

REPORT

on the

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

**YSGOL LLANARMON DYFFRYN CEIRIOG
LLANARMON DYFFRYN CEIRIOG
LLANGOLLEN
LL20 7LB**

School Number: 665/2140

Date of Inspection: 4 – 6 November 2002

By

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Registered Inspector 15733

Under Estyn contract number: T/89/02P

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CURRICULUM NOMENCLATURE AND KEY STAGES

A new nomenclature to describe pupils' progress through school was introduced in 1989. This system of numbering year groups from the start of compulsory schooling to age 18 is intended to ease communication among schools, governing bodies, parents and LEAs and emphasise the importance of continuity.

The term "Reception" (R) is applied to the year group of pupils in a primary school (not a nursery class) who attain the age of 5 during the academic year "Year 1" (Y1) is applied to the year group of pupils who attain the age of 6 during the academic year and so on to Y13 the year group who attain the age of 18 during the academic year:

	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Years	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18

Key stage 1 of the national curriculum consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

GRADE DESCRIPTIONS

The five-point grading scale used to represent the main judgements in this report is as follows:

1. Very good: many good features, some of them outstanding.
2. Good: good features and no major shortcomings.
3. Satisfactory: good features outweigh shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

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1. CONTEXT

The school and its priorities

Ysgol Gynradd Llanarmon Dyffryn Ceiriog is a community primary school maintained by Wrexham Local Education Authority. It is a small rural school situated in the uppermost end of the Ceiriog Valley. The majority of the pupils are drawn from the village and the surrounding rural area, with a few others coming from areas outside the school's natural catchment area.

At the time of the inspection, there were 28 pupils on the register, including three part-time nursery pupils. The school is organised into two classes, one catering for the Early Years and Key Stage 1 (KS1) pupils and the other for Key Stage 2 (KS2). The part-time nursery pupils join the KS1 class on five mornings a week and are assisted by a part-time nursery assistant.

The area from which the pupils are drawn is described as being one that is neither prosperous nor economically disadvantaged. The pupils are described as being neither privileged nor underprivileged and display the full range of ability. At the time of the inspection 4% of the pupils were entitled to receive free school meals.

In approximately 80% of the pupils' homes, English is the predominant language spoken, while Welsh is the predominant language spoken in the remaining 20%. The pupils who attend the school can choose whether their main language of study is Welsh or English. The school, in conjunction with the LEA, are in the process of re-developing the teaching of Welsh throughout the school. It is the school's vision that by the end of KS1, each child will be confident in speaking, reading and writing Welsh. As a follow up, pupils in KS2 will then be able to follow the foundation subjects in either language. It is one of the school's aims that by the end of 2002/03, Welsh will be the main language of communication between the staff and pupils and that pupils will be fluent in English and Welsh by the time they leave school. There are no pupils from multi-ethnic backgrounds. Provision is made for pupils who have been identified as having a special educational need (SEN).

The school was last inspected in the Spring Term of 1997 when four key issues for action were identified. Since then, there has been a complete change of full time staff. The headteacher was appointed in September 1999 and the KS1 teacher appointed to her post in September 2000. Music is taught throughout the school by an outside specialist in the subject and geography and religious education in KS2 are also taught by a visiting teacher.

The school aims to ensure a happy, positive and safe environment for the pupils so that they may enjoy an interesting, beneficial and varied education. In its documentation, the school states that it aims to establish full co-operation between the staff, governors, parents and the local community for the benefit of each child. It also regards the development of sporting activities and the pupils' participation in them as very important.

