

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

**Gwaenynog Infants School
Ffordd Ysgubor
Denbigh
Denbighshire
LL16 3RU**

School Number: 6632133

Date of Inspection: 03/05/06

by

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5542**

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- * secondary schools;
- * special schools;
- * pupil referral units;
- * independent schools;
- * further education;
- * adult community-based learning;
- * youth support services;
- * LEAs;
- * teacher education and training;
- * work-based learning;
- * careers companies; and
- * the education, guidance and training elements of Jobcentre Plus.

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- * makes public good practice based on inspection evidence.

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Gwaenynog Infants 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 Gwaenynog Infants School took place between 03/05/06 and 05/05/06. An independent team of inspectors, led by Margaret Elizabeth Morgan 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 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

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Context

The nature of the provider

1. Ysgol Gwaenynog Infants School is situated in the town of Denbigh. At the time of the inspection, there were 84 pupils on the school roll including 21 part-time nursery children. This number is a decrease of 15 children from the time of the previous inspection in May 2000. Nursery children are admitted to the school at the beginning of the academic year during which they will be four. The area surrounding the school is economically disadvantaged.
2. Ninety-five per cent of pupils come from English speaking homes. Approximately five per cent come from Asian and mixed backgrounds. Two children receive support for learning English as an additional language (EAL). No pupils come from a Welsh speaking home. Nearly 56 per cent of pupils are entitled to receive free school meals. This is an increase from the time of the previous inspection and is considerably above both Local Education Authority (LEA) and national averages. Pupils' ability on entry is well below the LEA average. Thirty-two pupils have been identified as having special educational needs (SEN). This is a reduction from the time of the previous inspection but still remains well above average. Some aspects of physical education are modified for one pupil. Two children are looked after by the local authority.
3. There are the equivalent of 5.3 full-time teachers and an additional seven teaching assistants on the staff. All teachers, including the head teacher, have been appointed to their current posts since the last inspection. There are two newly qualified teachers (NQT) at the school. The head teacher was appointed in 2002. The school has received several awards in recent years including the Basic Skills Quality Mark III, Investors in People, Healthy Schools and Eco School Green Flag awards. It was also awarded the 'Your Champions Scottish Power/Trinity Newspaper School of the Year 2005. A recently retired teacher won a lifetime achievement teaching award in 2004 and the head teacher was awarded for working with business and the community in 2005.

The school's priorities and targets

4. At Ysgol Gwaenynog, the school's philosophy is 'Happy and secure as we all learn together'. This is supplemented by a 'Charter of Opportunities to widen horizons' that indicates the school is committed to:
 - expanding the educational opportunities of all pupils;
 - enabling every child to participate in events in and out of school;
 - promoting equality of opportunity for all pupils, staff and parents.

5. Shorter-term priorities outlined in the school development plan include:
 - preparing for the Foundation Phase;
 - improving standards in writing and investigative science;
 - developing thinking skills;
 - enhancing international links;
 - developing bilingual skills;
 - monitoring behaviour;
 - reviewing art and music;
 - securing a minibus.

Summary

6. Ysgol Gwaenynog Infants School is a good school with many outstanding features in all aspects of its work.
7. Table of grades awarded.

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

Standards

8. Standards in the subjects inspected are as follows:

Subject	Key Stage 1
English	Grade 1
Science	Grade 1
Information technology	Grade 1
Art	Grade 1
Physical education	Grade 2
Religious education	Grade 1

9. Standards of achievement in lessons observed are considerably higher than the Welsh Assembly Government (WAG) all-Wales targets that by 2007, 98 per cent of standards should be satisfactory or better (Grade 3) and 65 per cent good or better (Grade 2).
10. Pupils enter Ysgol Gwaenynog Infants School with ability levels considerably below the LEA average. An outstanding feature of the school is the very good progress pupils make and the excellent standards they achieve in their knowledge, skills and understanding, regardless of their background. Pupils very successfully achieve the targets they are set.
11. The overall quality of the educational provision for the under fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.

12. Pupils with additional learning needs, including those who are more able and those with SEN and also those who learn English as an additional language, achieve very good standards in relation to their abilities.
13. Pupils achieve outstanding standards overall in their use of the key and basic skills. By the end of year 2, pupils achieve very good standards in their communication and their information and communication technology (ICT) skills. They achieve good standards in their numeracy and bilingual skills.
14. Over recent years, pupils have maintained high standards in the end of key stage 1 statutory assessments in the three core subjects of English, mathematics and science. Despite the fact that pupils' baseline scores are some of the lowest in the LEA, by the end of year 2, pupils' performance is above both local and national averages in English, mathematics and science. When the school's results are compared with all other schools, they are in the upper 25 per cent in three core subjects.
15. Pupils have a good understanding of how they are progressing and what they need to do to improve their work. An outstanding feature of the school is the excellent progress pupils make in fulfilling their potential. They are very well prepared for the next stage of their education.
16. The development of pupils' personal, social and learning skills is an outstanding feature. Virtually all pupils, throughout the school, have exceptionally good attitudes to every aspect of school life. The work of the School Council and the Eco-Committee are notable features. Pupils' behaviour is excellent.
17. Pupils have high self-esteem and take full responsibility for their own actions because they understand what is expected of them. Older pupils are very caring and supportive of younger pupils and are unfailingly helpful, polite and courteous.
18. Pupils' wider development is exceptionally good. They are mature in their knowledge of equal opportunity issues and have a deep respect for diversity. Pupils' knowledge of living within a multi-cultural society is very good; they are mature responsible citizens.

