

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

**Glyndyfrdwy Community School
Glyndyfrdwy
Corwen
Denbighshire
LL21 9HH**

School Number: 6632218

Date of Inspection: 29/01/07

by

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67644**

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Glyndyfrdwy Community School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Glyndyfrdwy Community School took place between 29/01/07 and 31/01/07. An independent team of inspectors, led by Wil Williams undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

The five-point scale used to represent all inspection judgements in this report is as follows:

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

There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a standard inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

Contents	Page
Context	1
Summary	2
Recommendations	6
Standards	7
Key Question 1: How well do learners achieve?	7
The quality of education and training	9
Key Question 2: How effective are teaching, training and assessment?	9
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	10
Key Question 4: How well are learners cared for, guided and supported?	12
Leadership and management	13
Key Question 5: How effective are leadership and strategic management?	13
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	14
Key Question 7: How efficient are leaders and managers in using resources?	15
Standards achieved in subjects and areas of learning	16
Welsh	16
Science	16
History	17
Art	18
Physical education	18
Religious education	19
School's response to the inspection	20
Appendices	21
1 Basic information about the school	21
2 School data and indicators	21
3 National Curriculum assessments results	22
4 Evidence base of the inspection	22
5 Composition and responsibilities of the inspection team	23

Context

The nature of the provider

1. Ysgol Glyndyfrdwy is a bilingual community primary school, situated five miles to the west of Llangollen. It serves the village and its rural hinterland and provides education for pupils between 3-11 years of age. According to the school, the area is neither prosperous nor economically disadvantaged. No pupils are entitled to receive free school meals.
2. The children are admitted to the school in the September following their fourth birthday. There are currently 19 pupils on the register and no nursery children. They are taught by two full-time and two part-time teachers. There are no Year 2 pupils on the school register.
3. Welsh is spoken in the homes of approximately 20% of pupils. Welsh is the medium of teaching for the under-fives and in key stage 1, and pupils in key stage 2 receive their education bilingually.
4. The full range of ability is represented at the school. According to the Baseline Assessment, pupils' attainment levels are close to county norms when they begin their full-time education. Nineteen per cent of pupils have additional learning needs, which is comparable to the national average, and two pupils have statements of additional learning needs.
5. The school was last inspected in the Spring term of 2001. Since then, there has been a considerable reduction in pupil numbers.
6. The headteacher was appointed to his post in January 1979.

The school's priorities and targets

7. The school's priorities and targets for 2006 – 2007 include:
 - completing the schemes of work for art and physical education and plan appropriately for developing the key skills;
 - establishing whole-school self-evaluation arrangements;
 - developing the strategic role of the governing body;
 - creating links with a school abroad.

Summary

8. The school has made good progress in addressing eight of the eleven Key Issues highlighted in the 2001 Report. Raising standards in Welsh, science and history in key stage 2, improving the quality of some of the schemes of work and establishing an effective self-evaluation system, continue to be priorities that require further attention.

Table of grades awarded

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

Grades for standards in subjects inspected

9. Standards achieved in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	72%	21%	7%	0%

10. The standards achieved by pupils in their lessons are higher than the all-Wales Welsh Assembly Government [WAG] targets in 2007 that 65% of lessons should be good (Grade 3) or better, but lower than the target of 98% of lessons to be satisfactory (Grade 3) or better.

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

Areas of learning	Key Stage 1	Key Stage 2
Welsh	Grade 2	Grade 3
Science	Grade 2	Grade 3
History	Grade 2	Grade 3
Art	Grade 2	Grade 2
Physical education	Grade 2	Grade 2
Religious education	Grade 2	Grade 2

