6.3 full-time equivalent teachers including the headteacher who has a 0.5 teaching commitment. In the early years and KS1, there is an insufficient number of teaching support staff to meet the needs of all pupils.
- Teachers are appropriately qualified for the areas they teach, they have a good range of experience and are well-deployed. However, the ratio of adult to pupils in the early years and in KS1 is low. This leads to restlessness and lack of focus in some pupils. In the mornings, there are 54 children in the early years department with one teacher and three classroom assistants. The KS1 teacher has no support to help with a class of 32 pupils under seven years. The newly qualified teacher is being mentored appropriately by a colleague. Planning for the professional development of staff is satisfactory.
- There are 145 pupils in a school designed for 130. Teaching bays are small and many are awkwardly designed and storage space in classrooms is restricted. Lessons are sometimes disturbed by sound emanating from lessons in the hall and other classrooms which have open access to shared work spaces. There is no secure, enclosed play area for under fives. However, the school is well-endowed with very attractive external play and wildlife study areas.
- The school is well-maintained, clean and attractively decorated. The pupils treat their environment with respect. In KS1 and KS2, the school has enough resources of good quality to teach all aspects of the NC. There is a wide range of artefacts to stimulate and support pupils' learning. Learning resources for the under fives are good with the exception of large play equipment.
- The resources available to the school are well-managed overall. A carefully costed rolling programme of repairs and maintenance ensures the pupils are provided with a clean, attractive, safe and secure, learning environment. Projects involving the planting of wild flowers, bulbs and trees and the development of a wetland marsh at the rear of the school have been very successful.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

Provision for children under five is appropriate and promotes the Desirable Outcomes in the six areas of learning. Standards of achievement in nursery and reception class are good overall. They are good in mathematical development, personal and social development, creative development and in knowledge and understanding of the world. They are satisfactory in language and physical development. Baseline assessments indicate that the attainment of most children is average on entry to the school.

Language, literacy and communication skills

Good features

- Children make satisfactory progress in language, literacy and communication skills. Many are eager to answer questions and relate their experiences in class and communicate clearly with each other in role-play and small group work.

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- Children listen well overall. They focus well on listening tapes and follow directions correctly. They recall stories in considerable detail. Four to five-year-olds listen to and repeat Welsh words and phrases with clear pronunciation. They are making good progress in Welsh.
 - The three to five-year-olds know the sounds of initial letters and the four to five-year-olds are building well on their phonic knowledge. Most read simple words and take pleasure in reading to adults. The four to five-year-olds are making good progress in recognising and forming their letters and numbers, hold their pencils correctly and write competently moving from left to right. The majority can write their names clearly.

Shortcomings

- A significant minority of children in nursery and reception do not develop their language skills sufficiently. Classes are large and there is insufficient opportunity for one-to-one language work between adult and child.

Mathematical development

- The three to four-year-olds are making good progress in their understanding of numbers to five. They can count to at least 10. They know and name basic shapes and sequence, sort and match accurately in their number games.
- The four to five-year-olds can add objects and numbers forwards and backwards up to at least 20. They can count in twos to 10. They understand which number comes before and after a number in a sequence. They compare objects according to size and capacity. They sort objects into sets and they can describe an object's size in terms of large, medium and little. Children can identify 2-D and 3-D shapes and recognise, and make, patterns using three colours.

Shortcomings

- There are no significant shortcomings.

Knowledge and understanding

- Children are making good progress and show interest in learning about the world around them. They investigate various types of homes, interpreting, making and labelling their own diagrams of the rooms. They plant seeds and bulbs and tend them knowing they need light and water to survive.
- They explore their senses, for example hearing in their work on night sounds. Children identify geographical features on their walk around school. They have a good grasp of the effect of the passing of time on their lives. Children understand the different weathers they experience and what is the most appropriate clothing. They can draw faces to express different emotions and identify people who help them. Children are beginning to understand the rites of passage in their lives, enjoying the experience of participating in a wedding ceremony. The four to five-year-olds compose a thankyou prayer. Children are developing competent computer skills to communicate and handle information. They use the mouse confidently to rearrange objects on the screen and produce good quality artwork.

Shortcomings

- There are no significant shortcomings.

Personal and social development

Good features

- The three to four-year-olds have adapted well to the routine in their morning sessions. Children have a positive relationship with the staff and carry out their instructions correctly. They choose their activities sensibly, are learning to take turns and share. Children are beginning to work well together and demonstrate a purposeful approach to their tasks.
- Most are responsible for their own hygiene and most can dress themselves. In the lesson on celebrating a wedding, children become fully involved, behave appropriately and carry out their roles very seriously. The four to five-year-old children work well in small groups.

