

REPORT

on the

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

**GELLIFOR COUNTY PRIMARY SCHOOL
SCHOOL LANE
GELLIFOR
NR. RUTHIN
DENBIGHSHIRE
LL15 1SG**

School Number: 663/2614

Date of Inspection: 1st – 3rd March 2004

By

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Under Estyn contract number: T/137/03P

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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:

{PRI VAT E }	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 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 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 Gellifor is a Community Primary School, which opened in 1868 and re-modelled in 1987. A further extension of the classroom accommodation was completed in 1996. It is situated in the small village of Gellifor, not far from the market town of Ruthin in North Wales, and is maintained by Denbighshire County Council.

The school caters for children aged between three and eleven years. A nursery unit operates every afternoon. Currently, there are 91 pupils on roll, including 9 part-time nursery children. The school's official accommodation figure is 89.

Pupils are drawn from a relatively prosperous area and are neither advantaged nor disadvantaged, with a full range of ability. No pupils are entitled to receive free school meals (FSM). Ninety nine per cent of pupils come from homes where English is the predominant language with about one per cent from Welsh-speaking homes. One pupil has a statement of special educational needs (SEN), with six on School Action and three on School Action Plus. there are no pupils for whom the National Curriculum has been modified or disappled.

The headteacher has been in post since April 1987. There are four full-time teachers (including the HT) and two part-time teachers for four classes. The school's vision statement is: 'Preparing for a Healthy Future.....Together.'

The last inspection took place in January 1998.

2. MAIN FINDINGS

The main findings of the report

This is a very well led and effectively managed school, with many good features. The head provides very good leadership and has a good overview of 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

- During the inspection, standards of educational achievement were satisfactory or better in 100 per cent of the lessons seen, including 71 per cent where they were good and 10 per cent where they were very good.
- The educational provision for the under-fives is very good and successfully promotes the Desirable Outcomes for Children's Learning. The standards achieved are very good in each of the six areas of learning.
- Standards achieved by nursery and reception children in the six areas of learning are shown in the table below:

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

- Overall standards achieved by all children aged under five years are very good.
- Standards achieved by pupils in Key Stages 1 and 2 are as follows:

Subject	Key Stage 1	Key Stage 2
Welsh second language	Satisfactory	Satisfactory
English	Good	Good
Mathematics	Good	Good
Science	Good	Good
Design and technology	Good	Good
Information technology	Good	Good
History	Satisfactory	Satisfactory
Geography	Good	Good
Art	Good	Good
Music	No Judgement	Good
Physical education	No Judgement	No Judgement
Religious Education	Good	Good

- Standards on entry are above average compared with LEA figures.
- In 2003, the core subject indicator for KS1, that is, the percentage of pupils attaining at least level 2 by Teacher Assessment (TA) in English, mathematics and science, was 93 percent compared to 89 percent for the county and 80 percent nationally.
- For KS2, the percentage of pupils attaining at least level 4 in the core subjects, in the 2003 NC tests, was 86 per cent compared with 68 per cent nationally.
- Standards in NC tests have remained consistently good over the last three years.
- Pupils with SEN achieve good standards, and make good progress, relative to their ages and abilities.
- Standards in the key skill of listening are very good. They are good in speaking, reading, numeracy and information and communications technology, and satisfactory in writing.

Ethos of the school

- The school makes good provision for pupils' spiritual, moral, social and cultural development.

- Standards of behaviour are very good. The attitudes of most pupils towards learning are positive; they apply themselves well to their work and socialise well in the classroom and at play.
- Attendance rates are good. All attendance registers are maintained in accordance with statutory requirements and teachers are conscientious in recording data and monitoring pupils' attendance.

Quality of Education

- The overall quality of teaching is good across the school. Teaching was satisfactory or better in all the lessons observed, being very good in 13 per cent, good in 61 per cent and satisfactory in 26 per cent.
- The quality of assessment, recording and reporting is good. Pupils are assessed regularly during the school year with particular focus on literacy and numeracy.
- Overall, the school provides pupils with a broad, balanced and relevant curriculum which fulfils the requirements of the National Curriculum and religious education. Children under five years of age receive a very good, well balanced curriculum which is highly relevant to their needs in all areas of learning. In Key Stages 1 and 2, the curriculum meets with statutory requirements and is socially inclusive. All pupils have equality of access to the curriculum.
- The arrangements for pupils' personal and social development, including health and sex education, are good. Teachers promote racial equality sensibly and effectively.
- The *Cwricwlwm Cymreig* is promoted well in subjects such as art, music, history and geography and also through events such as the St. David's Day celebrations.
- The quality of support and guidance and the attention paid to pupils' welfare throughout the school are good. Pupils work and play in a caring, supportive environment where they are secure and valued by staff. They readily turn to adults for help and are listened to and treated with respect.
- Provision for pupils with special educational needs is good. The requirements of the SEN Code of Practice are being met and all pupils have equal access to the National Curriculum and Religious Education.
- The school's partnerships with parents, schools and other institutions are good, and very good with the community. The Home / School agreement is well established.
- The school's links with a range of industrial and business establishments are good.

Management

- Very good procedures have been established for self-evaluation and planning for improvement.

- A self-critical culture has been established among staff, pupils and governors, who all contribute effectively to the process of self-evaluation. They are aware of its findings and are committed to school improvement in terms of learning, teaching, relationships and equality of opportunity.
- Overall, very good leadership is provided by the headteacher, who has created a positive ethos and given a clear sense of direction to the life and work of the school. He is ably supported by a committed and dedicated staff and an effective and well informed body of governors.
- However, the Governing Body's Annual Report to parents does not fully comply with NAW Circular 15/01.
- Finances are used wisely to serve the needs of the school and especially to provide support within classes. The budget relates closely to the schools' objectives and directly linked to priorities in the school development plan (SDP).
- The school has an adequate number of appropriately qualified staff and the adequacy of the accommodation and learning resources is satisfactory.