The quality of education and training

19. The overall quality of teaching has many outstanding features and is considerably better than the WAG target that by 2007, 98 per cent of teaching should be Grade 3 or better with at least 65 per cent being Grade 2 or better. The quality of teaching has improved from the last inspection.
20. The quality of teaching in the lessons observed in the inspection is as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
59%	41%	0%	0%	0%

21. Outstanding features include very positive relationships between staff and pupils, effective teamwork, very good subject knowledge and very detailed planning.
22. The quality of assessment and its use in helping to raise standards across all subjects in the school is outstanding. Rigorous, consistent, and comprehensive procedures are in place which record and track pupils' progress from the time they start school in the nursery. Assessment procedures fully meet all statutory requirements. Reports to parents are informative.
23. Individual targets for improvements are planned and thoroughly shared with pupils and this helps them to evaluate their own learning. Pupils are eager to discuss these targets, but they are not always sufficiently clear and sometimes pupils have difficulty remembering specific ones.
24. The curriculum is vibrant, effective and is an outstanding feature of the school. It is full of exciting, innovative, problem solving and creative experiences. The needs of all pupils, including those with SEN, and those who are learning English as an additional language, are fully met. Of note is the school's considerable success in promoting the learning of more able pupils.
25. The school makes very good provision for developing pupils' basic and key skills, which are effectively threaded through all aspects of teachers' planning in a consistent and cohesive way.
26. The overall provision for the development of pupils' spiritual, moral, social and cultural development is excellent. Pupils' cultural experiences are very good. Planning for the inclusion of *Y Cwricwlwm Cymreig* is very thorough and positively reinforces pupils' knowledge and understanding of Welsh culture and heritage. Bilingualism is developed well.
27. Partnerships with parents, the local community and other schools are good with outstanding features overall. Links with businesses are another outstanding feature in the school. The school very successfully promotes the awareness of sustainable development and global citizenship and has recently gained its Green Flag status.
28. The school provides a happy, supportive, caring and safe environment for pupils to learn. There is a strong and well-structured pastoral system within the school. The provision for learners with special educational needs is another outstanding feature of provision. The school is committed to meeting the special needs of all pupils, including those with significant health problems, and provides invaluable support to the pupils and their families. Ysgol Gwaenynog is an inclusive school. Discrimination in any form is not tolerated.

Leadership and management

29. There is a very strong sense of direction and purpose to the work of Ysgol Gwaenynog. There are explicit aims and values that promote equality for all and are obvious in the daily life of the school. The quality of leadership and management shown by the head teacher is outstanding. All members of staff, pupils, governors and parents play important roles in ensuring that the school continues to maintain its high standards. There are excellent working relationships.
30. The governing body is very active, effective and supportive, and individual governors have a wide range of expertise and ability. Governors understand their roles very well.
31. The school's self-evaluation processes are outstanding. All staff, pupils, parents and governors are fully involved in the process. The self-evaluation report produced for the inspection is of very good quality. It is very detailed and accurate in its assessment of the school's strengths and areas for development. It matches the judgements made by the inspection team in each of the seven key questions. The school has made very good progress since the last inspection and all the key issues raised at that time have been addressed.
32. Resources, including staffing, are kept under constant review by senior managers and governors. The head teacher works very hard to obtain grants and funding for developments from a variety of different sources to supplement the school's allocated budget. Leaders and managers believe that resources should provide maximum impact on teaching and learning, and should ensure the maintenance of very high standards. This is a major strength. The school provides very good value for money.

Recommendations

The staff and governors should:

- R1 continue to maintain the current outstanding standards in all aspects of school life.

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 1: Good with outstanding features

33. The inspection team agrees with the school's self-evaluation of this key question.
34. Standards in the subjects inspected are as follows:

Subject	Key Stage 1
English	Grade 1
Science	Grade 1
Information technology	Grade 1
Art	Grade 1
Physical education	Grade 2
Religious education	Grade 1

35. Standards of achievement in lessons observed are considerably higher than the WAG all-Wales targets that by 2007, 98 per cent of standards should be satisfactory or better (Grade 3) and 65 per cent good or better (Grade 2). They are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
61%	31%	8%	0%	0%

36. Pupils enter Ysgol Gwaenynog Infants School with ability levels considerably below the LEA average. An outstanding feature of the school is the very good progress pupils make and the excellent standards they achieve in their knowledge, skills and understanding, regardless of their background. By year 2, pupils talk knowledgeably and enthusiastically about a range of subjects and issues.
37. The school monitors individual pupils very closely; it sets challenging academic targets for all pupils who very successfully achieve these, often exceeding initial expectations.
38. The overall quality of the educational provision for the under fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.
39. Pupils with additional learning needs, including those who are more able and those with SEN, achieve very good standards in relation to their abilities.
40. Pupils achieve excellent standards overall in their use of the key and basic skills. Although many pupils start school with limited communication skills,

they progress very well. By the end of year 2, pupils achieve above average standards in their listening, speaking, reading and writing skills.

41. Another outstanding feature of the school is the pupils' use of information and communications technology (ICT). They are very confident using a range of technological equipment, such as digital cameras, metal detectors and photocopiers as well as computers and interactive whiteboards, for a variety of purposes in different subjects and aspects.
42. Pupils' bilingual and numeracy skills are also well developed. They use Welsh words and phrases regularly when carrying out their normal routines and apply their numerical understanding well in subjects such as science and personal and social education.
43. Over recent years, pupils have maintained high standards in the end of key stage 1 statutory assessments in the three core subjects of English, mathematics and science. Despite the fact that pupils' baseline scores are some of the lowest in the LEA, by the end of year 2, pupils' performance is above both local and national averages in English, mathematics and science. Pupils perform best in mathematics and considerably more pupils than average attain the higher level 3 in this subject. There are no significant differences between boys' and girls' results.
44. Nearly 56 per cent of pupils at Ysgol Gwaenynog are entitled to receive free school meals. When the school's results are compared with all other schools, they are in the upper 25 per cent in the three core subjects.
45. Pupils have a good understanding of how they are progressing and what they need to do to improve their work. They are aware that they have targets in English, mathematics, Welsh and information technology. They know about one or two key areas for development but they are sometimes confused about their own precise areas for improvement in each of the subjects.
46. An outstanding feature of the school is the progress the vast majority of pupils make in fulfilling their potential. They are very well prepared for the next stage of their education when they move to the neighbouring junior school.
47. Attendance and punctuality are good. The school had no unauthorised absences in the three terms prior to the inspection. Pupils generally arrive punctually for school and for lessons.
48. The very good development of pupils' personal, social and learning skills is an outstanding feature. Virtually all pupils have exceptionally good attitudes to every aspect of school life, including their work, because the school provides such an exciting learning environment, where pupils, from the moment they enter school in the nursery, explore and investigate the world around them.
49. Pupils are very keen to learn and they become so engrossed in their lessons, they often continue working even when playtime arrives. When they sustain their concentration over long periods of time and co-operate very well in pairs

and in their group work, they are acquiring skills that will support them beyond their time at the school.