Shortcomings

- There are no significant shortcomings.

Creative development

Good features

- Children are imaginative in their use of colours, patterns, and shape. They use chalk, pencils and sponge competently in producing pictures. They respond well to the mood of music, make their own music, using percussion instruments.
- Children play a variety of roles with enthusiasm, sing a repertoire of English and Welsh songs and are developing the ability to maintain a steady beat and copy simple rhythms.

Shortcomings

- There are no significant shortcomings.

Physical development

Good features

- Children are developing good fine motor control of small implements such as paintbrushes and pencils. Many are making good progress in writing legibly. In physical education, they can make big and little steps, jump and walk on instruction and find space sensibly. Children are generally well co-ordinated. They know the effects of exercise on their bodies.

Shortcomings

- Pupils do not make sufficient development of larger control movements due to a lack of enough large play equipment.

English

Standards are satisfactory in KS1 and good in KS2.

Good features

- In KS1, most pupils speak clearly and they respond to instructions appropriately. More able pupils structure responses well when answering questions. For example, in science they give a clear account of how they have done experiments and explain their results logically. The quality of listening is variable. A minority of boys are inattentive but most pupils listen with increasing attention and respond well in class discussions and at story time.

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- Most pupils enjoy reading on their own, with a group and to the teacher. Younger children know the sounds of the alphabet and are familiar with a good range of letter blends. They have an increasing recognition of simple familiar words and a growing awareness of spelling patterns.
 - Younger pupils in Y1 can write letters of the alphabet and copy write with increasing accuracy. More able pupils are beginning to use their knowledge of letter sounds and basic words to write sentences independently. A significant minority of pupils make very good progress in Y2. They write for a broad range of purposes; handwriting is well-formed; familiar words are spelt correctly and full stops, capital letters and apostrophes to shorten words, are used with increasing accuracy.
 - In KS2, pupils build very effectively on the literacy skills developed in KS1. They make good progress in almost all aspects of the subject. Pupils listen carefully and make appropriate comments, albeit not extended answers, when responding to poems, stories and diary accounts. They steadily extend and refine their language skills by speaking to a range of audiences in the school. The clarity of their speech and expression in their Christmas production was very good.
 - Pupils read a progressively broad range of literature. They enjoy poetry, drama scripts, traditional stories and factual books and read with increasing fluency and accuracy both for pleasure and information. Older pupils in Y5 and Y6 extend and enrich their vocabulary with the efficient use of a dictionary and thesaurus.
 - Throughout the key stage pupils write for a wide variety of purposes including, play scripts, stories, diary accounts, poems, letters, and factual reports. They plan their work, redraft and improve it. Pupils in Y5 and Y6 evaluate each others work in small groups and select the best items for inclusion in a project folder. Pupils make good progress from one year to the next in developing their handwriting, extending their knowledge of spelling patterns and punctuation. By Y6, the majority of pupils have well-formed handwriting, good levels of accuracy in spelling, a sound knowledge of grammar, and an ability to write well for a broad range of purposes. A significant number of Y6 pupils achieve very good standards of writing.

Shortcomings

- In KS1, a significant minority of boys find it difficult to sustain careful listening for any length of time, and find it difficult to explain things in any detail or with sufficient clarity. They make slow progress in the development of independent writing.
- In KS2, a significant minority of pupils engage with only limited confidence in discussion and have not developed skills in justifying what they think, and evaluating in sufficient depth their own and others thoughts and opinions on a range of topics.

Mathematics

Standards in mathematics are good in both key stages.

Good features

- In KS1, pupils make good progress. In Y2, they can add and subtract numbers up to 10 accurately, more able pupils can order numbers correctly up to 100. They identify odd and even numbers and count forwards and backwards in 10s up to 100. They accurately name and classify 2-D and 3-D shapes and identify lines of symmetry in shapes. Pupils

accurately shade shapes into halves and quarters and gather simple information and represent their findings in simple tables and block graphs.

- In KS2, pupils build efficiently on previous work. Younger pupils develop flexible and efficient ways of adding, subtracting, dividing and multiplying with two and three digits. They explore number patterns and sequences confidently. They work efficiently in both mental and written calculations.
- Pupils in Y5 and Y6 have a good understanding of place value in numbers up to 1,000. They are confident using mental and written methods to solve problems. Pupils make good progress in their understanding of decimals, fractions and percentages. They use calculators efficiently to check their work. They can find the perimeter of simple shapes and work out the areas of rectangles. They can estimate angles accurately. They gather information and construct bar and line graphs and pie charts. They use computer programmes to reinforce their learning and to enhance their work.