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

13. The standards achieved by pupils in key stage 1 are consistently good in the six subjects inspected. Good standards were achieved in three of the subjects in key stage 2 but there are important shortcomings in the other three subjects, particularly so in Welsh.
14. The pupils with additional learning needs achieve the vast majority of the targets set for them and they reach standards that are consistent with their ability.
15. The communication and mathematical skills of the under-fives and of key stage 1 and 2 pupils are good. There is a need to raise information and communications technology standards across the school.
16. The bilingual competence of the children in the reception class and in key stage 1 is good, and Welsh learners make considerable progress in their ability to use Welsh. The ability of key stage 2 pupils to use Welsh has not achieved its full potential.
17. The vast majority of pupils succeed in their work, regardless of their social or linguistic background.
18. The school's performance in the National Curriculum core subject assessments at the end of key stages 1 and 2 compares well with national results in two of the last three years. In the main, the school's performance is amongst the upper 25% of schools with a comparable percentage of pupils entitled to receive free school meals.
19. Pupils of all ages make good progress in their learning. They respond positively to new experiences and as they mature they come to be more self-critical with regard to the standard of their work.
20. The personal and social development of pupils of all ages is good. The vast majority of pupils behave well and they are courteous and considerate towards each other.
21. Whole-school attendance levels for the three terms prior to the inspection were 95% which is above county and national averages. Pupil punctuality is good.
22. The ability of pupils of all ages to work independently and together is good. Pupils are free to express opinions and they are willing to listen to each other's viewpoints.
23. Pupils' awareness of equal opportunity issues and of the need to have respect for all, regardless of their beliefs or social and cultural traditions is good.
24. Pupils have a good understanding of their community and of their responsibilities towards it. They have a limited awareness of the world of work and of local industries and businesses.

The quality of education and training

25. The quality of teaching was adjudged to be as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	80%	20%	0%	0%

26. The number of grade 2 and above lessons is comparable to the national picture reported by Her Majesty's Chief Inspector in her annual report for 2005-2006, which is that 79% of teaching in lessons is good or better. Grade 1 was not awarded to any lesson during the inspection, which is considerably below the 18% of lessons in the national picture.
27. There is a productive working relationship between teachers and pupils. The teachers have a good awareness of the personal and educational needs of every pupil and they treat them all with fairness.
28. Planning is thorough, particularly so in key stage 1, and the teaching is based on a sound knowledge of the requirements of the Desirable Outcomes and the National Curriculum. The lessons are clearly structured and the teachers' questioning is searching and it encourages pupils to think.
29. Every opportunity is taken in the reception class and in key stage 1 to extend and improve the pupils' Welsh oral skills.
30. Where there are shortcomings to the teaching, the tasks lack the required degree of challenge and pupils are given insufficient opportunities to guide their own work. In a small number of lessons there is an inability to engage the attention and concentration of all pupils.
31. The quality of assessment for the under-fives and key stage 1 pupils is good. There are some good features in the assessment arrangements in key stage 2, but there are certain shortcomings.
32. Assessment results provide useful information for teachers in order to plan future work and set targets for individual pupils. Pupils' work is marked regularly, but there are insufficient strategies in key stage 2 to ensure that pupils act on the teachers' observations.
33. The annual reports to parents on their children's progress are generally good.
34. The curriculum provided for pupils is broad and balanced and it conforms to legal requirements. The curriculum is enhanced by educational visits that in the main relate to art experiences.
35. There are appropriate schemes for the majority of curriculum subjects, but there are some gaps in those for key stage 2.
36. There is appropriate provision for developing pupils' bilingual skills across the curriculum. Pupils receive good opportunities to learn about their Welsh heritage and culture and about their local area.
37. The school gives good attention to the pupils' personal and social education. It is effectively integrated into work across the curriculum and has a positive impact on pupils' learning and attitudes.
38. Parents appreciate the school's work and they are highly supportive of all its activities. They support the school well and raise considerable sums of money for school funds.

39. There are good links with other local primary schools and with the two secondary schools to which pupils transfer at the end of key stage 2.
40. There are few links with the world of work and there are insufficient opportunities to develop the pupils' enterprise skills.
41. Pupils have an appropriate knowledge of the importance of sustainable development. They receive good opportunities to discuss global events and to consider the living conditions of people in different parts of the world.
42. There are good arrangements for planning and managing care arrangements, and the school co-operates effectively with agencies, parents and families in cases relating to pupil welfare. This is an outstanding feature of the work of the school.
43. The teachers know every pupil well and they monitor their progress on a regular basis. Pupils are trusting of their teachers and they receive good opportunities to learn important skills in terms of their involvement with others.
44. There are appropriate arrangements for ensuring pupils' safety and well being and there are effective child protection procedures.
45. There is good provision for pupils with additional learning needs. The school identifies pupils' additional learning needs at an early stage and provides them with good support.
46. Gender-based equality is promoted and good attention is given to other religions and cultures.
47. The school has taken reasonable steps to ensure that no disabled pupils would suffer from being treated less favourably.