50. Their excellent behaviour is a credit to the school. Boys and girls, from the nursery onwards, play and work really well together. The school is a friendly, happy place, free of racial tensions and harassment. This is because staff and pupils interact so well and, in the playground, pupils are kept busy with the good range of equipment that is available.
51. Pupils have high self-esteem and take full responsibility for their own actions because they understand what is expected of them. Older pupils are very caring and supportive of younger pupils and are unfailingly helpful, polite and courteous.
52. Pupils say that bullying is rare but if it does happen they follow the rules and say "Stop, you are making me sad" and walk away to inform an appropriate adult. Even pupils who have been identified as having serious behavioural difficulties are so well supported that they are generally co-operative and equally curious about their learning.
53. Pupils' wider development is exceptionally good. They are mature in their knowledge of equal opportunity issues and have a deep respect for diversity. Pupils' knowledge of living within a multi-cultural society is very good and they understand some of the diversity of beliefs, attitudes and cultural traditions within their own and the wider world. They are sensitive to the need to be kind and friendly to everyone, however different they are, for example, when one boy says "We must draw them into our circle of love".
54. Pupils are mature responsible citizens, demonstrating well-advanced organisational and decision-making skills, including care for the environment. When pupils in year 2 organise recycling throughout the school on a daily basis, they are efficient and committed. They eagerly respond to job "advertisements", in writing, with referees, for other posts of responsibility around the school, such as helping with the garden.
55. The work of the School Council and the Eco-Committee are notable features. Advanced life and entrepreneurial skills are evident when members of the School Council discuss how to best manage, spend and keep to their budget and when they organise a ballot and their own meetings. The role of the "Helpwr Heddiw" is highly developed, for example, when pupils take on responsibility for completing the register in Welsh.
56. Pupils play an active part in the life and work of the local community, through well-planned visits and events. Recently the School Council visited and successfully lobbied the County Council for new school toilets. The community is used very well as a learning resource and pupils actively support many environmental, cultural and charitable projects.

The quality of education and training

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

Grade 1: Good with outstanding features

57. The inspection team agrees with the school's self-evaluation of this key question.
58. Standards of teaching in lessons observed are considerably higher than the WAG all-Wales targets that by 2007, 98 per cent of standards should be Grade 3 and 65 per cent Grade 2 or better.
59. The quality of teaching in the lessons observed during the inspection is as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
59%	41%	0%	0%	0%

60. The outstanding features in teaching include:
- very good relationships between staff and pupils that ensures that pupils are attentive, motivated and encouraged to achieve as well as they can;
 - teachers' very good subject knowledge including purposeful use of subject specific vocabulary and particularly effective use of interactive whiteboards as a teaching resource;
 - very effective teamwork between all adults in classes helping to ensure that pupils remain focussed and 'on task';
 - stimulating use of a wide range of interesting resources ensuring pupils' active involvement;
 - very careful planning and clear lesson objectives carefully relayed to pupils at the start of lessons;
 - frequent use of praise to encourage all pupils and particularly those with additional learning needs;
 - very effective use of the outdoor environment as an extension to the classroom;
 - considerable emphasis on ensuring equality of opportunity for all pupils.
61. Teachers make good efforts to use bilingual words and phrases during the course of lessons and when issuing instructions.
62. The quality of assessment and its use in helping to raise standards across all subjects in the school is outstanding. Rigorous, consistent, and comprehensive procedures are in place which record and track pupils' progress from the time they start school. This means the school has a wealth of data at its disposal from which to set challenging targets for pupils' improvement. Any difficulties are quickly spotted and properly focused intervention is prepared.

63. Assessment procedures fully meet all statutory requirements. On entry to school, children in both the nursery and reception classes are assessed carefully. This, and very careful, detailed daily ongoing assessment by the teachers and teaching assistants, is well used to underpin all teachers' planning and to record and monitor children's progress over time. This is evident throughout the school and has been a strong feature in helping to raise standards effectively and report to parents accurately.
64. Different groups of pupils are clearly identified and tracked. The Individual Education Plans of pupils, who have been identified as having special educational needs, have clearly defined targets, which are thoroughly shared with both pupils and parents. These targets are detailed and achievable and help teachers to plan suitable class work and to focus the support to be given by classroom assistants.
65. Moderated portfolios of pupils' work are highly developed and effectively used by subject leaders as a means of establishing levels of achievement. Pupils' work is marked regularly and positively but marking is not always used to involve pupils in evaluating their own progress and planning for improvement.
66. In other ways, however, pupils are fully involved in evaluating their own progress. They are eager to show their work to visitors and indicate that they feel their efforts are valued. Individual targets for improvements are planned and thoroughly shared with pupils and this helps them to evaluate their own learning. Pupils are eager to discuss these targets, but more clarity is needed because, in having so many, they sometimes have difficulty remembering specific ones.
67. Reports to parents are informative and provide a detailed picture on their children's academic progress, their social skills and attitudes to learning. There are many formal and informal opportunities for parents to visit and discuss their children's progress.

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

Grade 1: Good with outstanding features

68. The inspection team agrees with the school's self-evaluation of this key question.
69. The curriculum is vibrant, effective and is an outstanding feature of the school. It is full of exciting, innovative, problem solving and creative experiences that motivate and interest pupils, who say they really enjoy their learning. It encourages pupils to explore and investigate the world around them, both indoors and out, and in the locality and beyond. It fully meets all statutory requirements.

70. The curriculum is planned consistently well across the year groups. The needs of all pupils, including those with SEN, and pupils who are learning English as an additional language, are fully met. Of note, is the school's considerable success in promoting the learning of more able pupils.
71. The overall quality of the educational provision for under-fives is appropriate to their needs and pupils are making good progress towards the Desirable Outcomes for Children's Learning. Children in both the nursery and reception classes get a very good start to their school life and are already well prepared for the new Foundation Phase. Their experiences are rich and creative and they are curious and eager to explore them.
72. The school makes very good provision for developing pupils' basic and key skills, which are effectively threaded through all aspects of teachers' planning in a consistent and cohesive way. The development of pupils' ICT skills is a particular strength, enabling them to research information in books and on the Internet.
73. The wide range of extra-curricular experiences that pupils enjoy is very good. Visits into the community and visitors, who come in to share their experiences and expertise, all enhance learning very well. A good example is, when pupils work with a visiting artist over time to create large-scale murals and artefacts in clay, the quality of their work is outstanding.
74. The overall provision for the development of pupils' spiritual, moral, social and cultural development is excellent. Provision for the development of spiritual skills is very effective. Pupils, in lessons and in collective worship, are encouraged to think deeply about many aspects of their school life and issues in the world around them, helping them to become self-aware and mature.
75. Social and moral development is equally good, because pupils are taught right from wrong, honesty, and care for those less fortunate than themselves. All staff are very good role models. They value their pupils' contributions, and have developed a warm, supportive, inclusive ethos in the school. Pupils are happy and secure in their learning, and behave and work very well as a result.
76. Pupils' cultural experiences are very stimulating. Planning for the inclusion of *Y Cwricwlwm Cymreig* is very thorough and positively reinforces pupils' knowledge and understanding of Welsh culture and heritage. Bilingualism is developing well. The efforts of the school to expand its work on multiculturalism and to celebrate the spiritual diversity present in Wales and the wider world is outstanding. All these things help pupils to understand their own cultural heritage but also to prepare them for life in a multicultural society.
77. Partnerships with parents, the local community and other schools are good with outstanding features. Communication with parents is exceptionally strong; there are regular letters and newsletters. The school's website is a rich source of information for both parents and other members of the community. The Prospectus is informative and welcoming. Parents are