Shortcomings

- Pupils' skills in devising their own mathematical strategies and trying out different mathematical approaches and choosing ways to present their work is limited.

Science

Standards of achievement in science are good in both key stages.

Good features

- In KS1, pupils develop investigative skills well. When conducting simple experiments they make careful observations and understand that they need to consider different conditions. They can identify household objects which use electricity and make a simple electric circuit to light a bulb. They group materials according to some of their properties and suggest what they could be used for. They know that plants require water and light to grow and that animals use their senses, move, feed, grow and reproduce.
- In KS2, pupils extend their investigative skills and understand that factors affecting fair testing need to be included in the planning of an experiment. Pupils predict and consider evidence sensibly in order to draw conclusions. Younger pupils have a sound knowledge of the function of aspects of the human body such as teeth and the heart. They understand that sounds are caused by vibrations which govern pitch and can travel through various materials.
- Older pupils in KS2, have a good concept of conductors, insulators and how a slide switch is used to control electrical devices. They build circuits with more than one bulb. They have a good knowledge of the properties of materials and the processes required to separate them. In their work on light, they identify sources and know how the eye gives us sight. Year 6 pupils investigate magnetism, predicting relative strengths and, using batteries, test which materials can be converted to magnets.
- Pupils use databases and graphs well to present their findings.

Shortcomings

- More able pupils do not undertake more searching and independent projects.

Welsh second language

Standards of achievement in Welsh are good in both key stages. Year 6 oracy is very good.

Good features

- Pupils have been introduced to Welsh in the early years through incidental greetings and songs.
- In KS1, pupils make good progress in acquiring spoken vocabulary in Welsh. Pupils speak clearly and confidently in simple dialogues, asking and answering questions with good pronunciation. They are developing the skill of adapting basic language patterns to a variety of situations.
- Pupils perform the *Helpwr y Dydd* duties satisfactorily. They can describe the members of their families, varying weather conditions and clothing, recite the days of the week, and they know a range of colours and count up to 20. Many pupils read familiar and simple words clearly and respond with interest to what they have read. Some pupils are making good progress in writing basic sentences.
- In KS2, the majority of pupils capitalise on what they have learned in KS1, following a clear scheme of work well, and make steady progress in developing their language. The more fluent have a good recall of a wide range of words and expressions.
- In Y6, pupils make very good progress in speaking and listening using good pronunciation and intonation. They learn new patterns well from video and make good progress in response to good second language teaching.
- Most pupils can read familiar and simple new words and sentences accurately. Satisfactory progress is made in writing. Older pupils write short dialogues, such as work on the senses.

Shortcomings

- Pupils do not practise speaking or listening to incidental Welsh consistently across the curriculum or across the school.

Design and technology

Standards are satisfactory in KS1 and good in KS2.

Good features

- In KS1, pupils work with a variety of materials including paper, card, junk materials and fabrics and foil. They select suitable materials for making models and they cut and glue card to make models. They apply simple paint finishes to their products.
- In KS2, pupils make good progress in the development of their design and making skills. In Y3 and Y4, they study a range of musical instruments to see how they work. They design and make simple musical instruments and discuss how successful they are. In Y4 and Y5, they study an alarm system, examine a number of commercially produced switches and then devise their own alarm based on a simple electrical circuit.
- In Y5 and Y6, they study the packaging and cover designs of pizzas, consider pizza base recipes and a selection of toppings. They make pizzas for lunch and evaluate their quality and cost effectiveness. Year 6 pupils enhance their measuring and cutting skills in a project linked to a secondary school, where they design and make a good quality jigsaw and a box containing it. They encourage the infants to use their product and evaluate how successful their products are.

Shortcomings

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- In KS1, pupils' measuring, marking out, cutting and shaping and joining skills are insufficiently developed, and the range of finishes and embellishments they use to enhance their models is restricted.

Information technology

Standards of achievement in information technology are good in both key stages.

Good features

- By the end of KS1, pupils use software programs competently to reinforce their literacy and numeracy skills. They use art packages to create shapes and colour them. They control the mouse well and most can access, save and print their work without help.
- Key Stage 2 pupils use their information technology skills confidently to communicate their findings and ideas in text, tables, pictures and graphs across the subjects of the curriculum. They understand the importance of information technology in their studies and use it well to support the functioning of the school, for example they print out menus, lists of class responsibilities and swimming groups.
- They can store information files and are competent in a range of word-processing features. They use CD-ROMs, the interactive white board and the Internet well to enhance their research. Pupils use control technology to model the sequence of traffic lights.