Leadership and management

48. The headteacher's positive leadership effectively co-ordinates the work of staff and governors. A pleasant ethos is created at the school and the contribution of each individual to the work of the team is valued.
49. Although members of staff undertake responsibilities conscientiously, neither their monitoring and evaluation role, nor that of the headteacher has developed sufficiently.
50. There are effective arrangements for the teachers' performance management and for the induction of newly qualified teachers. They are well supported by the headteacher and are encouraged to observe good practice in other schools. This has led to major developments in the provision for the Foundation Phase.
51. The governors have a good understanding of their responsibilities and they fulfil their legal duties fully. They know the school well, but there is a need for them to further develop their monitoring and evaluation role.
52. The school's judgements in its self-evaluation report conform to the findings of the inspection team in each of the seven key questions. Although there are good

features to the school's self-evaluation arrangements, they tend to be too informal and insufficient attention is given to the standards achieved by pupils.

53. Staffing levels at the school are good and the small classes ensure good attention for all pupils.
54. There is an adequate supply of resources to teach the vast majority of curriculum areas but the range of Welsh books is inadequate and there is a shortage of resources for information and communications technology.
55. There is sufficient space in the building for introducing all National Curriculum requirements. The building is in good condition and is used effectively by the teachers.
56. The school is aware of any modifications required in order to provide disabled access.
57. The school's financial resources are very carefully managed by the headteacher and the governing body, providing value for money. The good use made of the expertise of the part-time teachers has enhanced pupils' experiences in several areas of learning.

Recommendations

- R1 Raise standards in Welsh, science and history in key stage 2 and improve information and communications technology skills across the school.
- R2 Establish more systematic arrangements for subject evaluation and ensure that subject co-ordinators and the headteacher play a more active part in the process.
- R3 Complete the review of the schemes of work, with particular reference to information and communications technology.
- R4 Develop further the monitoring and evaluation role of the governing body.
- R5 Improve the quality of assessment and reporting in key stage 2 by building on the good practice established in key stage 1.
- R6 Improve the school's links with the world of work and provide more opportunities for pupils to develop their enterprise skills.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

Standards

Key Question 1: How well do learners achieve?

Grade 3: Good features outweigh shortcomings

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

59. Standards achieved in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	72%	21%	7%	0%

60. The standards achieved by pupils in their lessons are higher than the all-Wales Welsh Assembly Government [WAG] targets in 2007 that 65% of lessons should be good (Grade 3) or better but lower than the target of 98% of lessons to be satisfactory (Grade 3) or better.

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

Areas of learning	Key Stage 1	Key Stage 2
Welsh	Grade 2	Grade 3
Science	Grade 2	Grade 3
History	Grade 2	Grade 3
Art	Grade 2	Grade 2
Physical education	Grade 2	Grade 2
Religious education	Grade 2	Grade 2

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

63. The standards achieved by pupils in key stage 1 are consistently good in the six subjects inspected. Good standards were achieved in three of the subjects in key stage 2 but there are important shortcomings in the other three subjects, particularly so in Welsh.

64. The pupils with additional learning needs achieve the vast majority of the targets set for them and they achieve standards that are consistent with their ability.

65. The communication skills of the under-fives and of key stage 1 and 2 pupils are good. When relating to the curriculum in their first language, the pupils listen attentively; they talk confidently about their work and write in an extended manner for various purposes.

66. The mathematical skills of pupils of all ages are good. They are confident when dealing with mathematical problems and are able to apply their skills to various situations.

67. Although the pupils' computer skills are good, they do not make sufficiently purposeful use of information and communications technology as a tool for learning across curriculum subjects.
68. The bilingual competence of the children in the reception class and in key stage 1 is good and Welsh learners make considerable progress in a short period of time.
69. Pupils in key stage 2 contribute to class discussions in Welsh with increasing competence, but their ability to read and write in the language has not reached its full potential.
70. Very few pupils were assessed at the end of Year 2 and Year 6 during the last three years. In two of the three years, the school's performance in both key stages has been above the national average in all core subjects. Its performance was amongst the upper 25% of schools who had a comparable percentage of pupils entitled to receive free school meals. In the other periods (2004 in key stage 1 and 2005 in key stage 2), there was a high percentage of pupils with additional learning needs in the groups and the school's performance was among the lower 25% of comparable schools.
71. The teachers' purposeful intervention in lessons ensures that pupils make good progress in their learning. The reception children respond positively to new experiences and they work diligently on their tasks over extended periods.
72. The awareness of pupils in key stages 1 and 2 of the strengths and shortcomings of their work is generally good. Through purposeful self-assessment sheets, they evaluate the standard of their written work and identify how it can be improved.
73. The development of the personal and social skills of pupils of all ages is good. They show an enthusiastic interest in their work, they contribute constructively to class discussions and activities and make productive use of their time.
74. Across the school, the vast majority of pupils behave well. They have a clear understanding of the school's expectations and they are courteous and considerate to each other and to visitors. This has a positive impact on pupils' progress and makes a considerable contribution towards creating a pleasant learning ethos.
75. Whole-school attendance levels for the three terms prior to the inspection were 95% which is above county and national averages. In relation to similar schools in terms of the percentage of pupils entitled to receive free school meals, the school is in the upper 25%. The attendance levels of pupils in key stage 1 are consistently high, and on average they are 97% over the period. Pupil punctuality is good and the school fully conforms to legal requirements.
76. The ability of pupils of all ages to work independently and together is good. The reception children and pupils in key stage 1 collect and keep resources without assistance and make their own choices about their work. The vast majority of pupils in key stage 2 are confident in their work and they show initiative, as seen in their willingness to lead sessions of collective worship.