2. MAIN FINDINGS

The main findings of the report

- Standards of achievement were very good in 11% of the lessons observed during the inspection, good in 67% and satisfactory in 22%.
- The overall quality of the 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. Standards achieved by the children under 5 years of age in the six areas of learning are as follows:

Language, literacy and communication skills	Good
Mathematical development	Good
Physical development	Good
Knowledge and understanding of the world	Good
Creative development	Good
Personal and social education	Good

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

Subject	KS1	KS2
Welsh	Good	Satisfactory
English	Good	Satisfactory
Mathematics	Good	Good
Science	Good	Good
Design and technology	Good	Satisfactory
Information technology	Good	Good
History	Good	Good
Geography	Good	Good
Art	Good	Satisfactory
Music	Good	Good
Physical Education	Good	Good
Religious Education	Good	Satisfactory

- The overall standards in pupils' development of key skills across the curriculum are good in literacy, numeracy and information and communications technology (ICT). The under fives listen well and talk with increasing confidence with adults and their peers; they achieve good standards in literacy, numeracy and are aware of the various uses of ICT within the classroom.
- In KS1, standards achieved in literacy and numeracy, and ICT are good. In KS2, standards in numeracy and ICT are good throughout the key stage; standards of literacy are satisfactory in both languages. Some individuals who are learning Welsh achieve good standards and the school is well on its way in developing pupils' ability to

communicate effectively in both languages. In English in KS2, standards are good in speaking and reading, and satisfactory in writing.

- Twenty four teaching sessions or parts thereof were observed during the inspection. The quality of teaching was very good in 15% of the lessons observed, good in 55% and satisfactory in 30%. No unsatisfactory lesson was seen. Teachers have a sound knowledge and understanding of the NC and the Desirable Outcomes, and lessons are carefully prepared with specific aims and learning outcomes. Clear instructions are given and teachers make good use of a range of teaching strategies. They succeed well to differentiate tasks in order to match the age and ability in the mixed age classes. They summarise well at the end of sessions and effective use is made of good quality resources, including the interactive whiteboard to make lessons more interesting. Occasionally, there is a tendency for teachers to over-direct work so that pupils do not develop independent learning skills. At times the direct teaching of writing skills is not precise enough.
- The school provides a broad, balanced and relevant curriculum which is enriched by numerous educational visits and a range of extra curricular activities. The quality of curricular provision across the school is very good. Planning is effective in the early years and ensures progression and continuity from nursery to reception within the six areas of learning. Careful long term plans have been prepared for both key stages; mid term plans are of good quality in KS1 but are incomplete in religious education and geography in KS2. The main language of study is either English or Welsh, according to parental choice. More pupils have opted to follow their core subjects through the medium of Welsh recently and they are making good progress in all aspects of their language work.
- Homework tasks support pupils' learning and are in accordance with the school's policy. Personal and social education receives good attention as does aspects of world citizenship, and pupils are actively involved in a local community environmental project. The thematic organisation of the curriculum is successful and enables effective cross curricular learning to take place. Pupils have knowledge of different cultures as well as their own and the planning and provision for Y Cwricwlwm Cymreig is generally good. The school is socially inclusive and all pupils irrespective of ability, background or gender have equal opportunities in the life and work of the school. The school complies with the National Assembly of Wales's (NAW) recommendations regarding the amount of teaching time and it is used effectively. The curricular links with the world of work are underdeveloped.
- Pupils' work is regularly marked and teachers have a good understanding of the progress of their pupils. The quality of assessment, recording and reporting on pupils' progress is good overall. Written reports to parents are of good quality. To date, the school has established strategies for developing assessment and recording pupils' progress and is in the process of implementing and integrating these strategies into whole school curriculum plans.
- The quality of support, guidance and the welfare of pupils at the school is good. The governing body has recently implemented several safety aspects in and around the school.