invited to work with the school in a variety of ways, including a home/school agreement, working in classes and helping with fundraising.

78. Parents are also offered a wide range of support including breakfast and after school clubs and adult education in the form of computer and Family Learning courses. All these things have forged very strong relationships between parents and the school, which greatly benefits everyone. During the inspection, many parents made a point of coming to express their great confidence in, and support for the school.
79. The school also has very good links with its two feeder junior schools and is an active member of a cluster of small schools who work together on various school improvement projects.
80. Links with businesses are an outstanding feature in the school. Teaching staff have benefited from work experience and work related visits to local industrialists. The school received the Teacher Award Wales for working with business and the local community in 2005. It also won the Your Champions Award in 2005 for working with local businesses. The school works with an extensive range of industrialists. There are a wide range of visits to local industry such as Morrisons, banks and building societies, local farms, the local quarry and the Post Office.
81. Visitors into school have included local industrialists, bank and building society workers, RSPCA officials, local photographers, local artists, the police, as well as the school cook and the 'lollipop' person who all give talks to the children about the world at work. Entrepreneurial skills are developed very well.
82. Careers Wales attend parents' evenings and are also on hand to give parents advice on their work opportunities. Parents enjoy this opportunity to meet Careers Wales staff in this informal way.
83. The school displays high expectations for all of its pupils and actively, and enthusiastically, promotes equality of access, equal opportunities and challenges stereotyping. The Personal and Social Education programme, focuses on these and related aspects. Pupils are encouraged to achieve success and to participate fully in the life of the school.
84. The School Council is well established and consists of pupils from every full-time class. The council meets monthly and has an action plan, which is regularly updated. In the past, they have given presentations to the County Council and have successfully lobbied the LEA for improvements in the premises, for example, automatic hand dryers in the toilets.
85. The school very successfully promotes the awareness of sustainable development and global citizenship and has recently gained its Green Flag status. The Eco-committee, drawn from year 2 pupils, is very active. Members are very proud that the school recycles waste paper and straws and has now decided that the school should also recycle cardboard. They monitor the switching off of unnecessary lighting in the school. A compost bin is sited

in the playground and all children are actively encouraged to put all their compostable material into the bin. Monitors diligently collect waste and compostable materials from the classrooms. The Eco-committee is very proud that the surface of the new nursery play area has been constructed from recycled tyres.

86. Fair trade products are used extensively in the school and the school raises money for a school in Uganda. A former teacher of the school regularly visits an Ugandan school and returns to give talks to the children. Pupils' awareness of global citizenship is further enhanced in Personal and Social Education lessons, talks by other visitors to the school and through the fundraising efforts of the pupils.
87. The breadth and quality of the curriculum, extra-curricular opportunities and work-related education ensures that the learning experiences reflect national priorities and lay the foundation for lifelong learning in a particularly effective way.

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

Grade 1: Good with outstanding features

88. The inspection team agrees with the school's self-evaluation of this key question.
89. The school provides a happy, supportive, caring and safe environment for pupils to learn. There is a strong and well-structured pastoral system. Parents appreciate the high quality of care that their children receive. Pupils trust teachers to deal with any concerns quickly and effectively. This is a significant strength.
90. The school is set in a very close community where there are strong well-established links between pupils, staff, parents, carers and the community. This is another significant strength. An open door policy operates where parents are encouraged to meet with the head teacher and teachers to discuss any concerns and to act jointly with parents upon them.
91. Induction arrangements for new pupils are very comprehensive. A nursery induction pack is given to the parents and personal details of the children are taken highlighting, allergies, fears etc. The majority of new pupils come from the playgroup operating in the school. As soon as new pupils start school, year 2 pupils are on hand to mentor them and help them settle in. Parents have high praise for the school and its induction arrangements as is evidenced by the very positive responses to the pre-inspection parental survey.
92. There are three parents' evenings each year as well as School Information Evenings and Parent Information Nights, which are generally well attended. A Parents Forum operates in the school allowing parents to discuss areas for improvement or of concern.

93. Transition arrangements for year 2 pupils transferring to the adjoining junior school are well established and effective, with older pupils mentoring the new pupils. The school conducts an exit survey of pupils when they transfer to junior school and acts on the findings.
94. Excellent quality personal support and guidance is provided at the school through its Personal and Social Education programme. The school rightly considers bullying and bad behaviour serious matters and any instances are dealt with quickly and effectively. The policy and procedures for dealing with bullying are clearly understood by pupils, staff, parents and carers and are successfully implemented. Bullying is regularly discussed in assemblies, in circle time, by child friendly posters around the school and by pupil surveys. Pupils are involved in drawing up the school and classroom rules. No instances of anti-social behaviour were observed during the inspection.
95. A 'buddy' system operates in the school with year 2 pupils providing support for the younger pupils. 'Buddies' are on hand in the playground to support the younger or more vulnerable pupils.
96. The school operates a successful healthy eating policy and has achieved two Healthy Schools Awards and is working on its third set of actions. The pupils use the compost they have collected in the compost bins to grow vegetables for use in the school kitchen. The breakfast club and nurture group are well established in the school to ensure that pupils have a good start to the day.
97. The relief caretaker undertakes daily Health and Safety inspections of the grounds and the school building. The school is fortunate in that it suffers from very little vandalism. The head teacher conducts regular risk assessments and the LEA has recently undertaken an extensive Health and Safety survey at the school. No major concerns were identified.
98. The school works hard to ensure good attendance. Punctuality, behaviour and pupils' academic performances are all very carefully monitored. Good procedures and links exist with the Education Welfare Service and other agencies should the non-attendance or behaviour of an individual pupil give cause for concern. There is a very effective merit system in place when pupils are rewarded for good attendance and other achievements.
99. The school has a very comprehensive Child Protection Policy. The head teacher is the designated Child Protection Officer. All the teachers, and teaching assistants have received child protection training. There are very good procedures in place to protect vulnerable pupils. Currently, there are six members of staff fully trained in first-aid procedures and other staff members have received some basic training.
100. The provision for learners with special educational needs is another outstanding feature of provision at the school. The school is committed to meeting the special needs of all pupils, including those with significant health problems, and provides invaluable support to the pupils and their families.