77. The pupils' co-operational skills are good across the school. They are free to voice opinions and express their feelings in an honest and thoughtful way and are happy to listen to each other's viewpoints.
78. Pupils' awareness of equal opportunity issues and of the need to have respect for all, regardless of their beliefs or social and cultural traditions is good.
79. Pupils have a good understanding of their community and of their responsibilities towards it. They have a limited awareness of the world of work and of local industries and businesses.

The quality of education and training

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

Grade 3: Good features outweigh shortcomings

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	80%	20%	0%	0%

82. The number of grade 2 and above lessons is comparable to the national picture reported by Her Majesty's Chief Inspector in her annual report for 2005-2006, which is that 79% of teaching in lessons is good or better. Grade 1 was not awarded to any lesson during the inspection, which is considerably below the 18% of lessons in the national picture.
83. There is a productive working relationship between teachers and pupils. The teachers have a good awareness of the personal and educational needs of every pupil and they treat them all with fairness. Pupils are closely supervised as they work on their tasks and they are encouraged to work hard and to persevere. Appropriate support is provided according to requirements.
84. Planning is particularly thorough in key stage 1 and is appropriate in key stage 2. The teaching is based on a sound knowledge of the requirements of the Desirable Outcomes and the National Curriculum. The lessons are clearly structured and good quality resources are provided for pupils.
85. Very effective use is made of the school environment as a teaching and learning resource in key stage 1.
86. The school deals with any unacceptable behaviour in a constructive manner that requires pupils to think seriously about their behaviour and to take more responsibility for their actions.

87. The practice of sharing lesson objectives with pupils ensures their engagement in their work and they play an active part in their learning.
88. The teachers' questioning is searching and it encourages pupils to think. It ensures that individuals are given good opportunities to contribute to class discussions.
89. Through appropriate intervention, the teachers take advantage of every opportunity in the reception class and in key stage 1 to extend and improve the pupils' Welsh oral skills. This is an effective practice.
90. Where there are shortcomings to the teaching, the tasks lack the required degree of challenge and pupils are given insufficient opportunities to guide their own work. In a small number of lessons, there is an inability to engage the attention and concentration of all pupils.
91. The quality of assessment in key stage 1 is good. In key stage 2, the good features to the assessment outweigh shortcomings.
92. Assessment results, including National Curriculum assessments, provide useful information for planning work and setting targets for individual pupils. They are used to help them make progress in their work.
93. Pupils' work is marked regularly. The teachers' observations are constructive, and in general they identify the steps for improvement.
94. In key stage 1, there is a comprehensive assessment file containing relevant details on pupils' progress in each subject. The assessment arrangements in the foundation subjects have not progressed to the same extent in key stage 2.
95. There are useful portfolios of exemplar work in Welsh and English across the age ranges. They have been carefully levelled, with written comments to exemplify standards and to ensure consistency of analysis.
96. The annual reports to parents fulfil statutory requirements. They provide useful information to parents on their children's progress in every subject and there are useful observations on their personal and social development. The reports do not contain individual targets for improvement.

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

Grade 3: Good features outweigh shortcomings

97. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
98. The school responds well to pupils' needs and it provides equal access to a broad and balanced curriculum that conforms to legal requirements.
99. There are appropriate schemes in the majority of curriculum subjects. They provide interesting and differentiated experiences that ensure continuity and progression in

pupils' learning. In key stage 2, there are a number of schemes in the foundation subjects that do not adequately develop elements of National Curriculum work programmes.

