

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

**Ysgol Hiraddug
Thomas Avenue, Dyserth
Denbighshire LL18 6AN**

School Number: 6632011

Date of Inspection: 27/03/06

by

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78218**

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The purpose of Estyn is to improve quality and standards in education and training in Wales. Estyn is responsible for inspecting:

- * nursery schools and settings maintained or used by local education authorities (LEAs);
- * primary schools;
- * 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.

Estyn also:

- * provides advice on quality and standards in education and training in Wales to the National Assembly for Wales and others; and
- * makes public good practice based on inspection evidence.

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Ysgol Hiraddug 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 Ysgol Hiraddug took place between 27/03/06 and 29/03/06. An independent team of inspectors, led by Mervyn Lloyd Jones 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 Hiraddug is a local authority maintained Community Primary School located in the village of Dyserth, at the North Eastern end of the vale of Clwyd in Denbighshire.
2. The school has 218 pupils between three and 11 years of age on roll. Pupils represent the full ability range. Three pupils have a statement of special educational needs with a further 27 pupils either on school action or school action plus for extra support. Pupils are arranged into seven classes.
3. Pupils are admitted into the nursery in the September following their third birthday and children to the reception class are admitted in the September following their fourth birthday.
4. According to the school, the pupils are drawn from a social background, which is described as neither prosperous nor economically disadvantaged. Eleven per cent of the pupils receive free school meals.
5. English is the predominant language spoken at home. One per cent of the pupils are of Caribbean or Asian origin.
6. The school was last inspected in March 2000. The current head teacher has been in post since April 2003.

The school's priorities and targets

7. The school's mission statement states:
8. 'We aim to provide a happy, safe, stimulating environment in order to nurture life-long learning and to encourage everyone to become caring, tolerant and responsible citizens.'
9. The priorities set for the current year are to:
 - further develop pupils' skills in using information technology;
 - strengthen mid-term planning arrangements;
 - improve outdoor play equipment for break time sessions;
 - expand the healthy eating arrangements;
 - expand the teaching resources to support special educational needs (SEN);
 - develop a portfolio of levelled work for the foundation subjects.

Summary

10. Hiraddug C.P. School is a very good school with many outstanding features. It provides pupils with a good quality education. The head teacher and staff are hard working and dedicated. There are good relationships at all levels.

11. Good progress has been made since the last inspection.

12. The inspection team agrees with the grades given by the school in three out of the seven key questions, but it is the view of the inspection team that the grades given by the school to key questions 3, 5, 6 and 7 have been underestimated.

13. The inspection team judged the school's work as follows:

Table of grades awarded

Key question	Inspection grade
1 How well do learners achieve?	2
2 How effective are teaching, training and assessment?	2
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

14. Overall, the standards achieved in the areas of learning and subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
26%	61%	13%	0%	0%

15. The overall quality of educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning. This is an outstanding area of the school's work.

16. The standards of achievement for pupils under-five are as follows:

Areas of Learning Under-fives

Language, literacy and communication	Grade 1
Personal and social development	Grade 1
Mathematical development	Grade 1
Knowledge and understanding of the world	Grade 1
Creative development	Grade 1
Physical development	Grade 1

17. At key stage 1 and key stage 2, in the subjects inspected, the standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
History	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical education	Grade 2	Grade 2

18. Pupils with special educational needs (SEN) make good progress and achieve the targets set for them.

19. At the end of key stage 1 in 2005, teacher assessments show that the percentage of pupils achieving level 2 or better in the core subjects of English, mathematics and science was above the Local Education Authority (LEA) and the national averages. When compared with similar schools across Wales using the free school meals indicator, the school was placed in the top 50 per cent of schools for all subjects. Girls out perform boys in all three subjects.

20. At the end of key stage 2 in 2005, teacher assessments show that the percentage of pupils achieving level 4 or better in English and mathematics and science was above the LEA and national averages. When compared with similar schools across Wales using the free school meals indicator, the school was placed in the top 25 per cent of schools for each core subject. There was no significant difference between the performance of boys and girls, but more boys than girls achieved level 5 in English.

21. At key stage 1 and key stage 2, the majority of pupils make good progress and attain good standards in speaking and listening. Pupils write well and these skills develop in line with their abilities. However, opportunities are often missed for pupils to develop their writing skills across all areas of the curriculum. Numeracy is widely used to measure and calculate accurately particularly in science. Pupils' ICT skills are developing well, but their application across all areas of learning is limited.

22. Problem-solving and decision-making skills are developing well. Pupils use a range of strategies to find creative solutions to problems. . However, opportunities for independent learning for pupils to take more responsibility for the planning and recording of their own work are often missed.

23. In their bilingual development, pupils at both key stages are making good progress with some of the more, able pupils at key stage 2 achieving good standards.

24. The majority of pupils show a high level of motivation, interest and enthusiasm in their work and concentrate well during lessons. Pupils' spiritual, moral and cultural development is good. The general ethos of the school is good, pupils relate well to each other showing mutual concern and respect. Throughout the school, pupils' understanding of equal opportunities is good. They recognise, understand and

respect diversity of beliefs, attitudes and cultural traditions within a society. This is an outstanding area of the school's work.

25. Pupils have gained strong community awareness through fundraising for local and national charities. This enables them to develop a good understanding of the world around them and gives them a firm grounding in the importance of the world of work and citizenship. This is an outstanding area of the school's work.

26. Pupils are well behaved, considerate and courteous. They contribute positively to the very good quality of life in the school.

27. The level of attendance has remained stable since the previous school inspection and is currently averaging just above 93 per cent. This is below the county and national averages. A number of parents take their children on holiday during term time, causing pupils to miss valuable learning time.

The quality of education and training

28. In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
32%	54%	14%	0%	0%

29. These percentages are higher than the Welsh Assembly Government target of 95 per cent of lessons being a grade 3 or better and 50 per cent being a grade 2 or better.