School Improvement

- Very good progress has been made in dealing with the key issues identified during the last inspection. All issues have been effectively addressed.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards achieved in subjects and areas of learning

During the inspection, standards of educational achievement were satisfactory or better in 100 per cent of the lessons seen, including 71 per cent where they were good and 10 per cent where they were very good.

- The educational provision for the under-fives is very good and successfully promotes the Desirable Outcomes for Children's Learning. The standards achieved are very good in each of the six areas of learning.
- Nursery children achieve very good standards in physical, personal and social development and good standards in language, literacy and communication skills, mathematical skills, creative skills and their knowledge and understanding of the world.
- Reception children achieve very good standards in all areas of learning.
- Standards at KS1 are good in English, mathematics, science, design and technology, information technology, geography, art and religious education. They were satisfactory in Welsh as a second language and in history. No judgement could be made on pupils' achievements in music and physical education as no lessons were taught in these subjects during the inspection period.

- Standards in KS2 are good in English, mathematics, science, design and technology, information technology, geography, art, music and religious education. They were satisfactory in Welsh as a second language and history. No judgement could be made on pupils' achievements in physical education as the subject was not taught during the inspection.
- Over the last three years, 2001-2003, KS1 pupils' achievements were above LEA and national results in English, mathematics and science as judged by teacher assessment.
- In the KS2 NC tests, over the last three years, pupils achieved above national and LEA averages of Level 4 and above in the core subjects.
- The school's SAT results compare favourably with those of schools in a similar context.
- Pupils with SEN achieve good standards and make good progress, relative to their ages and abilities.
- The curriculum is socially and racially inclusive and all pupils are given equal opportunities in all aspects of school life.

3.2 Standards achieved in key skills across the curriculum

Standards achieved in listening in all subjects are very good. They are good in speaking, reading, the use of number and in information and communication technology. They are satisfactory in writing.

- Children under five achieve good standards in linguistic, numeracy and ICT skills, giving them a sound foundation for learning.
- Pupils in both key stages listen carefully, have very good recall of what they hear and respond promptly to instructions.
- Pupils are assured and fluent speakers in both formal and informal situations. They possess a good range of vocabulary and terminology in some subjects.
- They read confidently, using appropriate phonic and word recognition skills. They read the given reading material accurately and quickly in relation to their age and ability. Pupils in KS2 skim and scan print and on-screen information well.
- Pupils in both key stages are developing satisfactory writing skills. In both key stages, pupils' writing contains many inaccuracies and is often presented carelessly. Although they change writing styles according to the need of the subject few write at length to develop their ideas or observations.
- Pupils make good progress in mental mathematics, in number, measuring, weighing and handling data. This is most evident in their work in science, design and technology and geography.

- In KS2, pupils make good use of their ICT skills to research information on the Internet and CD-Roms, and use subject specific packages to enhance their work in other areas such as mathematics and English.
- Boys and girls achieve equal standards in key skills.

4. ETHOS OF THE SCHOOL

4.1 Pupils' spiritual, moral, social and cultural development

The school makes good provision for pupils' spiritual, moral, social and cultural development.

- The school's mission statement is: "Towards a healthy future- together" and, to this end, the staff are successful in their promotion of values, sense of identity and pride in the school. Pupils feel welcomed and have a secure sense of self-worth in a close, family environment.
- Pupils take part in regular, whole school or class based, Christian collective worship where prayers are said and they are encouraged to think sensitively on issues appertaining to their own lives and those of others. Each week, pupils meet to share in each other's successes.
- They have a good understanding of what is right and wrong and the relevance of school rules. They are courteous to adults in the school and show respect for their own and others' property.
- They contribute generously to charities such as Macmillan Nursing, Christian Aid, Riding for the Disabled and have been instrumental in collecting much of the 15,000 GBP donated to the Jalashwary School Project, Nepal.
- Pupils demonstrate good social skills with each other and with visitors. They are polite and co-operative and are at ease with adults.
- They develop social independence in their visits to a wide variety of places including the Royal Liverpool Philharmonic, St. Asaph Cathedral, river dipping at the Loggerheads, Llangollen, a residential experience at a summer camp and in working for the John Muir Award.
- During Circle Time, pupils develop their personal and social skills in a quiet, controlled atmosphere. Pupils work very well in pairs and small groups and participate fully in their own St David's Day School concert.
- Developing use is made of Helpwr Heddiw in KS1. Older pupils in KS2 act as 'playground friends' to the younger children. The whole school participates in the Healthy School scheme.

- The Cwricwlwm Cymreig is established in the school and permeates the curriculum in all subjects although too few modern Welsh artists and composers, and songs, are studied. Older pupils attend Urdd camp.
- Pupils appreciate that life in other countries is different from Wales, through their contact with Nepal, and through their study of Botswana and aspects of Hinduism and Judaism in religious education.

4.2 Behaviour and attitudes

Standards of behaviour are very good.

- The headteacher and school governors have a clear vision about the ethos and standards which they seek to establish; policies and procedures are firmly established and implemented consistently across the school by members of staff.
- All pupils are aware of behavioural expectations and they respond well to the standards of leadership set by the school.
- An anti-bullying policy and procedure is included in the school's discipline policy; however, a few parents do not appear to be fully aware of the school's procedures.
- Relationships between pupils and pupils and staff are very good and, as a result, a purposeful and pleasant learning atmosphere prevails throughout the school.
- The attitudes of most pupils towards learning are positive; they apply themselves well to their work and socialise well in the classroom and at play.
- The school is a naturally lively but orderly and civilised community where routines, procedures and traditions are well established.
- There is a firm community identity within the school which has a positive effect on pupils' progress and on the good standards they achieve.
- Standards of behaviour have improved since the last inspection.