100. Appropriate attention is given to developing the basic skills. With the exception of information and communications technology, there is appropriate planning for the development of key skills across the curriculum.
101. There is appropriate provision for developing pupils' bilingual skills across the curriculum.
102. The school gives good attention to the pupils' spiritual, moral, social and cultural development by implementing a comprehensive programme that also includes personal and social education requirements. It is effectively integrated into work across the curriculum, and has a positive impact on pupils' learning and attitudes.
103. Circle time, religious education and class discussions about social and moral issues are an integral part of the life of the school. Good opportunities are provided in the sessions of collective worship for pupils to reflect, offer spontaneous prayers and discuss serious personal issues. The School Council enables the pupils to formally participate in decision-making.
104. The Cwricwlwm Cymreig is promoted successfully across the curriculum. Pupils are given good opportunities to learn about their Welsh heritage and culture, and their locality.
105. The curriculum is enhanced by educational visits that in the main relate to art experiences. In a number of these visits, specialists share their knowledge and skills and encourage the pupils to produce good quality work.
106. There is a good partnership between the school and parents. Parents appreciate the school's work and they are highly supportive of all its activities. They support the school well and raise considerable sums of money for school funds. This was confirmed by the parents' positive responses in the pre-inspection questionnaires and during the parents' meeting with the inspectors.
107. There are good links with other local primary schools and with the two secondary schools to which pupils transfer at the end of key stage 2.
108. There are few links with the world of work and there are insufficient opportunities to develop the pupils' enterprise skills.
109. Pupils have an appropriate knowledge of the importance of sustainable development. They have a good knowledge of the significance of people's relationship with their environment and of the way in which communities and people impact upon each other. The school operates sustainably by recycling materials.
110. Pupils receive good opportunities to discuss global events and to consider the living conditions of people in different parts of the world.

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

Grade 2: Good features and no important shortcomings

111. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
112. There are good arrangements for planning and managing care arrangements. The school co-operates effectively with Local Education Authority support services in order to ensure that every pupil receives support that is in accord with their needs.
113. Specific examples were seen at the school of sensitive and effective co-operation with parents and families in cases relating to pupils' welfare. This was strongly supported by parents at the pre-inspection meeting with the inspectors. This is an outstanding feature at the school.
114. There are effective arrangements to ensure that new pupils settle in quickly at school. There are also good pastoral arrangements for transferring information about pupils who move on to other schools during the school year.
115. The teachers know the pupils well and they monitor their progress on a regular basis. Pupils have faith in their teachers and they are happy to approach them for personal support and guidance. By implementing a comprehensive programme of personal and social education, pupils receive good opportunities to discuss their feelings and to learn important skills with regard to their relationships with others.
116. There are effective procedures for monitoring pupils' punctuality, attendance, behaviour and performance.
117. There are appropriate arrangements for ensuring pupils' safety and wellbeing whilst they are on school grounds and when they are out of school on visits. There are effective child protection policies and procedures and they are known to staff.
118. There is good provision for pupils with additional learning needs and it fulfils the requirements of the Code of Practice. The school identifies pupils' additional learning needs at an early stage and intervenes as required. The support provided in the withdrawal sessions is good and it focuses appropriately on pupils' specific educational needs. The one to one support provided by the LEA service is effective and it promotes the progress and behaviour of the pupils in their care.
119. The school works well with parents and external agencies to review the progress of pupils with additional learning needs and to fulfil specific needs.
120. The quality of the individual plans is good and detailed records are kept of pupils' achievements. Their progress is tracked effectively.
121. The quality of the provision for equal opportunities is good. The school's practices promotes gender-based equality, particularly so in sport, and they ensure that no pupils are placed under any disadvantage because of their social, educational or linguistic background.

122. The school acts purposefully to ensure good race relations and to ensure that pupils acknowledge and respect diversity. Good attention is given to other religions and cultures, and this is greatly valued by pupils.
123. There are effective arrangements for stamping out any oppressive behaviour. Good use is made of circle time in order to discuss issues such as bullying that might be troubling pupils.
124. The school has taken reasonable steps to ensure that no disabled pupils would suffer from being treated less favourably.