Shortcomings

- There are no significant shortcomings.

History

Standards are satisfactory in KS1 and good in KS2.

Good features

- In KS1, pupils know stories from the past including historical figures such as St David and Mary Jones. They have an increasing awareness of how their lives differ from people's lives in the recent past such as their grandparents. They gather information first-hand by asking grandparents and great grandparents about their experiences as a child and compare it to their own. Most pupils are beginning to understand why people in the recent past acted in the way they did and how advances in technology have changed people's lives. Older pupils study a range of domestic items from the recent past and have some awareness of what they have been replaced by and how this has changed people's lives.
- In KS2, pupils make good progress. They develop an awareness of people's lives in different periods from the past including life in Britain in the early 19th and 20th Century, the Stuarts and the Romans. They use a good range of historical sources including information technology, artefacts from the Victorian period and census details. They visit sites and houses of historical interest to deepen their understanding of the period they are studying.
- Pupils present their results in a variety of ways. In KS1, they use role-play and draw and label simple sketches. In KS2, they deepen their understanding by performing a dramatic production from the Victorian period. Pupils produce a day in the life accounts of soldiers and letters of protest about the life and working conditions of factory workers.

Shortcomings

- In KS1, pupils' skills in communicating their knowledge and understanding of history in a variety of ways is restricted.

Geography

In KS1, standards are satisfactory. In KS2, standards are good.

Good features

- In KS1, the majority of pupils have a growing awareness of their school and its location. They can talk about where they live and describe it in drawings and simple captions. They identify on a map the location of the main features in the village such as the post office, church and shops and make a simple key on the map to identify the main features. They are beginning to use maps with a larger scale and some pupils can identify the countries of the United Kingdom and the location of Wrexham.
- In KS2, pupils in Y3 and Y4 study and describe the key features of a school and its locality in another part of Wales. They use maps and aerial photographs to identify the physical and human features of the locality. They make comparisons with their own school and consider how their school grounds can be improved.
- Pupils in Y4 and Y5 study the theme of environmental change and have good awareness of how the development of a water park has changed the environment and land use. In Y5 and Y6, pupils study their village and consider ways of improving it. They study the impact of pollution in relation to oil spillage and identify what can be learnt from the event to protect the environment in the future.

Shortcomings

- In KS1, pupils' use of secondary sources for obtaining geographical information is limited and their use of information and communications technology to assist their work in geography is restricted and their mapping skills are insufficiently developed.
- In KS2, pupils do not develop their geographic enquiry skills adequately in relation to a less economically developed country.

Art

Standards of achievement in art are good in both key stages.

Good features

- In both key stages, pupils are developing a keen eye for colour and pattern and mix their colours intelligently. In KS1 for example, they create their own version of Macintosh's "Bouquet" or Van Gogh's "Sunflowers" as well as Kandinsky's and Monet's work on plants.
- In both key stages, pupils make good progress in 3-D work throughout the school. They make various models and masks to note the Chinese New Year in Y1 and Y2 and "Iron Man" masks to support their English work in Y3 and Y4. Older pupils produce well-considered and creative examples of weaving and they produce well-finished sculptures from their study project with the support of a visiting sculptor.
- Pupils develop their skills in line and tone very competently, younger pupils' silhouettes are carefully worked. Older pupils' sculptures on canvas, based on Kufalo, a Portuguese

artist, are good. Many pupils are making good progress in observational drawing and the use of sketch books.

- Pupils' artistic ability is well-represented in the community millennium project's published drawings of local buildings of interest.

Shortcomings

- There are no shortcomings.

Music

Standards are good in KS1, and very good in KS2.

Good features

- In KS1, pupils listen to recorded music, discuss its mood and their own reactions to it. They can identify basic elements such as the dynamics, and pitch of a piece.
- They repeat spoken and clapped rhythm patterns and maintain a steady beat. Pupils compose their own sound pictures of night and scary sounds; they illustrate in sound a variety of poems.
- Throughout the school pupils' singing is spirited and enjoyed by all. In KS2, pupils sing very well. They do so with vigour and in tune and they sing in the round and two-part harmony. The singing of the choir is of a high standard. They are rigorous in their willingness to practise and polish their performance. They breathe correctly and enunciate their words clearly.
- Pupils play very competently and with confidence individually and in small ensembles. They play a variety of tuned and untuned instruments to present their own compositions, for example, 'Pentagroovy' and 'Tango 2'.
- Pupils have a good working vocabulary of musical terms. They listen to a wide range of music, for example Vivaldi, in assemblies. A large number of pupils have taken up the opportunity to learn the flute, violin and clarinet. They are making steady progress.