30. Lessons judged to be good and no important shortcomings had features, that included:

- very good planning with clear learning objectives;
- very good subject knowledge enabling teachers to plan lessons competently and thoroughly, particularly for pupils' basic and key skills;
- work set at the right level for pupils of all ages and abilities and very good support given in lessons;
- very good relationships helping to create an ethos where learning is nurtured;
- quality extension activities to challenge the more-able pupils;
- very good questioning techniques and high expectations that challenge and stimulate pupils;
- lively and energetic delivery, that motivates and excites pupils.

31. In lessons judged to have some shortcomings, the:

- work was not sufficiently differentiated to meet the needs of all pupils;
- long introduction and over-direction by teachers impacted adversely on the pace of lessons;
- over-use of worksheets did not allow pupils the opportunity to use independent learning skills.

32. Teachers have good subject knowledge, are well trained and have high expectations of their pupils. There are good working relationships in all classrooms.

Teachers are fully aware of the needs of individual pupils and provide appropriate support. Very good team work is evident with all adults across the school.

33. The school has a very comprehensive assessment system. This is an outstanding area of the school's work.

34. Individual Education Plans (IEPs) for pupils with SEN clearly identify the progress that has been made and the action required for further development. Pupils receive sensitive and appropriate help by all adults within the classroom.

35. The reports to parents conform to statutory requirements and are of good quality. Parents also say that they find meetings with teachers, where they can discuss their children's progress and see their work, equally useful.

36. The long-term curricular plans for the school provide a coherent basis to meet the learning needs of pupils and offer a robust framework of content and skills across the subjects. The planning for desirable outcomes in the Early Years is outstanding in its fine detail and imaginative fusion of activities. The curriculum is broad, meets statutory requirements and reflects the main aims of the school. Strong emphasis is placed on developing pupils' basic skills. This is reflected in higher standards in English and mathematics.

37. The school provides pupils with an outstanding variety of good quality enriching experiences. The school makes good and at times very good provision for pupils' moral and social development. The school's system for promoting pupils' personal and social development is outstanding in its cohesiveness and range. It successfully promotes a strong sense of right and wrong throughout school life. Provision for spiritual development is good, especially in collective worship, circle time and religious education.

38. Pupils are given appropriate opportunities to take responsibility for others as well as themselves. Cultural development is well promoted.

39. The school's partnership with parents is very good. There are very good links with the local secondary school, other primary schools and the University College of Wales, Bangor.

40. Pupils play a very active part in the life of the community. Their contributions to local charities and events like the District Arts Festival are good.

41. The school is successfully developing in its pupils the skills required for lifelong learning and community regeneration.

42. The school manages the quality of support, care, and guidance provided for learners with outstanding efficiency incorporating effective partnerships with external agencies and with parents.

43. Well considered steps are taken to ensure the safety of pupils while they are in school

Leadership and management

44. The management of the school by the head teacher, supported by the staff and governors, is very effective. Their vision shared by all interested parties is clear and there is a clear sense of purpose as to what they want to achieve. There is good team work among all staff with effective management structures, which enables the members of the school to function smoothly as a well organised community. The school shows a strong commitment to developing the expertise of all staff

45. Realistic and challenging targets are set according to statutory requirements. The governing body is very proactive and governors are fully aware of their responsibilities. The requirements in relation to the statutory duties of governors are met in full.

46. The school's self-evaluation procedures ensure that the head teacher, senior managers, staff and governors have a well developed awareness of performance across the areas for which they are responsible. A self-critical and supportive culture is well established, this is accepted as part of good on-going performance management. This is an outstanding area of work.

47. The school's self evaluation report identifies clearly the school's strengths and areas for development and these are used to determine priorities in the school improvement plan. However, the self-evaluation exercise did not focus as sharply on progress and standards as it did on provision.

48. Strategies for assessing and evaluating pupils' standards of achievement are very thorough and effective.

49. The governing body and head teacher provide adequate resources to ensure objectives are met. There is a good overview of financial resources and monies are used efficiently in order to improve learning opportunities for pupils.

50. There are an adequate number of suitably qualified teachers and support staff.

51. The school employs a very good number of NNEBs, learning assistants and teaching assistants who are committed to their work and make a valuable contribution to the pupils' development.

52. The school has enough resources of very good quality to cater for all its pupils in all subjects. The school building and play areas are outstanding in their contribution to pupils' learning.

53. Governors, Senior Management and curriculum leaders at all levels throughout the school pay close heed to the school's priorities for development. The school gives very good value for money.

Recommendations

In order to improve the school in the areas inspected, the staff and governing body need to:

R1 continue to develop a whole-school approach to self-evaluation and link the outcomes to priorities in the school improvement plan which sets out measurable success criteria in relation to progress and standards;

R2 provide more opportunities for pupils to take responsibility for their own work;

R3 continue to develop pupils' IT skills across all areas of learning.

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?

[Grade2: Good features and no important shortcomings]

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

55. Overall, the standards achieved in the areas of learning and subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
26%	61%	13%	0%	0%

56. The overall quality of educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning. This is an outstanding area of the school's work.

57. The standards of achievement for pupils under-five are as follows:

Areas of Learning Under-fives

Language, literacy and communication	Grade 1
Personal and social development	Grade 1
Mathematical development	Grade1
Knowledge and understanding of the world	Grade1
Creative development	Grade 1
Physical development	Grade 1

58. At key stage 1 and key stage 2, in the subjects inspected, the standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
History	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical education	Grade 2	Grade 2

59. Pupils with special educational needs (SEN) make good progress and achieve the targets set for them.

60. At the end of key stage 1 in 2005, teacher assessments show that the percentage of pupils achieving level 2 or better in the core subjects of English, mathematics and science was above the Local Education Authority (LEA) and the national averages. When compared with similar schools across Wales using the free school meals

indicator, the school was placed in the top 50 per cent of schools for all subjects. Girls out perform boys in all three subjects.

61. At the end of key stage 2 in 2005, teacher assessments show that the percentage of pupils achieving level 4 or better in English and mathematics and science was above the LEA and national averages. When compared with similar schools across Wales using the free school meals indicator, the school was placed in the top 25 per cent of schools for each core subject. There was no significant difference between the performance of boys and girls, but more boys than girls achieved level 5 in English.