Leadership and management

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

Grade 3: Good features outweigh shortcomings

125. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
126. The headteacher's positive leadership effectively co-ordinates the work of staff and governors. The common values and ideas about inter-relationships and behaviour that are shared by staff make a considerable contribution towards creating a pleasant ethos at the school where the contribution of each individual to the work of the team is valued.
127. Curricular responsibilities are allocated to each member of staff and these are affirmed through relevant job descriptions. Although members of staff undertake responsibilities conscientiously, neither their monitoring and evaluation role, nor that of the headteacher, has developed sufficiently.
128. Some consideration is given to local and national priorities when setting development priorities. The school has gained Basic Skills Agency Quality Mark accreditation and is taking concerted action to improve levels of pupils' fitness. It has not yet joined the 'Healthy Schools' or 'Green Schools' initiatives, but it fulfils many of the requirements of both programmes. The school co-operates effectively with several local and county partnerships.
129. The school's targets for the end of both key stages are ambitious and achievable. They are based on the likely performance of each individual pupil.
130. Effective arrangements are implemented for teachers' performance management. Evidence was seen at the school that this has led to specific strategies such as setting individual targets for pupils.
131. There are effective arrangements for the induction of newly qualified teachers. They are well supported by the headteacher and are encouraged to observe good practice in other schools. This has led to major developments in the provision for the Foundation Phase.

132. The governors have a good understanding of their roles and responsibilities and they make an effective contribution to the school's strategic planning. They know the school well and are aware of its short and long term development priorities. They are fully aware of the school's strengths together with the aspects that require further development. They are aware of their monitoring and evaluation responsibilities but they have not yet begun to address these aspects of their work.
133. The governing body fully satisfies all the legal duties placed upon it.

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

Grade 3: Good features outweigh shortcomings

134. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
135. The headteacher and staff are well informed about the school's performance. The school's judgements in its self-evaluation matches the findings of the inspection team in all seven key questions.
136. Various strategies are used for collecting evidence about the school's performance. The headteacher attends the key stage 1 classroom on a regular basis and takes advantage of the opportunity to talk to pupils and to inspect their workbooks. He plays an active part in all new developments, such as moving towards the Foundation Phase, and he conducts frequent observations of the teachers at work.
137. Recently, detailed evaluations were conducted of Welsh and English and immediate action was taken to seek to eliminate the shortcomings identified.
138. However, these are recent developments, and although there are good features to the school's self-evaluation arrangements, they are not part of any long-term strategy and tend to be too informal.
139. The School Council is given appropriate opportunities to contribute to the evaluations but there are no arrangements in place to gather parents' views about the work of the school.
140. Effective use is made of the information collected through the self-evaluation for setting priorities in the School Development Plan. Appropriate resources are allocated for implementing the priorities and realistic targets and timescales for their implementation. Although there are good features to the plan in terms of improving provision, it does not contain a sufficiently clear focus on raising standards of achievement.
141. Grade 3 was awarded to the concise self-evaluation report provided by the school prior to the inspection. Due attention is given in the report to the quality of educational provision but there is little reference to an evaluation of the standards achieved by pupils.

142. The school has made good progress in addressing eight of the eleven Key Issues highlighted in the 2001 Report. Raising standards in Welsh, science and history in key stage 2, improving the quality of some of the schemes of work and establishing an effective self-evaluation system, continue to be priorities that require further attention.

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

Grade 3: Good features outweigh shortcomings

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

144. Staffing levels at the school are good and classes are small. The teachers have sufficient knowledge and expertise to teach all aspects of the curriculum effectively.

145. Highly effective use is made of the nursery assistant to teach the under-fives. She works very closely with the class teacher to plan for, teach and assess the children.

146. Effective arrangements have been established to secure planning, preparation and assessment time for teachers and for workplace remodelling. This has enabled the headteacher to take a more detailed look at standards across the school and to identify where improvements are required.

147. There is a sufficient supply of resources to teach the vast majority of curriculum areas but there are some gaps. The range of Welsh books is inadequate and there is a shortage of resources for information and communications technology. Although a library corner has been established in one classroom, the area is not sufficiently attractive to stimulate pupils' interest.

148. There is sufficient space in the building for introducing all National Curriculum requirements. However, there is too much furniture in some rooms and this restricts the space available to pupils in practical lessons, such as physical education. The building is in good condition and it is used effectively by the teachers.

149. The school is aware of any modifications required in order to provide disabled access.

150. Appropriate use is made of school resources by teachers to teach the curriculum and to fulfil the needs of individual pupils. The frequent use made of school grounds by the reception children and by key stage 1 pupils enhances their learning experiences and this makes a major contribution to their development.

151. The school's financial resources are very carefully managed by the headteacher and the governing body, providing value for money. The good use made of the expertise of the part-time teachers has enhanced pupils' experiences in many of the expressive areas and has led to higher standards.