- Provision for pupils with SEN, at both ends of the ability range is good. The provision is in line with the Code of Practice requirements, and pupils are making good progress.
- The quality of leadership by the headteacher is good. He has a clear vision for the school and his administration and general organisation are good. He, in turn, is well supported by colleagues, non-teaching staff, the governing body and parents. Many reforms have been made at the school and both full-time members of staff have worked closely to establish policies and work schemes across the school. Staff have also succeeded in raising standards in several subject areas and by their commitment and hard work, have raised the profile of the school amongst parents and the community.
- The school's self evaluation and the planning for improvement are good. The headteacher, staff and governing body have worked closely to analyse and prioritise areas for improvement at the school. The long term and short term plans in the School Development Plan (SDP) are realistically achievable, with costs and success criteria included. As yet, there are no formalised systems to monitor provision and standards in subject areas across the school.
- The in-service training programme has been carefully planned to support the newly qualified teacher in her first two years and particularly targeted the early years within the mixed age class. The beneficial outcome of this input has been realised in the quality of provision provided by the nursery nurse and the KS1 teacher and the good standards achieved by the under fives.
- Resources, in terms of money, staff and accommodation are managed efficiently and effectively by the head and governing body. The school gives good value for money.
- There are plentiful resources of good quality at the school for learning experiences to take place. The school's stock of hardware to develop ICT skills is generous and constant use is made of the computers and appropriate software in both classes. Teachers make effective use of the teaching resources available to them, including some they have made themselves. Effective and regular use is made of the local environment as a resource for learning.
- Staffing levels are good at the school, with two suitably qualified full-time teachers, a 0.5 nursery nurse, 0.1 headteacher's relief as well as a specialist to teach music across the school. Effective input is also given to groups of pupils on a weekly basis by a peripatetic Welsh teacher.
- The accommodation is in good condition, having been redecorated recently. Good use is made of all available space and the outdoor play area is a valuable resource. Regular use is made of the village hall and also the school field when weather permits.
- Pupils' spiritual, moral, social and cultural development is good. Daily acts of worship are arranged and the pupils have a good understanding of right and wrong. Pupils' social awareness is developing well and the staff provide good models of social behaviour. The quality of relationships is good between pupils and teachers and amongst the pupils themselves.

- The high quality of behaviour is a significant feature and has a positive effect on teaching and learning. Pupils demonstrate good attitudes towards their work; they are eager to learn and settle to their tasks quietly. The overall annual attendance rate is very good and pupils arrive punctually in the mornings.
- Partnership with parents and the community are very good. During the pre-inspection meeting and in response to a questionnaire, parents expressed their appreciation of the school's commitment and the approachability of staff. Both the school prospectus and the Governors' Annual Report, which is innovative in style and presentation, are of very good quality. The community is highly supportive of the school in many ways. Valuable assistance is given by many adults to support classroom activities and the Friends of the School are most active in arranging social events and raising substantial sums of money for the school. Parents receive a regular flow of correspondence about events and activities which is of a high standard. A home/school arrangement has also been established.
- Links and partnerships with schools and other institutions are good. The school's links with industry, business and commerce are under developed and there is no policy or programme to raise pupils' awareness of the world of work.
- The four key issues identified in the 1997 inspection have been addressed. Further improvements are necessary in the case of two of them. The school has maintained and built upon the strengths evident in the work at the time of the last inspection. Standards have improved in several subject areas in both key stages. There remains the need to give attention to the planning and teaching of aspects of written work in both languages across the curriculum, especially in KS2 and the need to further raise standards in three of the foundation subjects. The current SDP is of a good quality; the programme is detailed, costed and outlines success criteria and meets statutory requirements.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards achieved in subjects and areas of learning

Standards of achievement were very good in 11% of the lessons observed, good in 67% and satisfactory in 22%.

- The overall quality of 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. Standards achieved in the six areas of learning are good.
- Standards of achievement in the core subjects of Welsh, English, mathematics and science are good in KS1. Pupils achieve good standards in listening and speaking, reading and writing in both English and Welsh.
- In KS2, standards are good in mathematics and science and satisfactory overall in English and Welsh. The standards of achievement in Welsh in KS2, among the learners and Welsh speakers are good in listening and speaking and satisfactory overall in reading and

writing. Individuals in Year 3 and Year 5, who have learnt Welsh, achieve good standards in their written work.

- Standards are good in all the foundation subjects and in religious education in KS1. In KS2 standards are good in ICT, history, geography, music and physical education; standards are satisfactory in design and technology, art and religious education.
- The number of pupils who qualified for statutory assessment at the end of KS1 and KS2 in 2002 were less than five, and therefore the information is not included in the report.