62. At key stage 1 and key stage 2, the majority of pupils make good progress and attain good standards in speaking and listening. They speak clearly and confidently, using a range of appropriate vocabulary associated with different subject areas. The good standards achieved by pupils in reading support their learning well across the curriculum. Pupils write well and these skills develop in line with their abilities. However, opportunities are often missed for pupils to develop their writing skills across all areas of the curriculum. Numeracy is widely used to measure and calculate accurately particularly in science. The school has been awarded the Basic Skills Quality mark to acknowledge its commitment to achieving good standards in basic skills. Pupils' ICT skills are developing well, but their application across all areas of learning is limited.

63. Problem-solving and decision-making skills are developing well. Pupils use a range of strategies to find creative solutions to problems. At both key stages, pupils use their imagination and creativity well to produce work of a good standard particularly in history and design technology. However, opportunities for independent learning for pupils to take more responsibility for the planning and recording of their own work are often missed.

64. In their bilingual development pupils at both key stages are making good progress with some of the more-able pupils at key stage 2 achieving good standards. They use Welsh regularly in and around the school and respond confidently to commands and questions.

65. The majority of pupils show a high level of motivation, interest and enthusiasm in their work and concentrate well during lessons. They are confident to ask questions and to tell the teacher if they are uncertain about the work they are about to do.

66. Pupils' spiritual, moral and cultural development is good. The general ethos of the school is good, pupils relate well to each other showing mutual concern and respect, and this has a positive effect on pupils' attitudes to learning. A range of curricular and non-curricular opportunities is provided to develop pupils' awareness of Wales and the culture of other countries in the world. Throughout the school, pupils' understanding of equal opportunities is good. They recognise, understand and respect diversity of beliefs, attitudes and cultural traditions within a society. This is an outstanding area of the school's work.

67. Pupils have gained strong community awareness through fundraising for local and national charities. This enables them to develop a good understanding of the

world around them and gives them a firm grounding in the importance of the world of work and citizenship. This is a very strong feature at the school.

68. The school sets realistic targets for its pupils and these are achieved on a regular basis. Pupils show good progress in acquiring new knowledge, understanding and skills and make good progress in fulfilling their potential. Pupils at both key stages are clear of what is expected of them. They are aware of their strengths and shortcomings and what they need to do in order to improve their work. They make good use of personal targets in this context. There is no difference in standards of achievement of pupils in terms of social background, language or race.

69. Pupils are well behaved, considerate and courteous. They contribute positively to the very good quality of life in the school. Pupils enter and move around the school in an orderly and purposeful manner. In discussion, pupils indicate that they understand what is expected of them in terms of attitudes and behaviour and agree that good behaviour is encouraged and recognised. They respond positively to this.

70. There are very few reports of recent incidents of bullying or inappropriate behaviour and no exclusions for many years.

71. The level of attendance has remained stable since the previous school inspection and is currently averaging just above 93 per cent. This is below the county and national averages. A number of parents take their children on holiday during term time, causing pupils to miss valuable learning time.

72. Punctuality is generally good at the start of, and throughout the school day. However, each morning a small number of pupils arrive late during the registration period, preventing sessions from starting promptly and without delay or disruption. The school takes account of National Assembly of Wales (NAW) Circular 3/99.

The quality of education and training

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

[Grade 2: Good features and no important shortcomings]

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

74. In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
32%	54%	14%	0%	0%

75. These percentages are higher than the Welsh Assembly Government target of 95 per cent of lessons being a grade 3 or better and 50 per cent being a grade 2 or better.

76. Lessons judged to be good and no important shortcomings had features that included:

- very good planning with clear learning objectives;
- very good subject knowledge enabling teachers to plan lessons competently and thoroughly, particularly for pupils' basic and key skills;
- work set at the right level for pupils of all ages and abilities and very good support given in lessons;
- very good relationships helping to create an ethos where learning is nurtured;
- quality extension activities to challenge the more-able pupils;
- very good questioning techniques and high expectations that challenge and stimulate pupils;
- lively and energetic delivery, that motivates and excites pupils.

77. In lessons judged to have some shortcomings, the:

- work was not sufficiently differentiated to meet the needs of all pupils;
- long introduction and over-direction by teachers impacted adversely on the pace of lessons;
- over-use of worksheets did not allow pupils the opportunity to use independent learning skills.

78. Teachers have good subject knowledge, are well trained and have high expectations of their pupils. They avail themselves of professional development opportunities, and transfer new skills successfully into their practice. The school's work on alternative thinking strategies is an area of development that has been recognised at LEA level, when a county conference for teachers was held at the school. This work has had a positive impact on teaching and learning.

79. There are good working relationships in all classrooms. Teachers are fully aware of the needs of individual pupils and provide appropriate support. All members of

staff are fully committed to equal opportunity, regardless of gender, ability or race. All pupils are treated fairly and with respect. Very good team work is evident with all adults across the school.

80. Good provision is made for pupils' bilingual development. The use of incidental Welsh is a common feature inside and outside the classroom and pupils are confident when they respond to questions and commands. Some of the more-able pupils at key stage 2 can confidently put a number of sentences together in conversation. There is a positive attitude towards Welsh by teachers and pupils alike.

81. The school has a very comprehensive assessment system. This is an outstanding area of the school's work. It includes making use of a range of national and standardised tests. Assessment is used regularly to guide, plan and set targets at whole class and individual pupil level. Good use is made of this information to improve teaching and learning.

82. Clear guidelines are given to pupils to improve their work and they are fully aware of what is expected of them. All pupils on a half-termly basis conduct their own self-assessment, where they identify their strengths and shortcomings; this is followed by a more detailed assessment at the end of each academic year. The school's marking policy is clear and indicates the importance of oral and written feedback linked to individual target for pupils. This is implemented consistently across all classes. Information about pupils' progress is regularly shared with parents.

83. Teachers keep comprehensive records of pupils' achievements, including baseline and performance assessments against national criteria and other standardised tests. Detailed records are kept for the Foundation Phase of learning as well as key stages 1 and 2.