4.3 Attendance

The average attendance rate for three previous terms was good at 95 per cent.

- All attendance registers are maintained in accordance with statutory requirements and teachers are conscientious in recording data and monitoring pupils' attendance.
- There is no unauthorised absence and the school day operates smoothly and punctually.
- There were no temporary or permanent exclusions during the previous year.
- Examination of the previous year's registers revealed a high rate of holidays taken during term time and of pupils who took occasional day holidays (when parents withdrew their

children for short periods). Taking these parental practices into account and allowing for absences such as illnesses and other approved reasons, some pupils missed a significant amount of school time.

- The current year's registers to date, however, reveal a much lower rate of holidays taken, but an increase in the pattern of occasional day holidays.
- Good attendance is an established expectation and tradition in this school and standards have been maintained since the last inspection.

5. QUALITY OF EDUCATION

5.1 Teaching

The overall quality of teaching is good across the school. Teaching was satisfactory or better in all the lessons observed, being very good in 13 per cent, good in 61 per cent and satisfactory in 26 per cent.

Good features

- Teachers use a good range of techniques, plan together well, make effective use of resources and classroom assistants, introduce cross-curricular links and celebrate pupils' efforts with praise and encouragement.
- Teachers know their pupils very well and establish very good relationships with them, offering a consistent approach to discipline.
- Early-Years staff plan and co-operate closely with each other, with the nursery nurse making a considerable contribution to the children's learning.
- Lessons are based on detailed and useful schemes of work and have clear learning objectives.
- Classroom space is generally well organised and provides a stimulating learning environment. Appropriate resources are made available and support staff make a significant contribution to learning, both on an individual and whole-class basis.
- Where teaching is very good, lessons are characterised by excitement and challenge. Tasks are well-chosen to stimulate thought and to encourage pupils to investigate and explore for themselves.
- In the best lessons, teachers ask open and challenging questions to develop an enquiring attitude to learning.

Shortcomings

- Opportunities to use open-ended, collaborative and investigative tasks for the more-able pupils, are often missed.

5.2 Assessment, recording and reporting

The quality of assessment, recording and reporting is good.

- Pupils are assessed regularly during the school year with particular focus on literacy and numeracy.
- Baseline assessment for children under five is consistent and accurate and used carefully in planning for the Desirable Outcomes for Children's Learning.
- The assessment, recording and reporting of the progress of SEN pupils are thorough and constructive.
- There is good assessment practice in both numeracy and literacy, in particular, in spelling throughout the school. Tracking sheets are used to monitor the standards of groups of pupils and the information gained during assessment is satisfactorily used by teachers to plan or modify programmes of learning.
- Older pupils are encouraged to evaluate their own progress and are improving the quality and relevance of the targets set.
- Records of all pupils' progress are sufficiently detailed and well used.
- The quality of the annual written reports provided for parents is good indicating a clear knowledge of each child's achievement.
- Parents are invited to discuss their children's progress at regular intervals, and guidance is given by teachers on how parents can help their children raise the standard of their work.
- The quality of marking is regular and accurate but there are too few comments made to inform pupils in KS2 on how they can improve.
- Although the school has clear assessment arrangements there are aspects within the assessing of foundation subjects which are not yet fully developed or being practised consistently throughout the school.

5.3 Curriculum

Overall, the school provides pupils with a broad, balanced and relevant curriculum which fulfils the requirements of the National Curriculum and religious education.

- Children under five years of age receive a very good, well balanced curriculum which is highly relevant to their needs in all areas of learning.
- In Key Stages 1 and 2, the curriculum meets with statutory requirements and is socially inclusive. All pupils have equality of access and there are no pupils for whom the National Curriculum has been modified or disapplied. Gifted pupils are recognised and well supported.

- Curriculum policies and schemes of work are regularly reviewed and provide suitable guidance for teachers. The governing body are well informed of developments and on-going evaluation of the curriculum.
- Medium and short-term planning is good and contains details of learning outcomes and strategies. Planning for the teaching of key skills across the curriculum is also good.
- Regular visits to places of interest, and talks by members of the local community and other visitors, help to enhance and extend the formal curriculum.
- Pupils benefit from regular use of homework and from a range of extra-curricular activities. The Home/School agreement covers all such aspects.
- Arrangements for pupils' personal and social development, including health and sex education, are good. Teachers promote racial equality sensibly and effectively.
- The *Cwricwlwm Cymreig* is promoted well in subjects such as art, music, history and geography and also through events such as St. David's Day celebrations.

5.4 Support, guidance and pupils' welfare

The quality of support and guidance and the attention paid to pupils' welfare throughout the school are good.

- Pupils of both gender, work and play in a caring, supportive environment where they are secure and valued by staff. They readily turn to adults for help and are listened to and treated with respect.
- The headteacher, teaching and support staff know and understand their pupils well and show strong concern for their well-being. Over 90 per cent of parents who responded to the questionnaire expressed satisfaction with the help and guidance their children receive from the school.
- Sound procedures are in place for dealing with child protection issues. These are known and understood by all staff. Procedures for dealing with illness, accidents and emergencies are well established and effective.
- Class teachers monitor and record pupils' academic and personal development and provide appropriate advice and guidance. Parents are kept informed of any concerns.
- Appropriate arrangements are in place to promote health and safety, with clear, well-kept documentation. The school governors monitor and inspect the premises and receive regular reports about possible risks and hazards.

5.5 Provision for pupils with special educational needs (SEN)

Provision for pupils with special educational needs is good.

- The requirements of the Code of Practice are being met and all pupils have equal access to the National Curriculum and RE.