Shortcomings

- Pupils' appraisal and evaluation of musical compositions is limited.

Physical education

Standards are satisfactory in KS1 and good in KS2.

Good features

- In KS1, pupils understand the necessity for warm-up activities. They move with increasing control and have a good awareness of space and others around them. They develop basic actions such as jumping, stepping and landing. They use a range of small and large equipment and co-operate well when getting equipment out and putting it away.
- In KS2, pupils set out apparatus efficiently and safely and use it appropriately. They consolidate an increasing range of skills efficiently, including transferring weight from feet to hands, and refining a sequence of movements which demonstrate very good levels of control and co-ordination. Pupils work imaginatively in pairs and groups when creating balanced shapes with good levels of tension and elegance.

- In KS2, pupils make good progress in the development of an increasing range of skills in games lessons. Their level of co-ordination when controlling a ball with their hands or feet when passing, striking and stopping a ball is good. They increasingly improve their understanding of tactics in relation to attacking and defending. They reflect on their performance and work hard at improving their skills. They compete very successfully in a broad range of sporting fixtures with other schools.
- In KS2, pupils make good progress in swimming . The majority of pupils gain distance and water skills awards. Pupils respond well to a three-day residential course where they develop a range of skills including orienteering and canoeing.

Shortcomings

- In KS1, a minority of pupils do not demonstrate sufficient control or precision in their performance and do not develop their skills effectively when undertaking tasks associated with gymnastics.

Religious education

Standards of achievement in religious education are good in KS1 and satisfactory in KS2. Pupils follow the approved syllabus.

Good features

- In KS1, pupils learn about Christianity through listening to, reading and illustrating many Old and New Testament stories.
- They discuss their feelings and personal experiences in the light of what they learn.
- Pupils describe how people celebrate certain aspects of Christian life. They consider various greeting cards, observe photographs of Christmas, Easter and baptism.
- When they enact a “wedding” pupils take part eagerly and learn well from the experience.
- Key Satge 1 pupils learn the basic features of Judaism. In addition to Christianity, KS2 pupils study Islam.

Shortcomings

- Pupils in both key stages do not consider artefacts sufficiently in order to have first-hand experiences.
- In KS2, pupils do not consider issues raised in any degree of depth.

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

The school was last inspected in 1997 and has made satisfactory progress overall in addressing key issues from the previous inspection.

The school needed to:

1 Improve standards of achievement in religious education and enhance the spiritual dimension of its work. Standards of religious education are now good. The spiritual dimension still needs further development.

2 Allocate more time to the teaching of music. This has been undertaken and pupils now make very good progress in music.

3 Ensure that practice for pupils with SEN is efficient and complies with the recommendations in the Code of Practice. The provision for SEN is good, however, record keeping in relation to IEPs still does not fully comply within the guidance in the Code of Practice.

4 Apply more effective management strategies in order to:

Devise an SDP with a longer term perspective. This has been undertaken.

Ensure that the curriculum is fully co-ordinated, monitored and developed. Planning for progression in all aspects of the curriculum has improved, the monitoring of how it is being implemented by teachers has not been sufficiently developed.

Develop improved and consistent whole-school procedures for assessment and recording pupil' progress. Effective whole-school procedures assessing pupils progress in the core subjects are in place. Systems for the assessment and recording of pupils' progress in the foundation subjects have not been developed sufficiently.

Implement a system of staff appraisal and provide for a planned programme of professional development for staff. This aspect of management has only recently got underway as part of the school's performance management policy.

8.2 Key Issues for Action

To build on the good standards achieved overall by the pupils and to improve aspects of provision, the school needs to:

- raise standards in subjects which are satisfactory;
- consider ways of enhancing support for teaching in KS1;
- improve the quality of assessment and recording in the foundation subjects;
- bring record-keeping for pupils with SEN in line with the Code of Practice;
- develop the role of subject co-ordinators in relation to monitoring standards and consider ways of involving them more fully in the process of self-evaluation;
- involve the governing body more fully in all aspects of development planning.