3.2 Standards achieved in key skills across the curriculum

The overall standards in pupils' development of key skills across the curriculum are good in literacy, numeracy and in ICT. The children in the Early Years listen well and talk with increasing confidence with adults and their peers. They are aware of various uses of ICT within the classroom and use simple numeracy skills during their various activities in the six areas of learning in the Desirable Outcomes programme.

- In both English and Welsh, the pupils in both key stages speak fluently and confidently during class discussions across the curriculum when using their first language. They ask questions and give extended replies when explaining an idea or expressing an opinion. The pupils who are learning Welsh as a second language achieve good standards in the language when asking and answering questions on topics across the curriculum. The pupils learn and use appropriate subject vocabulary during class discussions.
- In both key stages, pupils' listening skills are very good; they listen attentively to their teachers and other pupils, and their responses show their understanding of new ideas and their use of new vocabulary.
- The good standards achieved by the pupils in both key stages in reading support their learning well across the curriculum. They read from a wide range of reference sources in accordance with their age and ability, and older pupils are developing well in their ability to adapt and use relevant information to support their studies across the curriculum.
- Pupils' writing skills across the curriculum are satisfactory in both key stages. In KS1 and KS2, the pupils' recall of information is good and the content of their written work reflects good understanding of the concepts learnt. Their writing reflects good oral discussions where correct terminology and vocabulary is used. The standard of spelling and punctuation and, at times, the standard of presentation, detracts significantly from the good standards of knowledge and understanding displayed by the pupils.
- The development of numeracy skills is good in both key stages; the pupils handle number mentally well and they record their findings using a wide range of recording methods. KS2 pupils record and analyse simple data in order to come to conclusions about aspects of history or geography, and their use of careful standard measurements in science investigations is good.
- In both key stages, the pupils use aspects of ICT well to enhance their learning. They make effective use of listening stations for language development, and all the pupils are

confident in their use of a range of appropriate computer software in subjects across the curriculum.

4. ETHOS OF THE SCHOOL

4.1 Pupils' spiritual, moral, social and cultural development

Pupils' spiritual, moral, social and cultural development is good.

- The daily acts of worship contribute well to the pupils' moral development and satisfactorily to their spiritual development. They listen well and are very keen to contribute by responding to questioning. They know and sing modern Welsh hymns with enthusiasm.
- Sound moral values are promoted by the school. The pupils are encouraged to respect themselves and others. They have a good understanding of right and wrong.
- School policies refer to personal and social education; aspects of citizenship are also included, and the pupils develop a sense of responsibility towards their environment.
- Pupils' social awareness is developing well. The staff provide good models of social behaviour and the quality of relationships between pupils and teachers and amongst the pupils themselves is good. Pupils are ready to share resources and from a young age they willingly help one another with their tasks. They are polite and considerate and relate well to adults that visit the school.
- The good range of extra curricular activities and the close links with the community contribute towards the pupils' social development.
- The pupils are aware of the culture of Wales and recent successes in the Urdd Eisteddfod at local and national level have been celebrated at the school.
- Pupils also appreciate the diversity and richness of other cultures through visits to the International Eisteddfod at Llangollen and their work in geography and religious education.

4.2 Behaviour and attitudes

Standards of behaviour and attitudes towards learning are very good.

- The high quality of behaviour is a significant feature and has a very positive effect on teaching and learning and the quality of school life.
- A tradition of good behaviour is well established and pupils respond positively to the school's high expectations; it is an unobtrusive way of life in this school.
- Pupils are confident and polite to one another, staff and visitors and, as a result, there is a most pleasant and happy learning atmosphere throughout the school.

- Pupils demonstrate very good attitudes to work in the classroom and this effectively supports their achievement and progress.
- Policy and procedures on bullying are in place and pupils and parents are confident that the school would respond swiftly should any concerns arise; there are no exclusions.
- Pupils' positive behaviour and attitudes towards behaviour, endeavour and work are recognised in a merit system which was established two years ago.
- The school is a purposeful, happy and orderly community.