- The one pupil with a statement of SEN is well catered for and is making good progress, receiving 1:1 support in language. Those pupils who are on the school action and school action plus list are, at least satisfactorily, catered for within the classroom. Most make steady, at times good, progress.
- Teachers use the IEPs carefully to plan differentiated work for pupils with SEN.
- IEPs have clear targets for improvement and these are closely monitored by staff and the SENCO.
- Links between school, parents and support agencies are good.
- There are some occasions when pupils' progress in each target is not rigorously recorded, leading to rather vague guidance on specific points.

5.6 Partnership with parents and community, schools and other institutions

The school's partnerships with parents, schools and other institutions are good, and very good with the community.

- The prospectus is made available to parents of all new pupils and is of a very good standard in both quality and presentation and it complies with (NAW) Circular 14/01. The Governing Body Annual Report to parents, however, does not fully comply with NAW Circular 15/01.
- There is a regular flow of information about school events and correspondence to parents, and a Home/School Agreement is well established; all school information is user-friendly and of a good standard.
- The school has continued with its open door policy and parents often make contact with teachers before the commencement and at the end of school day if they so wish; parents can also make arrangements at mutually convenient times to discuss problems.
- Three open evenings are held annually, each of which has a specific purpose and provides parents with opportunities to meet teachers and discuss their children's work. There is very good support for these evenings and for additional meetings which are sometimes held to discuss specific subjects.
- Parents and friends of the school are invited and encouraged to volunteer in support of activities and, as a result, valuable practical assistance is given in the classroom, with educational visits and sporting fixtures.
- One of the aims of the school is to help pupils contribute fully and effectively to the community in which they live and this is achieved through a broad and interesting range of links and activities. Pupils use the community well as an educational resource and the school is community orientated, with the community in turn being supportive of its village school.

- The school continues to be a focus for the local community, with the community hall located on campus and shared use of a playing field; in addition, the school's minibuses are made available to community organisations.
- The Friends of the School Association is very supportive of the school and raises over £3,000 annually towards school activities by organising regular social events.
- The school is conscious of a responsibility to the wider world and to supporting national charities. Helping local worthwhile organisations raises pupils' awareness of the needs of others. In particular, and in partnership with another primary school, a most interesting project has been developed in supporting a capital project in Jalashwary, Nepal. A considerable amount of finance has been raised to build a school for 4-14 year old pupils in Nepal and this project is the catalyst for increasing co-operation with a number of local adult organisations.
- Annual arrangements for receiving pupils into the school are thorough and effective, and similarly, arrangements for the transfer of Y6 pupils are well established.
- There are numerous links with other small rural schools through sport and cultural activities, and curricular links are evolving with Brynhyfryd Secondary School.
- Students are welcomed annually, including those on initial teacher training courses and NNEB and Child Care Courses, and also young people on work experience from Brynhyfryd School.
- The range of partnerships and the quality of links between the school and outside agencies have a beneficial effect on the quality of life in school, its values and ethos, and this area of school activity has strengthened considerably since the last inspection.

5.7 Partnership with industry

The school's links with a range of industrial and business concerns are good.

- Although there is no industry in the immediate locality and area, the school has worked hard and has been outward looking in addressing this aspect of its work. As a result, a good range of links has been established which enhance achievement and make a positive contribution to the school's provision and resources.
- There is no policy for enhancing pupils' knowledge of the world of work or economic, industrial understanding (EIU), but there is an annual strategy and planned programme of activity to raise pupils' awareness of the world of work, public services, environmental issues and aspects of industry.
- A broad range of links and partnerships has been established which are supportive of the curriculum across the school in thematic and project work. Interesting projects and related visits commence in KS1 on a general theme of 'People who help us'; the work continues in KS2, with visits and projects pertinent to their learning.
- The school has been successful in obtaining considerable support towards the purchase of minibuses, environmental projects and sports and play equipment.

- Effective use has been made of links and partnerships in strengthening the general curriculum, pupils' experiences and quality of life in school and there has been considerable improvement in this area of activity since the last inspection.

6. MANAGEMENT

6.1 Quality of self-evaluation and planning for improvement

The quality of self-evaluation and planning for improvement is very good.

- A self-critical culture has been established among staff, pupils and governors, who all contribute effectively to the process of self-evaluation. They are aware of its findings and are committed to school improvement in terms of learning, teaching, relationships and equality of opportunity. As yet, parents are not involved in this process.
- Performance is assessed on an annual basis in consultation with staff and governing body. Areas for improvement are carefully identified and put forward for inclusion in the school development plan (SDP).
- Close tracking of progress and analysis of data enable trends to be identified at an early stage and dealt with appropriately.
- Curriculum co-ordinators have a clear understanding of strengths and weaknesses in their subjects, following close monitoring of teaching, planning and pupils' work.
- The SDP is a very good working document and sets out specific targets for achievement, together with details of staff, costs, time-scales, resources and criteria for measuring success.
- Progress is regularly reviewed by the headteacher and governors.

6.2 Leadership and efficiency

Overall, very good leadership is provided by the headteacher, who has created a positive ethos and given a clear sense of direction to the life and work of the school. He is ably supported by a committed and dedicated staff and an effective and well informed body of governors.

- There are well-established, well-organised and very effective systems in the school for monitoring and evaluating the quality of the provision.
- Finances are used wisely to serve the needs of the school and especially to provide support within classes. The budget relates closely to the school's objectives and directly linked to priorities in the SDP.
- The head is well supported by a committed and efficient governing body, many of whom are recently appointed. Between them, they manage the school's budget prudently.

- The curriculum co-ordinators' role is generally well developed. Standards of teaching and learning are being monitored through whole staff planning, record keeping, scrutiny of pupils' work and direct classroom involvement with pupils.
- Regular staff meetings and planning sessions ensure that work is properly reviewed and discussed.
- Strong emphasis is placed on team work and clear lines of communication.
- Day-to-day administration is smooth and efficient.