84. Individual Education Plans (IEPs) for pupils with SEN clearly identify the progress that has been made and the action required for further development. Pupils receive sensitive and appropriate help by all adults within the classroom.

85. The reports to parents conform to statutory requirements and are of good quality. They usefully identify what pupils have achieved and what they need to do in order to improve their work. Parents also say that they find meetings with teachers, where they can discuss their children's progress and see their work, equally useful. At the pre-inspection meeting parents said that teachers are friendly, approachable and helpful when advising and guiding parents as to how they can best support their children's learning.

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

86. Overall, the findings of the inspection team do not match the judgement made by the school in the self-evaluation report. The school gave a grade 2 to this key question.

87. The long-term curricular plans for the school provide a coherent basis to meet the learning needs of pupils and offer a robust framework of content and skills across the subjects. The planning for desirable outcomes in the Early Years is outstanding in their fine detail and imaginative fusion of activities. The curriculum is broad, meets statutory requirements and reflects the main aims of the school.

88. Pupils experience a balanced curriculum. Learning is organised into four similar length sessions each day, but the school takes a flexible approach in planning the time given to each subject and has shown that this is best suited to effective learning for its pupils.

89. Strong emphasis is placed on developing pupils' basic skills. This is reflected in higher standards in English and mathematics. Planning to develop pupil's key skills across the curriculum has been an outstanding focus for improvement in the school improvement plan (SIP). The provision for bilingualism is good in many aspects of the school's work. The 'Cwricwlwm Cymreig' and the multi-cultural aspects of the curriculum are planned in some detail.

90. The use of information technology is providing pupils with basic skills, but ICT skills are not being utilised sufficiently or consistently across the range of subjects. There is good emphasis on developing problem-solving and research skills in some classes but this good practice has not yet been adopted throughout the school.

91. The school provides pupils with an outstanding variety of good quality enriching experiences, including educational visits, visiting speakers, sporting opportunities, musical tuition, residential courses and a number of after-school clubs. The extra-curricular provision reflects full educational and social inclusion.

92. The school makes good and at times very good provision for pupils' moral and social development. It successfully promotes a strong sense of right and wrong throughout school life. Pupils are aware of the difference between appropriate and inappropriate conduct in differing contexts. Provision for spiritual development is good, especially in collective worship, circle time and religious education.

93. The school's system for promoting the pupils' personal and social development is outstanding in its cohesiveness and range. The well considered and consistently applied praise and rewards for positive behaviour, liaisons with home, police and other agencies, help pupils to respect other people's attitudes, feelings and values and develop the concept of citizenship through links to the school council.

94. Pupils are given appropriate opportunities to take responsibility for others as well as themselves. For example, the buddy system is used well by pupils to help others who need their friendly support. Members of the school council represent each class and take their responsibilities seriously.

95. Cultural development is well promoted in the study of geography, religious education and history in addition to emphases on supporting charities such as the South East Asia Appeal and raising monthly payments to help a child in Ethiopia. These projects also contribute strongly to the development of pupils' understanding of their place as global citizens.

96. The school's partnership with parents is very good. Parents are active within school and during educational visits. They are very supportive of the Home-School Agreement, which together with the Prospectus and the Governors' Annual Report to Parents, meet statutory requirements.

97. There are very good links with the local secondary school, other primary schools and the University College of Wales, Bangor.

98. Pupils play a very active part in the life of the community. Their contributions to local charities and events like the District Arts Festival are good.

99. Outstanding attention is given to the development of work-related education. A partnership with industry is in place; opportunities to raise awareness of the workplace and develop entrepreneurial skills in particular are well developed.

100. The school emphasises respect for all pupils by ensuring equality of opportunity to all pupils in its care. Plans to improve access for disabled pupils have not yet been activated.

101. The attention given to sustainable development, such as through re-cycling projects is very good. The school has attained recognition as an Eco School. Pupils are making very good progress in developing an understanding of their roles as global citizens. In one class service, pupils discussed the lives of children throughout the world, including Russia, the African countries and Australia. They have good understanding of the importance of Fair Trade.

102. The school is successfully developing in its pupils the skills required for lifelong learning and community regeneration.

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

Grade 1: good with outstanding features
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103. The findings of the inspection team match the judgement made by the school in its self-evaluation report.

104. The school manages the quality of support, care, and guidance provided for learners with outstanding efficiency incorporating effective partnerships with external agencies and with parents.

105. Pupils are confident that all adults in the school strive to guide them and enhance their confidence and conduct. Pupils report that they feel valued and that their voice is heard through the School Council, including those representing the reception class, and their views are acted upon. There are outstanding effective transition arrangements for pupils in the Early Years and for those in Year 6 who are making the transition to Secondary School

106. Pupils are happy in school and enjoy respectful relationships with peers and teachers in a caring and inclusive community. Parents report that they have total confidence in the care and guidance that the school provides.

107. The successes of all pupils are celebrated relevantly and regularly. Pupils are consistently praised for effort, achievement and attitudes. This consistency of approach contributes strongly to the outstanding quality of support and guidance in the school.

108. The attendance, punctuality, behaviour and both academic and personal performance of each pupil is carefully monitored and recorded. The school acts promptly to improve any shortcomings it identifies. Child Protection procedures are in place and understood by all personnel in the school.

109. The school makes good provision for pupils with SEN and teachers are proud of the fact that they identify pupils' needs early. Procedures for assessing and monitoring meet pupils' individual needs efficiently and with good effect. In the Early Years identification of pupils with SEN is sensitive yet rigorous.

110. Pupils with SEN are withdrawn for regularly small group tuition and, overall, make steady progress. IEPs are well written by the teacher and the SENCo and reviewed on a regular basis. Parents are fully consulted.

111. There was no incidence of bullying during the inspection period. The school has clear guidelines for staff should the need arise. Parents and pupils report that staff implement both policy and guidelines effectively.

112. The school has a strong working relationship with various external agencies including the police, social services, the educational psychologist and behaviour unit. The school nurse supports the school's high quality promotion of the health and safety of the pupils.