4.3 Attendance

The overall annual rate of attendance is very good.

- Registers are maintained accurately and in accordance with statutory requirements, and teachers are conscientious in following procedures on attendance matters.
- There is no unauthorised absence and the school operates smoothly, punctually and without any fuss.
- Expectations of pupils and parents are clear, and parents are expected to inform the school on the first day of absence.
- Good attendance habits are an established expectation and way of life at this school and pupils clearly enjoy attending and value what the school offers.

5. QUALITY OF EDUCATION

5.1 Teaching

The quality of teaching was very good in 15% of the sessions observed, good in 55% and satisfactory in 30%. During the inspection, twenty four teaching sessions or parts thereof were observed. No unsatisfactory lesson was seen.

- Teachers have a sound knowledge and understanding of the requirements of the NC in all subjects and religious education and of the Desirable Outcomes.
- Lessons have clear aims and learning objectives and are carefully planned. Clear instructions and explanations are given by teachers.
- Good use is made of a range of teaching strategies; there are adequate opportunities for class presentations, group, pair and individual work. Teachers summarise well at the end of sessions.

- Tasks are differentiated well to match the age and ability of pupils in the mixed age classes.
- Teaching is characterised by mutual respect between teachers and the pupils across the school.
- Effective use is made of the good quality resources available, many have been made by the teachers for the KS1 classroom. Good use is made of the interactive whiteboard to make teaching interesting and more effective in KS2.
- Occasionally there is a tendency for teachers to over-direct work so that pupils lack self-confidence and need constant confirmation of their action.
- The direct teaching of language skills in Welsh and English across the curriculum is not precise enough. There is insufficient use of strategies during writing activities in both English and Welsh to help raise the KS2 pupils' spelling standards.

5.2 Assessment, recording and reporting

The quality of assessment, recording and reporting on pupils' progress is good overall.

- This is an area for particular attention in the SDP. The school has established good strategies for developing assessment, recording and reporting on pupils' progress and is in the process of implementing and integrating these strategies into the whole school curriculum plans.
- Pupils' work is regularly marked and the class teachers have a good understanding of the progress of the pupils in their care and of the expectations in line with the National Curriculum. Some standard assessment tests are set and the pupils' achievements analysed. The children in the Early Years are closely monitored in the nursery class and a Base Line assessment is made during the child's first term in the Reception class. This is used to ensure that all pupils make the desired progress during their time at the school. The school's assessment procedures are used at an early stage to identify any emerging Special Educational Needs (SEN).
- The quality of the written reports to parents is good. Pupils' achievements are clearly noted and a set of targets for improvement for each individual pupil is set. These are shared and discussed with the parents during the first term's open evening. Two further meetings before the end of the school year provide opportunities for shared progress reports.
- The school, in partnership with other local primary schools, has devised a useful and practical system of assessing and recording pupils' progress in skills and concepts across the foundation subjects, which has not yet been implemented.

5.3 Curriculum

The school provides a broad and balanced curriculum, linked appropriately to the Desirable Outcomes for Learning for children under five and including all subjects of the NC and

religious education for pupils in KS1 and KS2. The quality of curricular provision across the school is very good in terms of breadth, balance and relevance.