6.3 Staffing, accommodation and learning resources

The school has an adequate number of appropriately qualified staff and the adequacy of the accommodation and learning resources is satisfactory.

- All staff have a clear job description and a responsibility for one or more areas of the curriculum.
- The professional development of staff is closely linked to the school's development objectives contained in the SDP. They receive regular LEA support and further in-service training is undertaken to develop expertise and knowledge.
- Support staff work closely with the teaching staff in all aspects of school life. Their expertise, commitment and experience have a positive effect on standards.
- Good use is made of the accommodation which is rather cramped in some parts of the school.
- Attractive displays of pupils' work enhance the learning environment.
- Overall, the amount and quality of learning resources are satisfactory and they are generally well used and managed. However, there is a lack of suitable artefacts for the teaching of history.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

The provision for children under five successfully promotes the Desirable Outcomes for Children's Learning. Children of Nursery age (3-4 year olds) make at least good progress in all areas of learning and make very good progress in personal and social development, and in physical development. Children of reception age (4-5 year old) make very good progress in all six areas of learning. The teacher's high expectations, the very good support of the NNEB and the children's attitude to learning promote the high standards achieved.

Personal and social development

- Nursery children know the well-established routines and are happy in their environment. They share resources and co-operate well with each other.
- They participate sensibly in an appropriate range of activities which enable them to interact with each other and with adults, and which also encourage independence.
- Reception children know what is expected of them and work and play happily together. They collaborate effectively and are kind and considerate to each other.
- They demonstrate confidence and are polite and respectful when speaking to adults.

Language and communication skills

- Nursery and reception children listen very attentively, and talk confidently about their experiences. They use a wide-ranging vocabulary with fluency to express their thoughts.
- The children enjoy looking at, handling and reading a wide range of books. Reception children are achieving high levels of competence in reading, and early skills of writing are very well developed.
- Children respond well to stories and rhymes and have a good recall of the main events and characters.
- They respond well to the incidental Welsh used throughout the day.

Mathematical Development

- Nursery children correctly sort items according to size, colour and type. They confidently count to five and 10 and explain how many objects they see.
- They recognise, match and order numbers to five correctly and measure using non-standard units.
- Children are developing a good vocabulary for comparing objects by size and shape and finding them in the environment. They recognise and name two-dimensional shapes, noting simple properties. Reception children also recognise and name three-dimensional shapes.
- Their role in the class 'shop' supports their understanding of money.
- Reception children recognise, write and use numbers to 10 and beyond, confidently. They calculate simple addition and subtraction sums, and find ways of making 10.

Knowledge and Understanding of the World

- All children are developing good basic, investigating skills through a range of appropriate activities. They are curious about, and keen to explore, their environment.

- They identify and describe different sounds from different sources. They know their five senses and their importance to their lives.
- They recognise Wales on a map of the UK and older children identify the local area. They are aware of other countries of the world and how they differ from their own.
- Comparing old and modern items, such as toys, gives them a very good understanding of the past and how things have changed.

Creative Development

- Nursery children use an appropriate variety of art techniques and show growing competence in mixing paint and cutting, sticking and pasting. They make bold use of paint.
- Reception children are given numerous opportunities to express their thoughts and ideas through a variety of media, including, paint, collage and clay. They take pride in their work which is of very good quality.
- They make very good models, linked to their topic, out of boxes, wire and junk material.
- Children create their own music, with instruments and with everyday objects, to a simple rhythm, loudly and quietly.

Physical Development

- Younger children move confidently and show very good control and co-ordination when handling tools and large play equipment. They have a good awareness of space.
- Reception children are developing very good fine and gross motor skills through a variety of appropriate activities, including table-top games, construction toys and gymnastic exercises.
- They demonstrate confidence and very good body control.

Shortcomings

There are no significant shortcomings.

English

Standards of achievement in KS1 and KS2 are good overall. They are very good in listening, good in speaking and reading, and satisfactory in writing.

Good features

- Pupils in both key stages learn well from what they hear. Their recall of information is good as a result of the quality of their listening skills. Most pupils respond quickly and accurately to the instructions they are given.

- KS1 pupils, particularly the younger group, listen very intelligently and remember in detail the sequence of events in the stories they are told.
- In KS2, pupils use their listening skills to good effect when attending to their teacher and other pupils. This improves the pace of their learning.
- They communicate well with adults and with each other in pairs or small groups, and in role-play. Most articulate their opinions well and speak clearly and concisely. In both key stages, pupils ask pertinent questions confidently and are enthusiastic in answering a variety of questions.
- Pupils in both key stages read well at a level appropriate to their age and interest. They have good knowledge of phonics and use their word-recognition skills effectively. Many read aloud with clarity of expression and good pace.
- Most pupils have sound comprehension of what they read and can predict events imaginatively, in addition to interpreting character, motive and the importance of settings.
- All pupils have very good understanding of the conventions of books; they can differentiate between fiction and non-fiction and name both author and illustrator. Many can use the index to find information quickly.
- Many KS2 pupils scan print and on-screen information effectively and acquire information quickly.
- More able pupils in Years 1 and 2 have a good understanding of what constitutes a sentence and most punctuate accordingly. They are making steady progress in handwriting and spelling.
- In KS2, the younger pupils make sound progress in word-building and sentence structure.
- Older pupils acquire good experience in writing in a variety of genres, including myths, narrative, dialogue, description, reports, book reviews and instructions. They plan carefully in terms of plot, character and setting.
- Older pupils are making recognisable progress in evaluating their own strengths and weaknesses in literacy.

Shortcomings

- In KS2, the majority of pupils make only satisfactory progress in improving their punctuation and handwriting.
- Although steady progress has been made over the last two years in response to a highly structured approach to spelling, many pupils in both key stages and of all abilities persist in repeating too many errors.
- More able pupils in both key stages write too little. They are capable of more extended, individual and more imaginative writing.