101. The school is proactive and inclusive in special needs matters and all teachers receive relevant up to date training to enable them to continue to improve the very good level of support that they provide. Pupils are made aware that all adults in the school are there to help them and they respond very well to this.
102. All staff, but particularly the head teacher, who manages this provision, are flexible and creative and have a very positive attitude to these pupils. They ensure that they maintain and deliver an equitable educational experience for all. This includes very effective arrangements for the early diagnosis and identification of need.
103. All information on assessments and other matters is carefully logged and shared with staff, pupils and parents. This means that swift intervention can be applied where necessary. Individual Education Plans contain challenging, but achievable targets and are useful working documents.
104. Support is organised in a variety of ways and includes withdrawal to work with a dedicated support teacher, nurture, booster and 'Catch-Up' groups, and help from enthusiastic classroom assistants. All are equally effective and supportive and evidence shows that nearly all pupils with SEN find success and eventually achieve as well as their peers.
105. There are excellent examples of inter-agency collaborative work to meet the needs of the pupils. An example of the strong relationships that prevail is evident when a health worker writes about the pleasure it is to work with the staff of this school, where the needs of these special children are given such a high priority.
106. A real strength is the very good support provided for pupils whose poor behaviour and emotional difficulties impedes their development. These pupils are consistently managed and monitored by well-trained staff and this enables them to develop self-discipline and self-awareness; they make very good progress and achieve well. Pupils who learn English as an additional language receive equally good support.
107. Ysgol Gwaenynog is an inclusive school. Discrimination in any form is not tolerated. All pupils regardless of age, ability, linguistic background, disability, and ethnicity have full access to all curricular and other provision at the school. The small number of pupils from minority ethnic groups blends harmoniously into the school because the pupils are taught to recognise and respect diversity. This effectively promotes good race relations throughout. Boys and girls are treated equally well and all activities are open to them, with no exceptions. The school has taken all reasonable action to ensure that disabled pupils do not suffer from less favourable treatment.

Leadership and management

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

Grade 1: Good with outstanding features

108. The inspection team agrees with the school's self-evaluation of this key question.
109. There is a very strong sense of direction and purpose to the work of Ysgol Gwaenynog. There are explicit aims and values that promote equality for all and are obvious in the daily life of the school. The quality of leadership and management shown by the head teacher is outstanding. Her management is purposeful and imaginative. She has a very clear vision for the future direction of the school that she relays effectively to all those involved in school life.
110. The head teacher works very closely with the recently appointed deputy head teacher and, over recent months, together they have established a very dynamic approach to school improvement. All members of staff, pupils, governors and parents play important roles in ensuring that the school continues to maintain its high standards. There are excellent working relationships between all stakeholders and there is a genuine sense of teamwork.
111. Subject leaders have a very clear view of strengths and shortcomings in their areas of responsibility. Policies and documentation are of an exceptionally high standard and reflect the high expectations set by the school.
112. The school takes very good account of national and local priorities. For example it has been involved for many years in Family Learning Programmes and is very aware of sustainability issues and healthy lifestyles.
113. The school sets challenging and realistic targets and appropriate goals are met. Targets provide a very clear educational direction to all the work of the school.
114. The school shows a strong commitment to developing the expertise of both teaching and support staff. The performance management system ensures that all members of staff value the opportunities available to improve their expertise. The head teacher, deputy head teacher and subject leaders carefully monitor standards of teaching and learning. The system promotes teachers' continuous professional development very well and is valuable in improving standards and the quality of teaching. Training objectives reflect an excellent balance between the school's priorities and the needs of individuals.
115. Arrangements to allow teachers time for planning, preparation and assessment are thorough and the deputy head teacher supports the two newly qualified teachers very well. All members of staff are allocated a 'mentor' and

this system is effective in helping to ensure that everyone feels valued and supported in their work.

116. The governing body is very active, effective and supportive with individual governors having a wide range of expertise and ability. Governors understand their roles very well. They and are involved as subject link governors and in strategic planning. The chairperson is very well informed and provides fellow governors with first-class leadership. This is a considerable strength of the school.
117. Governors are provided with a handbook explaining, in non-bureaucratic language, their roles and responsibilities. This document is being used in an adjoining LEA as an example of good practice. Governors are actively involved in setting the school's direction and are heavily involved in all aspects of self-evaluation.
118. The Governing Body meets regularly and individual governors are also involved in sub-committees. Governors are well informed and receive regular training. The Governing Body meets statutory requirements, thereby ensuring that a very good standard of education and a high degree of support is provided for the pupils.

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

Grade 1: Good with outstanding features

119. The inspection team agrees with the school's evaluation of this key question.
120. The head teacher and deputy head teacher have a very good overview of the school and its work. An outstanding feature of the school's self-evaluation process is the very careful monitoring of pupils' progress during their time in school. This has ensured that high standards have been maintained over long periods of time.
121. Self-evaluation processes effectively identify relevant areas for development, such as the attention currently being given to raising standards in writing and investigative science.
122. All subject leaders have a very good overview of planning, resources and teaching in their particular areas of responsibility. They also have a very good understanding of standards through the regular monitoring of pupils' work. Annually, subject leaders produce very high quality reviews and action plans that focus on key strategies to further raise standards.
123. Governors play a key role in the self-evaluation process and regularly visit the school to monitor provision. They produce comprehensive reports that are discussed with staff and also the full governing body.