113. The procedures for caring for pupils who are ill or injured are effective and some members of staff have appropriate qualifications in emergency aid at work. A policy outlines arrangements for dispensing medicines, including drawing up appropriate risk assessments. The policies on sex education and for alcohol and drugs-related education are well established.

114. Well considered steps are taken to ensure the safety of pupils while they are in school. Fire drills are held regularly. School entrances are kept locked during the day.

115. Provision for promoting equal opportunities is, overall, good for most pupils but although this is listed in the SDP, the school has not yet been adapted to facilitate access by pupils with physical disabilities.

116. The school has a policy for promoting racial equality and pupils are aware of diversity in their society. In many subjects, the work reflects the importance attached to respect and the school succeeds in developing pupils' understanding of other cultures.

117. Pupils' work is marked regularly using specific criteria. Written comments are constructive.

Leadership and management

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

Grade 1: good with outstanding features

118. Overall, the findings of the inspection team do not match the judgement made by the school in the self-evaluation report. The school gave a grade 2 to this key question.

119. The management of the school by the head teacher, supported by the staff and governors, is very effective. Their vision shared by all interested parties is clear and there is a clear sense of purpose as to what they want to achieve. The head teacher and the two senior managers have a positive impact on the work of the school. Administration arrangements are very effective.

120. There is good team work among all staff with effective management structures, which enables the school to function smoothly as a well organised community. All staff are clear as to their roles and responsibility and they carry these out effectively. Staff provide very good support for each other and this has a positive impact on quality and standards. The school's procedures for performance management, teacher appraisal and planning, preparation and assessment (PPA) meet national requirements.

121. The school shows a strong commitment to developing the expertise of all staff. They have been involved in drawing up policies and regularly review the schemes of work thoroughly. The quality of subject leadership is very good. The subject leaders are involved in monitoring provision and evaluating teaching in their subjects. They produce monitoring reports to be shared and discussed with all members of staff and governors. The continued professional development needs of staff are carefully linked to priorities identified in the school development plan.

122. Realistic and challenging targets are set according to statutory requirements. These are based on a clear and thorough assessment process with detailed tracking, which results in a detailed achievement profile for each pupil. This is an outstanding feature of the school's work. On-going target setting is an integral part of classroom practice.

123. The school's policies provide clear guidance for promoting equal opportunities, with all pupils fully integrated in all aspects of school life. They are implemented effectively and the school's success in this regard is an outstanding feature.

124. The school takes account of national priorities and these are integrated effectively into the daily life of the school. The receipt of the Investor in People (IIP) award and the Basic Skills Quality Mark are good examples of this. These initiatives have a positive impact on staff development and pupils' learning.

125. The governing body is very proactive and governors are fully aware of their responsibilities. They are very experienced and operate in a supportive capacity, while acting as a critical friend. There is a 'link' governor to all curriculum areas.

126. Governors meet regularly in sub-committees in addition to the full meetings. They are regularly provided with good quality information about the school's performance and activities. They have a good grasp of the school's many strengths and areas for development. The requirements in relation to the statutory duties of governors are met in full.

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

Grade 1: good with outstanding features

127. Overall, the findings of the inspection team do not match the judgement made by the school in the self-evaluation report. The school gave a grade 2 to this key question.

128. The school's self-evaluation procedures ensure that the head teacher, senior managers, staff and governors have a well developed awareness of performance across the areas for which they are responsible. The information collected and collated is used effectively for the purpose of continued improvement.

129. A variety of methods is used to judge progress and achievement, including making judgement on the quality of teaching and learning through direct lesson observation and the evaluation of pupils' work. National inspection and national curriculum subject guidelines are used appropriately for comparative purposes. Pupils' views, the views of non-teaching staff, parents and governors are all taken into account. A self-critical and supportive culture is well established and is accepted as part of good on-going performance management. This is an outstanding area of work.

130. The school's self evaluation report identifies clearly the school's strengths and areas for development and these are used to determine priorities in the school improvement plan. This is a very detailed working document which is monitored and reviewed regularly. Progress reports are regularly shared with all staff and governors and adjustments made if that is deemed necessary. However, the self-evaluation exercise did not focus as sharply on progress and standards and as it did on provision.

131. The inspection team agrees with the judgements of the school in three out of the seven key questions, but it is the view of the inspection team that the school has underestimated its judgement in key question 3, 5, 6 and 7.

132. Strategies for assessing and evaluating pupils' standards of achievement are very thorough and effective. Teachers' analysis of assessment information and the resulting pupil profiling helps to identify strengths and shortcomings and to set targets for individual pupils. The quality of this work is an outstanding feature at the school. There is very good awareness of performance in county and national contexts.

133. The governing body and head teacher provide adequate resources to ensure objectives are met. There is a good overview of financial resources and monies are used efficiently in order to improve learning opportunities for pupils.

134. The school has continued to make good progress since the last inspection. All the key issues have been well addressed.

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

Grade 1: good with outstanding features
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135. Overall, the findings of the inspection team do not match the judgement made by the school in the self-evaluation report. The school gave a grade 2 to this key question.

136. There are an adequate number of suitably qualified teachers and support staff.

137. Recent appointments have broadened the range of experience and subject expertise, but plans to capitalise on this, particularly in music, have not yet been implemented.

138. The deployment of staff is due for re-consideration as identified in the SIP and, taking this into account, is well considered and thoughtful. Administrative staff makes a valuable contribution to the efficient day to day running of the school.

139. Planning, preparation and assessment time for teaching staff is organised and implemented efficiently. Resources allocated for workload reduction and workforce remodelling are used to good effect.

140. The school employs a very good number of NNEBs, learning assistants and teaching assistants who are committed to their work and make a valuable contribution to the pupils' development. There is a well-planned programme of in-service training for staff and this has had a positive effect on the standards of the pupils' work.

141. The school has enough resources of very good quality to cater for all its pupils in all subjects. Resources are carefully matched to the priorities specified in the SIP. They are efficiently administered to improve the quality of teaching and learning experiences for all.