Mathematics

Standards of achievement are good in KS1 and KS2.

Good features

- Pupils in KS1 are competent in their basic number skills and display a good understanding of number bonds and numerical patterns.
- In Year 1, pupils sort, match and sequence numbers accurately and use the correct terminology for different processes. They are confident in performing simple calculations and making up number stories.
- Sequencing skills are further developed throughout Year 2. At this level, they order numbers correctly up to 100 and can count backwards and forwards from a given number.
- Their understanding of place value is developing well and they are beginning to show an understanding of simple multiplication and division.
- They confidently name two and three- dimensional shapes, use simple standard units of measure, recognise simple fractions and are starting to tell the time.
- Pupils gather data, usually from class questioning, and present their findings in the form of simple graphs.
- They recognise the value of coins, total the cost of items and calculate the change from small purchases.
- In KS2, pupils extend their knowledge and skills of using and applying number. They have a good recall of number bonds and can repeat their multiplication tables.
- They make good use of previously learnt mental strategies and can explain their thinking and working out.
- They deal effectively with tasks in number, shape and measurement and they have a good vocabulary of mathematical terms.
- Older pupils understand that some shapes have complex lines of symmetry, can find or fix a position using co-ordinates, measure angles, and calculate the perimeter and area of regular shapes.
- Pupils collate data, sometimes based on investigations in other subjects, and produce and analyse different forms of graphs confidently.

Shortcomings

- Pupils' recall of number facts, relating to multiplication tables, is slow.

Science

Standards of achievement are good in KS1 and KS2.

Good features

- In KS1, pupils make good progress in science through 'hands-on' experiences and investigations. From the beginning of the key stage, they firmly acquire the scientific skills of observing, enquiring, classifying, describing and reporting.
- They know the parts of the human body, the function of all five senses and a number of characteristics of animals.
- Pupils study the various sources of light and formation of shadows. Year 1 pupils thoughtfully designed a dress for Cinderella so she could be seen at night. Pupils understand the terms translucent and transparent.
- In their work on fireworks and discussions on medicines, for example, they are aware of health and safety in science.
- They use the environment to investigate the properties of materials and can quickly identify from which materials objects are made, and give reasons for their use.
- Older pupils in KS1 investigate intelligently and with interest. They can access and consider information.
- They know both the similarities and the differences between plants and animals.
- Pupils produce good work relating to changing states in solids and liquids, in particular, the effect of cooking.
- Most pupils accurately record their results as pictures and simple graphs.
- In KS2, pupils make good progress in knowledge and understanding in science, using their numeracy skills competently to record their investigations.
- They have an understanding of life processes, the main organs in the human body, healthy eating and points of similarity in plant and animal life-cycles.
- Their work on solids, liquids and gases demonstrates good scientific skills, including a grasp of fair testing and the need to be open minded when investigating.
- Pupils know the effect of gravity, air pressure and magnetism and the sources of light and sound. They have good understanding of electrical circuits.
- They record their findings satisfactorily in tabular and graphic forms.

Shortcomings

- Some pupils in KS1 and KS2 are capable of more independent and challenging work.
- Older KS2 pupils do not use scientific terminology consistently well.
- There are many able pupils in Year 6 who do not work at a fast enough rate or at a sufficiently thorough level.

Welsh second language

Standards of achievement are satisfactory in KS1 and KS2.

Good features

- Children are introduced to Welsh at nursery and reception level and respond positively to the language.
- In most classes, daily use of the language during periods such as registration helps to increase pupils' confidence and vocabulary.
- Most pupils, in both key stages, speak with clear pronunciation and intonation and their attitude to learning the language is generally positive and enthusiastic. This was clearly obvious in the St David's Day celebrations.
- In KS1, pupils have a sound grasp of simple greetings and commands.
- They perform simple action songs, count to 10, name colours, comment on how they feel and describe the weather.
- They develop their vocabulary through role play with simple questions and answers, for example, in a café or shop situation.
- In KS2, pupils can make short statements about themselves, including their address, age, likes and dislikes.
- They create simple dialogues with a partner using learnt phrases and questions.
- They complete written tasks correctly in their workbooks.

Shortcomings

- Pupils are slow and insecure in their recall of previously learnt phrases and vocabulary; often requiring the support of the written word or picture.
- Older pupils' reading skills are underdeveloped.
- Opportunities to use incidental Welsh are sometimes missed.

Design and technology

Standards of achievement in KS1 and KS2 are good.

Good features

- KS1 pupils make good progress in the skills of planning, cutting, joining and assembling materials.
- When they prepare sandwiches or pizzas, they are fully aware of the importance of hygiene and healthy eating. They select ingredients and discuss their choices. Pupils understand changes caused by cooking.
- Older pupils in KS1 observe, discuss and make simple roundabouts, paying attention to function and presentation.
- They design and assemble carefully, for example, in making miniature furniture, and constructing electrical circuits to enhance their work. Pupils in KS2 develop these skills carefully.
- Younger pupils look at mosaics and create their own patterns and colour.
- They work well with mouldable materials.
- Pupils focus on mechanics, constructing items with moving parts such as frogs, vehicles with axles and wheels, drawbridges and roundabouts.
- They produce well considered work on lights and pelican crossings.
- Older pupils observe, discuss, plan and make a number of different objects including a fully furnished gaol made from wood. They make good progress in the use of electrical circuits.

Shortcomings

- Although pupils appraise their work, many are capable of more formal identification of strengths and weakness along with clear ideas on how to improve their work.

Information technology

Standards of achievement are good in K1 and KS2.

Good features

- Pupils in KS1 use the mouse effectively and confidently to choose various items, click on them and move them across the screen to produce designs and pictures from a 'paint' program.