124. The school's self-evaluation process is outstanding. All staff are fully and actively involved in the self-evaluation process. Pupils have excellent opportunities to make suggestions through the school council. They routinely complete questionnaires about school life, for example, after completing topics or more generally during their personal and social education lessons. Very recently, significant improvements were made to the early-years playground following discussion with pupils.
125. Parents are regularly questioned about their opinion of the school. They say they can make suggestions formally through questionnaires and less formally by discussing issues with staff. All views and opinions are given serious consideration and acted on appropriately.
126. Priorities for development in the school development plan are agreed following careful audits and analysis of available information. The plan is clearly focused on maintaining high standards. Purposeful aims and objectives are developed as a result of careful consideration of the school's priorities and the LEA's strategic plan. They are subsequently related to the seven key questions in the Estyn Inspection Framework.
127. The head teacher and governors ensure that all identified priorities are adequately resourced. They work very hard to obtain grants and funding for developments from a variety of different sources to supplement the school's allocated budget.
128. The self-evaluation report produced for the inspection is outstanding. It is very detailed and accurate in its assessment of the school's strengths and areas for development. It matches the judgements made by the inspection team in each of the seven key questions.
129. Priorities set in previous action plans have been met and have had a significant positive effect on the school's progress. The school has made very good progress since the last inspection and all the key issues raised at that time have been addressed thoroughly. There has been an improvement on the good standards observed during the last inspection. From a low baseline, pupils make very good progress and continue to perform above national and LEA averages. Their statutory assessment results compare very favourably with all schools.

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

Grade 1: Good with outstanding features

130. The inspection team agrees with the school's evaluation of this key question.
131. There are a sufficient number of teachers with suitable qualifications to teach every aspect of the curriculum. The head teacher is experienced, and there is a good blend of youth and experience in the teaching staff. Planning and

preparation time was established in the school in advance of the requirements and staff appreciate, and productively use, the time available to them.

132. The school utilises a good range of support staff who make an outstanding contribution to the overall quality of teaching and the standards achieved. They work extremely effectively under the guidance of teachers to plan, teach, and record pupils' progress and complete administrative tasks. All staff members have appropriate job descriptions, which clearly define their roles and responsibilities. Responsibilities for subjects and aspects are shared fairly between teachers.
133. The school uses competent administrative staff, students and volunteers to excellent effect. Canteen staff and lunchtime helpers form an integral part of the school and contribute well to pupils' development.
134. Learning resources are of high quality. They stimulate the imagination of young children. For example, the 'Talking Tins' are having a very positive effect on speaking and listening and digital cameras have significantly improved pupils' ICT confidence. The resources available for each subject and year group are plentiful and staff make full use of these resources during lessons.
135. The accommodation is adequate for the number of pupils on roll. It provides a comfortable, safe and attractive learning environment, with stimulating displays of work in all classrooms, corridors and the hall. The sensory area within the school provides a magical area for children to listen and to learn. The playground areas are spacious and the recently introduced early years outdoor area is a wonderful play and learning facility. The school buildings and grounds are very well maintained, by the relief caretaker and cleaning staff.
136. The school uses its available resources in a careful but effective manner with the head teacher providing stringent budgetary control. Spending in the school accords to the priorities set by the governing body in the development plan. The school has bid for and received a number of grants from outside funding bodies such as the Freeman Evans Trust and this funding, and money raised by the PTA, has been put to good use in the school for the benefit of the pupils.
137. Resources, including staffing, are kept under constant review by senior managers and governors. They believe that resources should provide maximum impact on teaching and learning, and should ensure the maintenance of very high standards. This is a major strength. The school provides very good value for money.

Standards achieved in subjects and areas of learning

English

Key Stage 1 – Grade 1: Good with outstanding features

Outstanding features

138. Pupils make very good progress in their English work. By the time they leave the school, they have very well developed speaking and listening skills and they also write at length and with imagination.
139. At all times, pupils listen very attentively both to teachers and their peers. They work very effectively in pairs listening to taped voices using 'Talking Tins'. Pupils listen carefully to their teachers and make relevant responses to questions they are asked.
140. In role-play, they use language that is suitable for the situation and very effectively take on the role of different characters. More able year 2 pupils very articulately express their ideas and views.
141. Through the story-writing project, pupils very effectively recount familiar stories. They include appropriate expression in their voices and use an extensive good range of descriptive language.
142. Pupils develop their writing skills very well. By year 2 they are very aware of the different styles of writing required for different purposes. Recently, as a group, they very successfully changed a story into an interesting, plausible play script. In both years 1 and 2, pupils are skilled at taking notes and they use their notes very well as a basis for extended writing. They recognise the importance of using description in their work and very effectively sequence their work into the correct order.
143. In both years 1 and 2, pupils make very innovative use of ICT to improve the quality of their work, for example for speaking and listening and for word processing. They include photographs in their writing to engage the readers' interest.

Good features

144. All pupils make good progress in their reading skills by using carefully structured reading schemes. Pupils read accurately and by the end of year 2, the more able pupils are beginning to include expression in their reading. Pupils use their phonic knowledge well to help them read unfamiliar words.
145. Year 1 pupils know the purpose of different types of books and have a good understanding of how to use them efficiently. For example, they know that the contents page describes what is in an information book. Year 2 pupils are

aware of some of the key features of different types of writing, such as, fantasy or adventure stories.

146. All pupils cope well with reading their own writing to adults or their peers and they quickly understand written instructions on worksheets or the interactive whiteboard.
147. Year 1 pupils begin to use punctuation in their writing and, by year 2, pupils use a range of punctuation correctly including full stops and speech marks. Pupils are generally confident spellers and make plausible attempts at spelling unfamiliar words.

Shortcomings

There are no significant shortcomings.

Science

Key Stage 1 – Grade 1: Good with outstanding features

Outstanding features

148. The majority of pupils start school with a well below average knowledge and understanding of the world around them. They make significant progress because provision for science is so effective and improvements in standards of achievement, by the end of year 2 are outstanding.
149. Pupils across the school are excited by their experimental and investigative work, making good use of their numeracy and very good use of their ICT skills to record their work.
150. Pupils are supported very well to plan, carry out and record their investigations and, as a result, they show a very good level of commitment. They co-operate very well in pairs and groups and work productively and enthusiastically. Recorded work is exceptionally well organised and presented, with some very good examples of extended writing, where pupils express their own views and ideas clearly.
151. Dedication and hard work over time enables older pupils to plan independently and systematically carry out an experiment. By the end of key stage 1, most attain very high standards.
152. Pupils have very keen observation skills and this helps them to carry out a fair test properly, recognising that some things must remain the same but others can change.
153. They have a very good knowledge of forces and how they work. They understand that forces can make things go faster and further. After

investigating different ramp heights, they come to understand that the height of the ramp affects the distance that a car can travel.