- The overall quality of the 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. Planning is effective with regard to ensuring continuity and progression from nursery to reception within the six areas of learning.
- The school has appropriate policies for key aspects of its life and work. The language policy is being reviewed at present.
- The main language of study is either English or Welsh, according to parental choice. More pupils have opted to follow their core subjects through the medium of Welsh recently and are making good progress in all aspects of the language and its use across the curriculum.
- Long term plans have been prepared in both key stages which map out carefully the requirements of the NC. Mid-term planning is of good quality in KS1, but is incomplete in some subject areas in KS2, resulting in a lack of progression and continuity in religious education and geography.
- Planning for the development of the key skills of numeracy, literacy and ICT is good. These skills are promoted well across the curriculum, but planning for the direct teaching of writing skills is not precise enough.
- Careful attention to differentiation in lessons in both classes ensures that the curricular provision is suited to the different ages and abilities. Pupils with SEN participate fully in all aspects of the curriculum, at both ends of the ability range.
- A two year cycle of themes is used to plan work in KS1 and a four year cycle in KS2; this leads to effective cross curricular learning in both key stages.
- Good use is made of numerous educational visits to support pupils' learning.
- A good range of extra curricular opportunities is provided for pupils and these enhance provision in physical education where team games are organised and gymnastic experiences. Both full-time teachers have many sports coaching qualifications which ensures a high standard of instruction given in the after school sports club.
- Useful homework is set for the pupils in accordance with the schools' policy, and the tasks support pupils' learning. The vast majority of parents, when responding to a question about homework in the pre-inspection questionnaire, indicated their satisfaction with the amount and nature of the homework given. A home/school agreement has been established.
- Personal and social education as well as world citizenship receives good attention, formally through the curriculum and informally through the general work and life of the school.

- The school is socially inclusive and all pupils, irrespective of ability, background or gender have equal opportunities in all aspects of school life. Pupils are taught to value cultural differences and the planning and provision for Y Cwricwlwm Cymreig are generally good.
- The NAW's recommendations regarding the amount of teaching time is complied with, and time is used effectively.
- Curricular links with the world of work are underdeveloped.

5.4 Support, guidance and pupils' welfare

The quality of the support, guidance and welfare of the pupils is good.

- This is a small school and the teachers know their pupils and their families well. The age range and favourable class sizes help to create an atmosphere of family interaction and support as well as regular individual attention.
- There are useful policies on aspects of health and safety and these include a policy on sex education and the use and misuse of drugs. Details of the contents of health and safety education policies are included in the prospectus.
- Assessment of pupils' progress and the setting of learning targets promote their educational development well. A balanced variety of extra curricular provision further enhances the opportunities for extending pupils' learning experiences. A rewards policy, together with anti-bullying and behaviour and discipline policies, provide good guidance on how to interact socially with their peers and with adults. All the pupils are encouraged to use their initiative during their work, and throughout the school day they carry out various responsibilities.
- The school follows the local authority guidelines for Child Protection and the staff are aware of their responsibilities.
- The Governing Body has recently implemented several safety aspects in and around the school such as improving the perimeter fence and providing extra heating in some areas. Risk assessment is carried out and the names of personnel involved are displayed at the school.

5.5 Provision for pupils with special educational needs (SEN)

The quality of the provision for pupils with Special Educational Needs is good and the pupils are making good progress through this provision.

- The school provides for pupils with SEN in line with the new Code of Practice requirements.
- Pupils identified by the school are supported through an Individual Education Plan (IEP) which is prepared by the head teacher, and the information is shared with the support staff.

- The support provided is mainly classroom based with an additional two sessions of 30 minutes weekly given by the nursery nurse. Good progress is made and pupils achieve standards appropriate to their age and ability. The provision ensures that these pupils have access to a full curriculum.
- The schools' assessment procedures are effective in identifying any emergent special needs at an early stage and appropriate action is taken to meet these needs.

5.6 Partnership with parents and community, schools and other institutions

Partnerships with parents and community are very good and good with schools and other institutions.