- They are developing a number of basic skills such as executing program commands using the mouse and pointer, and operating some of the facilities on the tool bar.
- Their word-processing skills are developing well and used regularly to label items and write statements.
- They understand the need to find the menu for topics and to use hyperlinks for further information. They are aware that information can be found in different ways, including the Internet and CD ROMs.
- Pupils are capable of programming a 'Roamer' to move various distances and directions.
- In KS2, pupils can store information on a database and interpret the results when printed in the form of a graph or table. Confident use is made of spreadsheet modelling.
- Pupils in the year 3/4 class are designing a questionnaire for a land-use survey to gather information on a database, using their knowledge of fields, records, charts and pop-up menus.
- The Internet is well used to find information on topics being studied in different subjects across the curriculum.
- Pupils change font sizes and styles, move and inset text, cut and paste, and save, print and retrieve well. Good use is made of pictures, borders and colours to enhance the presentation of work. These skills are well used in pupils' letters to their pen-pals in Nepal.

Shortcomings

There are no significant shortcomings.

History

Standards of achievement are satisfactory in KS1 and KS2.

Good features

- In KS1, pupils understand how things change over time and make comparisons between aspects of life in the present and in the past.
- They ask sensible questions and give reasoned answers when discussing and looking at pictures and items from the past.
- They are developing a sense of personal chronology and talk clearly about events and changes in their own lives.
- They sequence events, such as the Great Fire of London, correctly and write a diary of a week in the life of Susan Rees, a pit girl, demonstrating an understanding of how difficult life was for children in Victorian times.

- In KS2, pupils demonstrate a good understanding and knowledge of the Celts and their way of life.
- They are developing an understanding of cause and effect and appreciate that there are different forms of evidence which can be interpreted in different ways.
- Good use is made of the Internet for research, and of time-lines to show the different periods in the correct chronological order.

Shortcomings

- Pupils' investigative skills are underdeveloped.
- There is insufficient depth and rigour to pupils' work.

Geography

Standards of achievement are good in S1 and KS2.

Good features

- In KS1, pupils are beginning to develop an appropriate and simple geographical vocabulary. They become aware of the main characteristics of the locality, and use suitable terms to describe them.
- Pupils are developing a good awareness of places beyond their own environment.
- Most pupils confidently name the countries of the UK, and identify Wales on the map.
- They create simple maps with clear features, having first listened to a story based in Wales. They understand the need for a simple key.
- They are aware of the differences between aspects and features of their own country and those of Botswana.
- In KS2, pupils name and accurately locate many overseas countries, including Nepal, with which the school has close connections.
- Older pupils are aware of the European Union and its importance for this country in terms of trade. They have a good knowledge of the differences between the countries in terms of language, geographical features, exports and imports. They understand the meaning of inter-dependence between countries.
- Pupils identify Welsh mountains and main rivers and show confidence when using an atlas.

- They have good mapping skills, demonstrating a good understanding and use of keys, symbols, contour lines, co-ordinates and scale. They recognise physical and human features on a local OS map.

Shortcomings

There are no significant shortcomings.

Art

Standards are good in KS1 and KS2.

Good features

- KS1 pupils make good progress in understanding shape, colour, pattern and line in a wide range of materials.
- They print, paint and use textiles well, demonstrating good observational and manipulative skills.
- They use their artistic skills well to enhance work in other areas of the curriculum.
- In their 3D work, they show competence in handling and manipulating tools.
- In both key stages, pupils are confident in their ability, and discuss their work with pride.
- In KS2, pupils are beginning to use their sketch books to good effect.
- They mix colours carefully, and experiment with care and interest, for example, in emulating and comparing portraits by David Hockney and Beryl Cooke.
- Pupils refine their manipulative skills in their jewellery and wire works which they combine with the use of oils and acrylics.

Shortcomings

- Older pupils do not use their sketch books sufficiently, especially to hone the quality of their observational drawing.

Music

As no KS1 music lesson was observed during the inspection it is not possible to arrive at a judgement on standards of achievement. However, pupils demonstrated confident performance and an enthusiasm for singing in their St David's concert, when they sang in Welsh.

In KS2, pupils achieve good standards in music.

Good features

- Pupils in KS2 adopt correct posture and breathing in singing. Most pupils sing in tune. Younger pupils in KS2 sing with gusto enunciating their words clearly and keeping good time.
- Older pupils in KS2 sing four-part songs with increasing accuracy.
- Pupils are developing their compositions steadily, responding well to the mood of the music they hear and collaborating well with each other.
- They have good rhythm and can identify whether they are listening to $\frac{3}{4}$ or $\frac{4}{4}$ music.
- Pupils listen carefully to a wide range of music by different composers in their lessons and as they enter whole-school assemblies.
- They enrich their music by participating in a number of concerts, for example at the Royal Liverpool Philharmonic Hall, St Asaph Cathedral and the Rhyl Pavilion theatre.
- Pupils perform at local residential homes, in school concerts, in an after-school singing group and in a weekly instrumental group. They learn well from visiting musicians.

Shortcomings

There are no significant shortcomings.

Physical education

Although it was not possible to observe physical education lessons during the inspection it is evident from discussions with pupils and staff, and from photographic and printed evidence that pupils experience a broad and worthwhile programme in physical education. The school is successful in a wide range of team games and physical activities, in particular, swimming and outdoor activities.

Religious education

Standards are good overall in KS1 and KS2. The school is working to the Agreed Syllabus.

Good features

- Throughout the school, pupils make good progress in personal and social education when taught through religious education lessons and during circle time. KS1 pupils have a sound knowledge of a range of Bible stories.
- They have an understanding of the Christian rites of passage and celebrations, and regularly visit churches and a chapel to learn about their significant features and their purpose.

- They have a good sense of self-worth and of the importance of family and friends.
- Pupils in KS2 compare aspects of Christianity and Judaism with reference to leading figures in Hinduism and Buddhism.
- They know that rules are necessary in all religions and in all aspects of life.
- Many interpret and describe their own feelings maturely, and demonstrate some sensitivity spiritual matters.