142. The school building and play areas are outstanding in their contribution to pupils' learning. They are spacious and well maintained providing ample space for small group and shared class teaching. The well maintained building strongly contributes to the pupils' sense of self-worth and their good progress in social skills. They are very proud of their school and the school council eagerly monitors plans to improve their facilities. All areas have stimulating displays.

143. The outside area is an exciting project and plans for its imminent use are imaginative and child-centred. Its use to enhance the learning of children in the reception class is outstanding in its contribution.

144. Governors, Senior Management and curriculum leaders at all levels throughout the school pay close heed to the school's priorities for development. The school gives very good value for money.

Standards achieved in subjects and areas of learning

Under 5s

Language, Literacy and Communication Skills

Grade 1: good with outstanding features

Good features

145. Nursery and Reception children:

- are confident when speaking to each other and to adults;
- are eager to discuss what they are doing and many can hold a sustained conversation;
- listen to each other and to adults and follow instructions promptly and correctly;
- focus well when listening to stories.

146. Most nursery children:

- follow a story in a picture book;
- describe their pictures with some detail;
- correctly sequence pictures of the events in their story;
- make significant marks using pencils, crayons and paint.

147. Most reception children:

- acquire a very good range of vocabulary for their age;
- develop interesting conversations;
- ask interesting questions in order to find out information;
- speak clearly when contributing to large group discussions;
- participate with vigour in role play such as Grace Darling's daring rescue in the storm;
- make very good progress in recognising letter sounds and some children are making outstanding progress in reading at word and simple sentence level;
- are making good, and sometimes very good progress in writing and the more mature children make outstanding progress in writing independently.

Mathematical Development

Grade 1: good with outstanding features

Good features

148. Most nursery children:

- count out at least five objects;
- sequence objects according to colours;
- arrange blocks which decrease in size;
- match objects in a computer game;
- name simple two dimensional shapes.

149. Most reception children:

- show awareness of number operations;
- recognise and order numbers up to ten, some children are capable of working with higher numbers;
- match amounts to numerals in their car park game;
- use comparative language such as bigger, smaller, heavier, lighter, longer and shorter;
- describe the properties of simple shapes and explain how they differ from other shapes;
- enjoy the practical application of mathematics and problem solving ;
- write and use liquid measurements in a recipe;
- copy, and make, spatial patterns using mirror symmetry.

Knowledge and Understanding of the World

Grade 1: good with outstanding features

Good features

150. Nursery and Reception children:

- control the mouse and demonstrate confidence when using a modelling program on the computer;
- acquire good practical understanding of basic scientific principles while experimenting with sand and water;
- know their way around their classroom and infant department;
- understand that things change over time;
- know the difference between old and new.

151. Most reception children:

- learn about every day food and where it comes from;
- know that modern clothes are made in a different way from those of long ago;
- know how paper is made;
- experiment with the mechanism of the drawbridge.
- make very good progress in predicting and investigating
- understand the principles of floating and sinking;
- acquire very good knowledge of, and sensitivity to, their natural environment;
- are beginning to understand why certain festivities such as Christmas are celebrated.

Creative Development

Grade 1: good with outstanding features

Good features

152. Nursery and Reception children:

- sing songs and rhymes with gusto in English and, sometimes, in Welsh;

- use a wide range of materials to create pictures, build with construction toys and manipulate malleable and re-cycled media into objects relevant to their theme;
- print using everyday objects;
- perform with eagerness and enjoyment.

153. Most nursery children:

- create from imagination and copy well.

154. Most reception children:

- make outstanding advances in using their experiences and imaginations to create a piece of work; e.g. they make Autumn Bowls from materials collected on a walk, create puppets with moving limbs, design and make their own coats of arms, design and make their own pretzels;
- move sensitively to music.

Physical development

Grade 1: good with outstanding features

Good features

155. Nursery and Reception children:

- demonstrate good fine motor skills in holding pencils and brushes correctly, threading and using scissors safely;
- manipulate dough and other materials well;
- climb, slide and alight from large apparatus confidently and safely;
- develop increasingly good hand-eye co-ordination when throwing and catching;
- have increasing awareness of their bodies when responding to music;
- make steady progress in dressing and undressing independently.

Personal and Social Development

Grade 1: good with outstanding features

Good features

156. Most nursery children:

- conduct themselves well during lunch;
- play co-operatively with each other most of the time;
- are assertive in their relationship;
- are responsible for their own personal hygiene.

157. Most reception children:

- are making good progress in understanding how people are similar and how they differ;
- are aware of their feelings and how they change;

- adopt leadership and follower roles as necessary;
- are courteous and very much at ease with adults and strangers;
- are developing a strong sense of responsibility for people and things;
- show outstanding maturity in taking responsibility for their own learning by working collaboratively and independently.

Shortcomings

158. At times, some children in the nursery are unable to curb their restlessness which can slow down the pace of their learning.

English

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

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

Good features

159. Pupils across the school make good progress in speaking, listening, reading and writing skills.

160. Children in the Early Years achieve very highly in language development, particularly in the reception class where many make outstanding progress in reading.

161. At both key stages, pupils, who have English as an additional language and those with SEN make good progress in all aspects of English.

162. At key stage 1, pupils ask and answer questions without inhibition and eagerly report their news to the class. They listen well, carry out instructions correctly and remember the events of a story in the correct sequence.

163. They read at levels appropriate to their age and ability and are making good progress in phonics and word recognition.

164. At key stage 1, pupils are making steady progress in writing according to their ability and focus well on the given task. More able pupils have a clear understanding of how to punctuate a sentence.

165. At key stage 2, pupils express their ideas clearly and are acquiring a good range of vocabulary. Boys and girls contribute equally to discussions in class when arguing differing points of view. They make good progress in listening, and have good recall of much of what they have learned previously and attend respectfully to other pupils' contributions.

166. At key stage 2, pupils make good progress in reading. In year 3 and 4 they enjoy and learn much from the shared reading process, predict outcomes of stories imaginatively and have good understanding of the texts. By the end of the key stage, they broaden their reading experiences beyond class readers and interpret characterisation well. They describe and understand the views and attitudes of various characters.