154. They have a very comprehensive knowledge of life processes and create their own fair test to investigate what plants need to make them grow well. They understand the functions of the different parts of a plant. They know that certain foods and exercise will keep them healthy.
155. They have an excellent understanding of electrical circuits and how to add more bulbs and batteries to change the amount of light. They know that the light will disappear if the circuit is broken.

Good features

156. Pupils use relevant scientific vocabulary as they group materials, sorting them for their different properties. They thoughtfully describe them as “squashy, bendy, and stretchy”. When investigating how heating can change materials, they create a chart to group and record their materials before and after heating, noting accurately which changes are irreversible.
157. Pupils listen attentively to different sounds and accurately predict, then sort them into short/long, high/low, and loud/soft sounds. They know that sound fades as it travels away from our ears. They use this knowledge to effectively communicate their ideas when working in groups to create their own sound pictures.

Shortcomings

158. There are no significant shortcomings.

Information Technology

Key Stage 1 – Grade 1: Good with outstanding features

Outstanding features

159. Pupils are very confident users of a range of technological equipment including tape recorders, photocopiers, programmable toys, digital cameras, computers and interactive whiteboards. They independently control both hardware and software, having a very good understanding of the procedures involved. They enthusiastically develop their skills both in the classroom and also in the computer suite. Pupils learn specific skills in the computer suite and apply these skills very competently during their lessons in classrooms.
160. Pupils are familiar with a broad range of correct computer terminology. They use words such as “enter, spacebar and shift” in the right context.

161. In both years 1 and 2, pupils make very effective use of the internet to search for information connected with their class topics such as Denbigh Castle or Nelson Mandela.
162. Years 1 and 2 pupils produce 'Power Point' presentations. They very enthusiastically control the 'Power Point' software adding sound and slides at appropriate points to relay very powerful messages. Throughout the school, pupils make very effective use of digital cameras to enhance the quality of their work.
163. Pupils are familiar with many of the functions of the keyboard. They very competently load and save programmes. They quickly and easily alter the size and font of their word processed writing; they underline, change colour and make their writing 'bold', understanding the reasons for making such changes.
164. As pupils move through the school, their control of the computer 'mouse' progresses very well. This is obvious in the way they produce artistic work using increasingly complex 'paint packages' to very good effect.

Good features

165. Both year 1 and year 2 pupils show good skills creating graphs using data handling packages. Their word processing or typing skills are appropriate to their age and stage of development.

Shortcomings

166. There are no significant shortcomings.

Art

Key Stage 1 – Grade 1: Good with outstanding features

Outstanding features

167. Artwork across the school is vibrant and exciting and pupils' achievement is exceptionally good. Attainment is also very high. This is because skill development is so thorough across the school from the early years, building continuously on knowledge already known.
168. The school has been proactive in harnessing the skills of artists and craft workers, resulting in the fact that pupils say they "love" their artwork and cannot wait for lessons. All these things enable pupils to see themselves as young artists who take pride and joy in their work.
169. Pupils use their art books really well to experiment with colour, line and tone. They try out techniques such as smudging and shading, and use different pencils and paints to find which gives the best effect.

170. Of note is the excellent quality of their work in three dimensions. When working with a local artist to create large-scale wall plaques and artefacts in clay, representing facets of the school, outcomes are magnificent.
171. Younger pupils, after a visit to Denbigh Castle, successfully experiment with art pencils, pastels then different sized brushes and paint effects. They create a suitable palette from their own mixed colours to develop their own paintings in the style of a Welsh artist. They sensitively record their feelings about the paintings in "Talking Tins", to add to their displays, making a very good contribution to their spiritual and literacy development.
172. After carefully studying a landscape photograph, they practise weaving skills to create a woven scene in a similar style. They use appropriate vocabulary, such as "stretchy, rough, texture" etc, as they feel and choose their materials for colour and texture. They persevere very well and outcomes are very imaginative and colourful.
173. When pupils in year 2 compare their own work to that of an artist from the European tradition, and then a Welsh artist, they use terms such as "thick" paint, "smudging", "bright" and "texture" accurately. They talk confidently, in pairs, about similarities and differences in landscape painting styles. They display a very mature approach to colour mixing and creating effects with line and tone to develop their own outstanding landscape scenes.

Shortcomings

174. There are no significant shortcomings.

Physical Education

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

Good features

175. In both years 1 and 2, pupils dress appropriately for physical education. They have a good awareness of the need to warm up before physical exercise and to cool down at the end of a lesson. They show an appropriate awareness of the positive effect physical exercise has on their bodies and show due regard for health and safety issues during their lessons. For example they carry and move equipment carefully and sensibly.
176. Pupils enthusiastically engage in a variety of different activities including games, gymnastics, dance and swimming. They show a good awareness of space and others around them when they work both indoors and outdoors. Year 2 pupils react imaginatively to musical stimulus and adapt their skills successfully in dance sessions when they work with partners to create short, imaginative sequences.

177. When working as individuals, year 1 pupils successfully bounce and catch balls and the majority manage to hit a target accurately. They persevere to practise and improve their skills.
178. Year 2 pupils show a good awareness of body shape and tension as they create different movements. They show good ability to make contrasting movements such as 'stretched' and 'floppy' and introduce different levels and directions into their work.

Shortcomings

179. When working with partners, pupils' control of small equipment such as balls and bean-bags is at an early stage of development.

Religious Education

Key Stage 1 – Grade 1: Good with outstanding features

Outstanding features

180. The provision of deep and reflective spiritual experiences makes learning in this subject special, and the knowledge and understanding of religious issues that pupils display by the age of seven is impressive. This is because pupils respond so well to the school's efforts to seek and celebrate diversity in Britain by expanding on the study of religious festivals in a wide range of faiths. Pupils demonstrate a deep respect for diversity as a result.
181. When they visit various places of worship, such as a mosque, synagogue and church, and particularly when they engage in meaningful role-play, they develop a good knowledge of the similarities and differences between important faiths, such as Hinduism, Islam, Judaism and Christianity. They effectively describe in their writing, for example, aspects of the special books, celebrations and places of worship.
182. They are helped to understand the teaching and the message behind Christian and other stories, for example, the story of the "Good Samaritan". Afterwards they thoughtfully apply this to their own lives and meaningfully discuss the need to be kind to all people, whether their skin or their faith is different, or whether they are young or old, etc.
183. Pupils develop their knowledge of Hinduism and Islam very well. In their study of Hinduism, younger pupils work with pupils from the local high school to create a 'Power Point' presentation about the Hindu religion. They have a very good awareness of festivals such as Eid, Ramadan and particularly Divali. They research in detail information in books borrowed from the schools' library service. They explore and create imaginative Mehndi and Rangoli patterns in their artwork.