Shortcomings

There are no significant shortcomings.

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. The headteacher, staff and governors have worked hard to produce and follow an effective action plan which successfully dealt with the following key issues:

Key Issue 1

To raise standards even further, the Governing Body, headteacher and staff should address the identified shortcomings in art, music, information technology and religious education.

Standards in all four subjects have been improved and are now good in both key stages. (The staff have worked hard to address the identified shortcomings.)

Key Issue 2

The school should continue to monitor its finances closely, and bring expenditure into line with income as soon as possible.

Very good progress has been made in dealing with this key issue. Finances are used wisely to serve the needs of the school. The budget relates closely to the school's objectives and priorities, and it is managed prudently by the head and the governing body.

8.2 Key issues for action

The governors, headteacher and staff now need to:

- Raise standards in Welsh as a second language and history, and further raise standards in the other subjects where there are shortcomings.

- Improve the quality and quantity of pupils' extended writing and of accuracy within it.
- Further raise teachers' and pupils' expectations to achieve higher standards in all subjects, particularly among the more-able pupils.
- Continue to develop the assessment process in the foundation subjects.

Acknowledgement

The registered inspector and team wish to thank the governors, headteacher, staff and pupils for their co-operation and courtesy before and during the inspection.

APPENDIX

A. Basic information about the school

Name of School	Gellifor County Primary
School type	Community Primary
Age -range of pupils	3 – 11
Address of school	School Lane Gellifor Nr Ruthin, Denbighshire
Post-Code	LL15 1SG
Telephone Number	01824 790387

Headteacher	Mr J R Jones
Date of appointment	April 1987
Chair of Governors/ Appropriate Authority	Mr R M Jones
Registered Inspector	Mr M D Jones
Dates of inspection	1 st – 3 rd March 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	11	9	17	15	9	14	12	91.5

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	4	1	4.3

<i>Staffing information</i>	
Pupil:teacher (fte) ratio (excluding nursery and special classes)	22:1
Pupil:adult (fte) ratio in nursery classes	4:1
Pupil:adult (fte) ratio in special classes	n/a
Average class size, excluding nursery and special classes	22
Teacher (fte) : class ratio	1:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole School
Term 1	98.8	95	94	95.9
Term 2	90	96.8	94.8	93.9
Term 3	96.6	94.5	95.8	95.6

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

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: 15					
Percentage of pupils at each level								
			D	W	1	2	3	4
ENGLISH:	Teacher Assessment	School	0	0	0	73	27	0
		National	0	4	13	63	20	0
EN: Reading	Teacher Assessment	School	0	0	0	67	33	0
		National	0	4	14	54	28	0
EN: Writing	Teacher Assessment	School	0	0	0	67	33	0
		National	0	5	13	71	10	0
EN: Speaking and listening	Teacher Assessment	School	0	0	0	20	80	0
		National	0	2	11	64	22	0
MATHEMATICS	Teacher Assessment	School	0	0	0	73	27	0
		National	0	2	9	61	26	0
SCIENCE	Teacher Assessment	School	0	0	7	33	60	0
		National	0	2	10	68	20	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:	93	In Wales:	80

D Pupils who have been disapplied from the statutory arrangements
W Pupils who are working towards level 1

END OF KEY STAGE 2: 2003

National Curriculum Assessment KS 2 Results: 2003							Number of pupils in Y6: 14					
Percentage of pupils at each level												
			D	A	N	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0	0	0	0	0	21	36	43	0
		National	0	0	0	0	1	6	17	46	30	0
	Test/Task	School	0	0	0	0	0	0	14	50	36	0
		National	0	2	1	0	0	5	12	41	38	0
Mathematics	Teacher assessment	School	0	0	0	0	0	0	21	57	22	0
		National	0	0	0	0	1	4	19	47	28	0
	Test/Task	School	0	0	0	0	0	0	14	43	43	0
		National	0	5	1	0	0	4	19	43	30	0
Science	Teacher assessment	School	0	0	0	0	0	0	7	57	36	0
		National	0	0	0	0	0	2	13	50	33	0
	Test/Task	School	0	0	0	0	0	0	0	28	72	0
		National	0	2	0	0	0	1	10	47	38	0

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:	78	In the school:	86
In Wales:	69.6	In Wales:	68.1

- D Pupils who are exempted under statutory arrangements from part or all of the National Curriculum
 A Pupils who have failed to register a level because of absence
 F Pupils who have failed to register a level for reasons other than absence
 W Pupils who are working towards level 1

D. Evidence base of the inspection

- The inspection team of three inspectors, including the lay inspector, was at the school for a total of six inspection days.
- During this time, all teachers were visited and all classes were seen. A total of 31 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, governors, teachers, teaching assistants, other staff and pupils.
- Pre and post-inspection meetings were held with governors and staff, and 18 parents attended a pre-inspection meeting with inspectors. Questionnaires completed by 46 parents were also analysed.

E. Composition and responsibilities of the inspection team

{PRIVATE }Team member	Subject responsibilities	Aspect responsibilities
Mr M D Jones Registered Inspector	Early years Welsh second language Mathematics Information technology History Geography	Context Main findings Standards achieved in subjects and areas of learning Teaching Curriculum Quality of self-evaluation and planning for improvement Leadership and efficiency Staffing, accommodation and learning resources Progress since the last inspection Key issues for action
Mr J H James Lay Inspection		Behaviour and attitudes Attendance Partnership with parents and community, schools and other institutions Partnership with industry
Mrs M M Jones Team Inspector	English Science Design and technology Music Art Physical education Religious education	Key skills across the curriculum Pupils' spiritual, moral, social and cultural development Assessment, recording and reporting Provision for pupils with special educational needs