167. At key stage 2, pupils make good progress in writing in different styles such as dialogues, letters, newspaper articles and some poetry. When writing narratives and descriptions pupils are aware of character, conflict and setting in their own work and structure their writing accordingly. Many pupils are developing a fluent, confident style.

168. Older pupils at key stage 2 write biographies, book reviews and arguments, where they display confidence in structuring their ideas.

Shortcomings

169. Pupils at the end of key stage 2, do not produce enough original and extended pieces of writing.

Mathematics

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

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

Good features

170. Pupils at both key stages develop a good mathematical vocabulary and are competent in using appropriate language. The majority of pupils tackle oral and mental work very confidently and quickly. Their understanding of mental strategies is developing well.

171. Pupils at key stage 1 are developing a good understanding of number and place value. The majority have a good grasp of the order of numbers from one to twenty and add on and back in steps of different size. By the time they have reached year 2, the more able have a good understanding of number up to a hundred. They count confidently in twos, fives, and tens and are beginning to show they understand the concept of multiplication.

172. Pupils at key stage 1 make good progress in their appreciation of shape. They have a good knowledge and understanding of two-dimensional shapes and their properties.

173. Early measuring skills by pupils at key stage 1 are developing well using non-standard and standard measures.

174. Pupils throughout the key stage recognise the value of coins and undertake simple transactions.

175. The majority of pupils at key stage 1 develop a good grasp of fractions such as halves and quarters and at key stage 2, work on fractions and decimals has developed well with pupils having a secure understanding of the relationship between them.

176. At key stage 2 the majority of pupils have a clear understanding of the four rules of number and the relationship between them; by the end of the key stage, they work accurately and methodically. They use a broad range of numbers, including square numbers, factors and prime numbers with confidence. Their appreciation of place value is sound and the range of multiplication tables they have learnt develops confidence.

177. Pupils at key stage 2 understand the measurement of length, weight and capacity and use this knowledge successfully in other curriculum areas. Pupils have a good understanding of how the area of shapes is calculated. Pupils make sensible estimations in their investigation work.

178. Pupils show a good understanding of clocks and timetables. They work with 12 and 24 hour clocks, analogue and digital, and undertake calculations involving hours, minutes and seconds.

179. Throughout key stage 2, pupils have developed a good understanding of angles, symmetry and co-ordinates. They accurately plot co-ordinates and use them to identify locations.

180. Work on investigation and problem solving is developing well with pupils exploring patterns and numbers and recording their findings.

181. Many of the pupils by the time they reach the end of key stage 2 produce work of a very high standard in many aspects of mathematics.

History

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

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

Good features

182. Pupils at key stage 1 are developing a good understanding that the past is different from the present and sequence events from history accurately. At both key stages, pupils confidently use appropriate vocabulary and phrases relating to the passing of time. At key stage 2, pupils' chronological awareness is good.

183. Pupils at both key stages are confident to discuss and respond to questions when asked about the work they have done on famous people and different periods in history. At key stage 2, they come to judgements concerning issues such as the quality of life at the times of the Celts and the Victorians, giving good reasons to support their conclusions.

184. At both key stages, pupils' recall of previous work is good. They have a good knowledge and understanding about the past through stories they have learnt from different periods and cultures including stories about historical events in Wales for example the stories associated with Moel Hiraddug. By the end of key stage 2, pupils

have developed an awareness of how events in the past have had an effect on the shaping of the present.

185. Pupils at key stage 1 are beginning to understand that knowledge of the past is open to different interpretation.

186. The majority of pupils at key stage 2 are confident to use artefacts and a range of resources such as books, photographs and the internet to help them interpret and understand historical events that have taken place. Research skills are developing well; pupils undertake tasks with enthusiasm and differentiate between relevant and irrelevant facts.

187. There are examples of ICT being used to good effect to support pupils' learning and understanding.

Shortcomings

188. Work is sometimes heavily resourced with worksheets and their restrictive format limits pupils extending their knowledge and understanding.

Music

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

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

Good features

189. When singing most pupils enunciate clearly and sing in tune. Younger children sing with gusto and often memorise the words.

190. Pupils listen very carefully in most classes and, as a result, recall and repeat rhythms very well. This achievement is especially marked at the end of key stage 1 and the beginning of key stage 2.

191. At key stage 1, pupils can vary the rhythm, dynamic and tempo of their basic compositions. They play a range of non-tuned musical instruments and keep a steady beat well.

192. At key stage 2, most pupils in Year 3 demonstrate outstanding progress in listening and performing with recorders.

193. Pupils at both key stages read graphic clues correctly when they play their own compositions in small groups. Many contribute creatively to composition and group performances.

194. Most pupils at both key stages perform confidently.

195. Pupils who learn instruments outside school make a positive contribution to the learning of others in class work.

Shortcomings

196. Pupils at the end of the key stage 2 are capable of producing and interpreting work of a higher standard.

197. At times, in collective worship, the singing is strained because pupils do not have the correct posture or use correct breathing.

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

198. At both key stages, pupils are appropriately dressed for activities, and understand the importance of this along with the need to show due regard to safety rules. They are aware that regular physical activities are important for a healthy life-style.

199. Pupils at both key stages undertake 'warm up' activities enthusiastically and understand the purpose of it. They respond well to instruction, showing good sporting behaviours as individuals, in pairs and in groups.

200. In their dance lesson at key stage 1 pupils show good control when exploring movements using the basic actions of travelling, jumping, turning, gesture and stillness. They responded well to taped instruction, linking their dance well to the story being told. They are aware of the right posture required to perform successfully.

201. They are given opportunities to evaluate their work, this they do successfully and when asked to demonstrate to others do so with pride and enthusiasm.

202. In their gymnastics lesson at key stage 2 pupils again respond well to instructions during the warm up activities and link actions fluently to form a sequence. They demonstrate good control and imagination, varying their methods of travel around the hall. Pupils adapt and refine their movements as they transfer weight from feet to hands, balancing, rolling and turning as they do so. They are confident when working on apparatus, exploring different ways of travelling along, under and through benches and wall-bars.