APPENDIX

A. Basic Information About the School

Name of School	Ysgol Gynradd Deiniol
School type	LEA maintained primary school
Age-range of pupils	3 to 11
Address of school	The Ridgeway Marchwiell Wrexham
Post-Code	LL13 0SB
Telephone Number	01978 353760

Headteacher	Mr M W Davies
Date of appointment	September 1984
Chair of Governors	Mr F A Reeves
Registered Inspector	Dr Stuart Humphreys
Dates of inspection	17-19 March 2003

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	20	16	21	17	19	25	15	26	159

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	5	2	6.3

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	25:1
Pupil : adult (fte) ratio in nursery classes	12.5:1
Average class size, excluding nursery and special classes	28.6
Teacher (fte) : class ratio	16:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Term 1	94.5	96.8	96.3	95.9
Term 2	92.3	94.2	93.1	93.2
Term 3	92.6	94.7	95.1	94.1

Number of pupils excluded during 12 months prior to inspection	0
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C. Results of National Curriculum Assessments and Public Examinations

END OF KEY STAGE 1: 2002

National Curriculum Assessment KS1 Results: 2002			Number of pupils in Y2: 16					
Percentage of pupils at each level								
			D	W	1	2	3	4
ENGLISH:	Teacher Assessment	School	0	0	13	44	44	
		National	0	4	14	64	18	0
EN: Reading	Teacher Assessment	School	0	0	13	38	50	
		National	0	4	14	57	25	0
EN: Writing	Teacher Assessment	School	0	0	13	50	38	
		National	0	5	14	70	11	0
EN: Speaking and listening	Teacher Assessment	School	0	0	12	44	44	
		National	0	3	12	64	21	0
MATHEMATICS	Teacher Assessment	School	0	0	0	62	38	
		National	0	2	10	65	23	0
SCIENCE	Teacher Assessment	School	0	0	0	56	44	
		National	0	2	11	70	17	0

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

In the school	88	In Wales	80
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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: 2002

National Curriculum Assessment KS2 Results: 2002			Number of pupils in Y6: 25										
Percentage of pupils at each level													
			D	A	N	B	W	1	2	3	4	5	6
English	Teacher Assessment	School								12	40	48	
		National	0	0	2	n/a	1	1	6	21	48	21	0
	Test/Task	School								4	24	72	
		National	0	2	2	0	n	n	5	17	48	26	n
Welsh	Teacher Assessment	School											
		National	2	0	3	n/a	0	1	5	24	48	17	0
	Test/Task	School											
		National	2	2	0	2	n	n	4	22	50	18	n
Mathematics	Teacher Assessment	School								8	40	48	4
		National	0	0	2	n/a	0	1	5	22	47	23	0
	Test/Task	School									44	56	
		National	0	2	1	1	n	n	5	22	44	25	n
Science	Teacher Assessment	School									36	64	
		National	0	0	2	n/a	0	0	4	17	52	25	0
	Test/Task	School									24	76	
		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	95	In the school	96
In Wales	68	In Wales	68

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

A team of three inspectors carried out the inspection over a period of three days. The team:

- observed 22 lessons or parts of lessons;
- listened to pupils read;
- scrutinised samples of pupils’ work;
- examined the school’s registers of special needs;
- discussed aspects of work and school life with pupils;
- attended school assemblies;
- examined the current SDP and school policy documents;
- studied teachers’ planning;
- interviewed the headteacher staff;
- held a meeting with the governing body and parents prior to the inspection;
- analysed the responses to completed questionnaires returned by parents;
- checked the attendance registers and observed the daily registration of children;
- examined the governors annual report to parents.

E. Composition and Responsibilities of the Inspection Team

Inspector	Type	Aspect Responsibilities	Subject Responsibilities
Stuart Humphreys	RgI	1. Context 2. Main findings 3.2 Standards achieved in key skills across the curriculum 5.1 Quality of teaching 5.3 Curriculum 5.5 Provision for pupils with SEN 6.1 Quality of self evaluation and planning for improvement 6.2 Leadership and efficiency 8.1 Progress since the last inspection 8.2 Key issues	English mathematics design and technology history geography physical education
Meiriol Meredith-Jones	Team	4.1 Pupils' spiritual, moral, social and cultural development 4.2 Behaviour and attitudes 5.2 Assessment , recording and reporting 6.3 Staffing accommodation and learning resources 5.4 Support, guidance and pupils' welfare	under-fives Welsh second language science information technology music art religious education
Gwilym Morris	Lay	4.3 Attendance 5.6 Partnership with parents and community, schools and other institutions 5.7 Partnership with industry	

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