184. Pupils in year 2 display a very good recall of Jewish festivals, dress, artefacts and special book. They describe special celebrations clearly. They also describe in detail aspects of their visit to a synagogue and traditions that are important to Jewish people. Their role-play, both at the synagogue and back in school is purposeful, because they are so knowledgeable.

Good features

185. In class when they celebrate the differences between themselves, they consider what makes each pupil special. When they think and write about their close friends and their special qualities, their writing is sensitive and thoughtful.

Shortcomings

186. There are no shortcomings.

School's response to the inspection

The Head teacher, Deputy, staff and Governing Body are delighted that after a rigorous and robust inspection of the evidence base, and standards of teaching and learning within the school, the inspection team agreed with all the judgements made by the school in its self evaluation.

The report describes self evaluation within the school as outstanding. This confirms our success as a reflective and informed team of professionals. It recognises that Ysgol Gwaenynog has very high standards of achievement and is a school *"with many outstanding features in all aspects of its work"*. Also, that the school provides very good value for money and that Gwaenynog *"is a very friendly happy place"* at the centre of its community.

The report acknowledges the skill, talent, dedication and hard work of the teaching staff when it says *"The overall quality of teaching has many outstanding features and is considerably better than Welsh Assembly targets"*. It is noted that 100 per cent of the teaching observed was a grade 1 or 2 with 59 per cent being a grade one. Similarly the curriculum offered at Ysgol Gwaenynog is described as *"vibrant and effective full of exciting innovative problem solving and creative experiences"* and is another outstanding feature of the school as is our provision for less and more able pupils.

The strong team spirit within the school is also highlighted in the report. The valuable contribution of all who work within the school, support staff, administrative, college staff, kitchen staff, lunchtime staff and cleaners are recognised for the outstanding contributions they make to the school and to the overall quality of teaching and the standards achieved.

Most of all the report pays testimony to the wonderful children that Ysgol Gwaenynog serves. Their behaviour is described as *"excellent and a credit to the school"* and they are noted as being *"unfailingly helpful, polite and courteous"*.

The report also acknowledges the very high standards they achieve in all areas of school life. We are all very proud that their many achievements are recognised and indeed celebrated in this inspection report.

The staff and Governing Body are committed to maintaining the high standards achieved and will continue to monitor and evaluate in order to further the success of Ysgol Gwaenynog Infant school for the benefit of all our pupils and the community we serve.

The Head teacher and Chair of Governors would also like to acknowledge the very professional manner in which the inspection team conducted the inspection.

The school will address the one recommendation of the report to **R1** *"continue to maintain the current very high standards in all aspects of school life"* in a school action plan.

A copy of the school's action plan in response to the inspection will be sent to all parents. The Governors Annual Report to Parents will report on progress we are making towards this recommendation.

Appendix 1

Basic information about the school

Name of school	Gwaenynog Infants School
School type	Nursery and Infant
Age-range of pupils	3-7 years
Address of school	Ffordd Ysgubor, Denbigh Denbighshire
Postcode	LL16 3RU
Telephone number	01745 812660

Head teacher	Mrs Julia Buckley Jones
Date of appointment	2002
Chair of governors/ Appropriate authority	Mrs Margaret Morris
Registered inspector	Mrs Margaret Morgan
Dates of inspection	May 3-5 2006

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	10.5	23	18	22	0	0	0	0	73.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	5	1	5.3

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	13.3 : 1
Pupil: adult (fte) ratio in nursery classes	7 : 1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	21.3
Teacher (fte): class ratio	1.5 : 1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Summer 2005	90.3%	91.9%	91.6%
Autumn 2005	86.1%	93.6%	94.2%
Spring 2006	81.6%	89.4%	93.4%

Percentage of pupils entitled to free school meals	55.7
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 2005			Number of pupils in Y2:				21
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher Assessment	School	0	0	4.5	72.7	22.7
		National	0.3	3.5	13.3	63.0	19.9
	Teacher Assessment	School	0	0	4.5	68.2	27.3
		National	0.3	3.8	14.0	55.3	25.5
En: writing	Teacher Assessment	School	0	0	9.1	77.3	13.6
		National	0.3	5.2	14.4	68.8	11.3
En: speaking and listening	Teacher Assessment	School	0	0	4.5	59.1	35.4
		National	0.3	2.5	11.2	62.9	23.0
Mathematics	Teacher Assessment	School	0	0	0	72.7	27.3
		National	0.3	2.2	10.5	62.5	24.4
Science	Teacher Assessment	School	0	0	0	68.2	31.8
		National	0.3	1.6	9.5	65.2	23.4

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	90.9	In Wales	80

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

Appendix 4

Evidence base of the inspection

Three inspectors spent a total of six inspector days in the school. A team meeting was held prior to the inspection.

Inspectors visited:

- 22 lessons or part lessons
- All classes
- Acts of collective worship
- A range of extra-curricular activities.

Members of the inspection team had meetings with:

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

The team also considered:

- The school's self evaluation report
- 48 responses to the parents'/carers' questionnaire
- A comprehensive range of documentation provided by the school before and during the inspection
- A range of pupils' work.

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

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Margaret Morgan Reporting Inspector	Context, Summary, Recommendations, Appendices Contributions to Key Questions 1, 2, 3, 5 and 6 English, Information Technology, Physical Education
Reg Cawthorne Lay Inspector	Contributions to Key Questions 1, 3, 4, 5 and 7
Kay Andrews Team Inspector	Contributions to Key Questions 1, 2, 3 and 4 Science, Art, Religious Education
Julia Buckley Jones Nominee	Contributions to Team Meetings

The contractor was:

Evenlode Education Ltd
6 Fisher Close
Duxford
Cambridgeshire
CB8 4XU

Acknowledgement

The inspection team would like to thank the governors, head teacher, staff and pupils for their co-operation and courtesy throughout the inspection.