203. Pupils in year 6 show good progress when transferring the skills they have learnt individually and in small groups to a team situation. Their skills of striking and receiving a ball show good control. They understand the structure of team games and participate within the rules well. They observe good sporting behaviours.

204. Pupils in year 5 and 6, show confidence in their swimming activities. They build on the techniques of the breast stroke taught to them and demonstrate good progress. A large number of pupils achieve very good standards. All pupils are able to swim by the time they leave for the High School

205. Evaluation of work is again a strong feature of lessons at key stage 2. Pupils observe each other and offer positive feedback on movements.

206. The school is very successful in a number of competitive team games at local and county level. The inspection team agrees with the school's judgement that this is an area of outstanding success.

School's response to the inspection

The governors and staff have discussed this report and feel that it successfully reflects our mission statement of providing a *"happy, safe, stimulating environment in order to nurture life-long learning and to encourage everyone to become caring, tolerant and responsible citizens."*

The inspection findings recognise that the school has continued to provide high standards of education with 'outstanding features' in many areas. Of the lessons observed 87% were deemed as being either good or very good, a figure that is well above the national average.

The school has always been well known for its strong, supportive and respectful relationships which underpin all aspects of life at the school. This was confirmed in the inspection summary that there are "good relationships at all levels."

The inspection team have noted the high standards of teaching and learning in the Early Years Department. This reflects the tremendous progress made towards the successful implementation of the Foundation Phase. This should lay an excellent platform for the future learning of every child.

During the next few weeks the staff and governors will be producing an action plan to build upon the recommendations made, in order to continue the process of providing a first class education for the children of the Dyserth area. All parents will receive a copy of this plan together with the inspection report.

We would like to thank the inspection team for their thorough, professional approach throughout the inspection process.

Appendix A

Basic information about the school

Name of School	Ysgol Hiraddug
School type	Community
Age-range of pupils	3 - 11
Address of School	Thomas Avenue Dyserth Denbighshire
Post-code	LL18 6AN
Telephone number	01745 570467

Head teacher	Gary David Hulson
Date of appointment	April 2003
Chair of governors/ Appropriate authority	Mr Ian Butler
Registered inspector	Merfyn Lloyd Jones
Dates of inspection	27 – 29 th March 2006

Appendix B

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	28	30	25	22	30	30	23	30	218

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	6	6	9.3

Staffing information	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	20.4
Pupil : adult (fte) ratio in nursery classes	9.3
Pupil : adult (fte) ratio in special classes	n/a
Average class size, excluding nursery and special classes	27
Teacher (fte) : class ratio	1.16

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Whole School
Autumn 2005	91	94.4	93.7
Summer 2005	91.9	95.1	93.15
Spring 2005	90.8	93.0	93.2

Percentage of pupils entitled to free school meals	11
Number of pupils excluded during 12 months prior to inspection	0

Appendix C

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2005			Number of pupils in Y2					30
Percentage of pupils at each level								
			D	W	1	2	3	2+
English:	Teacher Assessment	School			10	65	26	91
		National	0	4	13	63	20	83
En: reading	Teacher Assessment	School			10	55	35	90
		National	0	4	14	54	28	82
En: writing	Teacher Assessment	School			16	68	16	84
		National	0	5	13	71	10	81
En: speaking and listening	Teacher Assessment	School			0	81	19	100
		National	0	2	11	64	22	86
Mathematics	Teacher Assessment	School			10	52	39	91
		National	0	2	9	61	26	87
Science	Teacher Assessment	School			3	71	26	97
		National	0	2	10	68	20	88

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	84	In Wales	80

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

**National Curriculum Assessment Results
End of Key Stage 2:**

National Curriculum Assessment KS2 Results 2005			Number of pupils in Y6									
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher Assessment	School	0	0	0	0	0	0	5	57	38	0
		National	1	0	0	0	1	5	16	46	30	0
	Test/Task	School	0	0	0	0	0	0	5	48	48	0
		National	1	1	1	0	0	2	15	49	30	0
Welsh	Teacher Assessment	School										
		National										
	Test/Task	School										
		National										
Mathematics	Teacher Assessment	School	0	0	0	0	0	0	5	52	43	0
		National	0	0	0	0	1	3	17	46	31	0
	Test/Task	School	0	0	0	0	0	0	0	14	86	0
		National	1	1	1	0	0	3	15	43	36	0
Science	Teacher Assessment	School	0	0	0	0	0	0	5	48	48	0
		National	0	0	0	0	0	1	11	50	37	0
	Test/Task	School	0	0	0	0	0	0	0	38	62	0
		National	1	1	0	0	0	1	8	51	39	0

Percentage of pupils attaining at least level 4 in mathematics, science and English or Welsh (first language)			
By Teacher Assessment		By Test	
In the school	90.5	In the school	95.2
In Wales	72	In Wales	72

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

Appendix D

Evidence base of the inspection

A team of three inspectors inspected the school over a period of eight inspector days.

The head teacher was the nominee and he played an extensive role during the inspection.

Twenty eight lessons or part lessons were observed and a selection of the pupils' practical and written work was scrutinised.

Registration, collective worship and extra-curricular activities were inspected.

Discussions were held with staff and pupils about their work.

All documents presented by the school prior to and during the inspection, were scrutinised.

Meetings were held prior to the inspection with the head teacher, staff, parents and the governing body.

Seventeen parents attended the meeting held prior to the inspection, and the parents' responses (58 in all) to the questionnaires distributed were analysed.

Post inspection meetings were held with the head teacher, staff and governors.

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Merfyn Lloyd Jones (Registered Inspector)	Context, summary and recommendation. Key questions 1, 2, 5 and 6, mathematics, history and physical education.
Mrs Meiriol Meredith-Jones (Team Inspector)	Key questions 3, 4 and 7, under fives, English, music and special educational needs,
Mr William Owen (Lay inspector)	Contribution to all seven key questions.

The contractor was: Baker-Phillips Educational Communications
Oaks Lea, Higher Knolton, Overton, Wrexham. LL13 0LF

Acknowledgement

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