Standards achieved in subjects and areas of learning

Welsh

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

Key Stage 2 - Grade 3: Good features outweigh shortcomings

Good features

152. In key stage 1, the pupils listen attentively and they respond well when questioned. They discuss aspects of their work effectively, expressing themselves in extended and meaningful sentences. They display sufficient confidence to offer unsolicited comments and to conduct discussions with adults in class.
153. Pupils in key stage 1 master reading skills well and the vast majority discuss the text freely. When reading together, they attempt to express themselves meaningfully and they show an appropriate understanding of the text.
154. Pupils in key stage 1 display an increasing understanding of sentences and punctuation as they write independently for various purposes. The vast majority have a good grasp of continuity and they develop their ideas sensibly.
155. Pupils in key stage 2 listen well to presentations. They understand what is being presented and they can offer relevant responses to questions asked. The most confident pupils speak freely and with an appropriate grasp of vocabulary and patterns.
156. A small majority of pupils in key stage 2 read and write confidently and with an appropriate measure of fluency.

Shortcomings

157. In key stage 2, the narrow range of vocabulary and patterns of a sizeable minority of pupils hampers their ability to communicate and write effectively.
158. A small minority of pupils in key stage 2 read laboriously.

Science

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

Key Stage 2 - Grade 3: Good features outweigh shortcomings

Good features

159. With the teacher's support, pupils in key stage 1 conduct a good number of investigations. The work is interesting and it extends the pupils' scientific ideas effectively. They work systematically and make detailed observations; they use equipment safely and keep concise records of their work. They have a basic understanding of cause and effect and they use appropriate criteria to classify objects.

160. The knowledge and understanding of key stage 1 pupils of scientific content is good. They have a sound knowledge of aspects of the natural world, physical processes and of materials and their characteristics.
161. With guidance from teachers, pupils in KS2 conduct an appropriate range of scientific investigations. They are able to predict likely results, work systematically and record their observations in an orderly manner. They are aware of the need to control variables and to make detailed measurements.
162. Pupils in Year 3 and Year 4 make detailed observations and they differentiate between solids, liquids and gases according to their characteristics.
163. In Year 3 and Year 4, pupils describe in detail the impact of change on materials and they offer a sensible scientific explanation of their observations. They make detailed records of their observations in drawings that are appropriately labeled.

Shortcomings

164. The ability of Year 5 and Year 6 pupils to offer their own ideas and to conduct independent investigations is limited.
165. Pupils in key stage 2 do not use sensors in order to extend their observations and to provide more accurate measurements.

History

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

Key Stage 2 - Grade 3: Good features outweigh shortcomings

Good features

166. In key stage 1, pupils have a good understanding of past events in their lives and those of their families. They begin to understand that things change over time. They understand that certain people and events have a significant influence on their period.
167. Pupils in key stage 2 use the correct terms when discussing the passage of time and when creating a time line of the past. They confidently compare people who help us today with those in days gone by, and they show a clear understanding of the changes that have occurred over a period of time.
168. Pupils in key stage 2 have an appropriate understanding of chronology and they are able to describe the living conditions, main events and influential famous people in different periods in appropriate detail.
169. Pupils in key stage 2 can differentiate between original and secondary sources and through direct investigations; they are able to describe the changes that have occurred in their locality over a period of time.

Shortcomings

170. Many pupils in key stage 2 have a superficial knowledge of the areas they have studied.
171. Skills such as identifying cause and effect and investigating various sources have not been developed sufficiently in key stage 2.

Art

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

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

Good features

172. In both key stages, the pupils use a wide range of materials, equipment and techniques to produce good quality paintings, drawings and two and three-dimensional objects. The work is colourful and imaginative, and often includes interesting designs. The element of creating artwork typical of other countries makes an effective contribution to the pupils' art experiences.
173. Good concentration and attention to detail make a considerable contribution to the standards achieved by pupils. The self-portraits produced by pupils in key stage 1 exhibit detailed observation and good attention to shape and form. Pupils in key stage 2 have produced impressive and highly skilled drawings using lines and light and heavy shading with charcoal.
174. Pupils across the school have a good understanding of concepts such as texture, quality and tone and they use them skilfully in their work. By emulating the work of famous artists, including some from Wales, pupils show a good knowledge of the various styles they use and they are able to apply them skilfully to their own work.

Shortcomings

175. There are no important shortcomings.

Physical education

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

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

Good features

176. Pupils in both key stages dress appropriately for their lessons and they work physically hard and in a disciplined manner. They move light-footedly about the hall, changing direction and speed with ease and they make good use of space. They know of the beneficial effects of exercise and healthy eating on the body.
177. Pupils in key stage 1 listen attentively to the teacher's instructions. They show increasing control over their bodies as they run at various speeds and to different

directions and in avoiding each other. They move sensuously to music, creating imaginative movements and shapes with different parts of their body. They work at different levels and create a simple sequence of movements.

178. Key stage 2 pupils have a good level of fitness and this permits them to work hard for extended periods. They create various shapes that reflect good tension and sound control. They begin and finish their movements in a disciplined fashion and they display good balance when holding shapes.
179. Pupils in key stage 2 have a good understanding of the features of good quality shapes and movements and they use their knowledge effectively to evaluate the work of other pupils and when creating their own movements.

Shortcomings

180. There are no important shortcomings.

Religious education

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

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

Good features

181. In key stage 1, pupils have a good awareness of the Bible as a special book. They know of the main events in the life of Jesus Christ and are able to explain the morals illustrated in some of the parables. The pupils are aware of some of the main religious festivals and they can discuss the main events associated with them.
182. Pupils in key stage 1 make good progress in their knowledge of other religions, such as Hinduism, and they can relate the beliefs of its followers to their living practices and culture.
183. Pupils in key stage 2 are familiar with a good number of stories from the Bible and they can differentiate between the contents of the Old Testament and the New Testament. They know about several stories from the life of Jesus Christ and can retell them in detail.
184. Pupils in key stage 2 have a good awareness of the characteristics and practices associated with places of worship, the Christian festivals and the main events associated with them. Studying the life and work of Dr Barnardo has raised their awareness of the need to help those less fortunate than themselves.
185. Pupils in key stage 2 are knowledgeable about other religions. They can describe the main festivals of the various religions, their worship practices and their differences and similarities.

Shortcomings

186. The ability of pupils in key stage 2 to interpret religious and moral ideas and to think critically has not been sufficiently developed.

School's response to the inspection

The headteacher, staff and governors of Ysgol Glyndyfrdwy, having studied the results of the inspection, are pleased to say that they consider the report to be fair, positive and constructive.

The judgement of the inspectors agrees with the views of the school on all the Key Questions that are in the self-evaluation document.

It is good to note that the standards in the lessons were higher than the Welsh Assembly Government targets for 2007 and that there were many good features in the quality of the care, support and guidance provided for the pupils.

We are delighted that the inspection team have found that the school has made good progress in addressing the Key Issues identified in the last inspection in 2001.

We appreciate the professional way the inspection was conducted. The discussions were constructive and helped towards moving on. The role of the Nominee in the inspection process was very positive and offered opportunities for additional evidence to be sourced and also counted as very good professional development for the nominee.

The inspection has reinforced our strengths and notes clearly the areas where we can develop. Working closely with our parents and our community, the headteacher, staff and governors will incorporate the recommendations notes in the report into the School Development Plan and will act upon them in a thorough and systematic way.

Appendix 1

Basic information about the school

Name of school	Glyndyfrdwy Community School
School type	Community
Age-range of pupils	4 – 11 years
Address of school	Glyndyfrdwy Corwen Denbighshire
Post-code	LL21 9HH
Telephone number	01490 430214
Headteacher	Mrs David Alun Williams
Date of appointment	January 1979
Chair of governors	Mrs Sue Williams
Reporting inspector	Mr Wil Williams
Dates of inspection	29-31 January 2007

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	0	3	6	0	2	3	1	4	19

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	2	2.8

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	7.5:1
Average class size, excluding nursery and special classes	10.5
Teacher (fte): class ratio	1.4:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2005	92%	96%	92.5%
Summer 2006	96%	98%	94.4%
Autumn 2006	-	98.7%	95%

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

Appendix 3

National Curriculum Assessment Results: End of Key Stage 1

National Curriculum Assessment KS1 Results 2006	Number of pupils in Y2	3
As the number of pupils eligible for assessment at the end of Key Stage 1 was fewer than five, summary information is not included.		

National Curriculum Assessment Results: End of Key Stage 2

National Curriculum Assessment KS2 Results 2006	Number of pupils in Y6	6
As the number of pupils eligible for assessment at the end of Key Stage 2 in was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 4 in mathematics, science and either English or Welsh (first language) according to teacher assessment			
In the school	83.3%	In Wales	74.3%

Appendix 4

Evidence base of the inspection

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

These inspectors visited:

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

Members of the inspection team had meetings with:

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

The team also considered:

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

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

Appendix 5

Composition and responsibilities of the inspection team

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

School's Nominee: Mr D A Williams

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

Acknowledgement

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