- The prospectus is available to all parents and distributed to parents of all new pupils when pupils commence school. Both prospectus and Governors' Annual Report, which is innovative in style and presentation, are user-friendly, are of very good quality and comply with the National Assembly for Wales' requirements.
- Parents receive a regular flow of information and correspondence about events and activities which is of a high standard and they appreciate being well informed of school activities. A home/school agreement has been established.
- Three parents' evenings are held annually when parents have opportunities to discuss their children's progress; there is good support for these evenings. In addition, parents are welcome to make an appointment to discuss problems at mutually convenient times. A further three open evenings are organised when staff are available to discuss any aspect of the school's provision.
- During the pre-inspection meeting with parents and in response to the questionnaire and also during the inspection period, parents expressed their appreciation of the school's commitment and the approachability of staff.
- Parents and friends of the school are encouraged to become volunteers in support of activities. As a result, valuable assistance is given by many adults in support of classroom activities, after school programmes and educational visits. The Friends of the School are most active in arranging social events and fund raising activities.
- The school arranges as many activities as possible after school hours so that all people in the community can take part if they so wish.
- The community is highly supportive of the school in many ways. The large number of links is used well in supporting aspects of the curriculum and school life; the school is community conscious and the community at large is used well as an educational resource including valuable weekly use of the village hall for physical education and social events.

- Admission arrangements into the nursery are well established and there are efficient links with three secondary schools for the annual transfer of Y6 pupils.
- Links and partnerships with other schools are made more difficult owing to the school's rural isolation, but there are links through in-service training (INSET) and extensive links through sporting and cultural activities; curricular links with secondary schools, however, are underdeveloped.
- Pupils annually support national charities and projects such as Operation Christmas Child.
- Placements are provided occasionally for students on Further Education courses and for young people on work experience projects from secondary schools.
- Regular use is made of the good support from the Local Education Authority advisors and financial and technical services.
- Links make a valuable contribution to the life of the school, the quality of education provided, pupils' general development and standards of achievement.

5.7 Partnership with industry

The school's links with industry, business and commerce are underdeveloped.

- The school is geographically isolated and in an area economically largely dependent on agriculture.
- There is no policy or programme to raise pupils' awareness of the world of work or economic or industrial understanding.
- However, a few purposeful visits are made by pupils connected with aspects of the curriculum.

6. MANAGEMENT

6.1 Quality of self-evaluation and planning for improvement

The quality of the school's self evaluation and the planning for improvement are good.

- The head teacher, staff and governing body have worked together closely to analyse and prioritise areas for improvement at the school. A planned strategy for reviewing all aspects of the school's work was followed and many changes have been implemented in a short space of time by the two teachers and the nursery nurse.

- The SDP which covers a four year period is of good quality and the details of aims, costs, tasks and time scales for the current two-year planning are clear, as are the stated success criteria. The short term plans include curriculum and other areas for development at the school. The plans are realistic and priority areas for moving the school forward are well identified.
- The INSET programme has been carefully planned to support the Newly Qualified Teacher (NQT) in her first two years and particularly targets the planning and organisation for the Early Years as part of the mixed age class. The quality of the provision for Early Years is good.
- An evaluation of the previous year's progress is included in the SDP as a record of how the school's plans for improvement are being met. Overall, curriculum, management and resources plans are proceeding well but the school and governing body have not implemented fully the strategies for assessment, recording and reporting on progress in order to inform planning in more detail in subjects across the curriculum.

6.2 Leadership and efficiency

The quality of leadership provided by the headteacher and the governing body is good.

- The headteacher has a clear vision for the school and his administration and general organisation are good. He is energetic and has created a good working environment in the school.
- He is well supported by colleagues, non-teaching staff, the governing body and parents. The co-operation and practical support given by the governing body in many aspects of school life is good.
- Since his appointment to the post, the headteacher has made many changes. Both full-time members of staff have worked closely to establish policies and work schemes across the school which will enable them to monitor curriculum provision and standards in the future.
- Members of staff work well together and between them have succeeded in raising standards in several subject areas. As yet there are no effective formalised systems to ensure progression and continuity in standards of achievement and content in individual subjects across the key stages.
- The staff have also, by their commitment and hard work, raised the profile of the school amongst parents and the community.
- Resources, in terms of money, staff and accommodation are managed effectively and efficiently by the head and governing body.

- The SDP is an effective tool for future planning and is of good quality and realistic in its aims. There is a clear link between the educational objectives in the SDP and the school budget.
- The school gives good value for money.

6.3 Staffing, accommodation and learning resources

The quality of provision in staffing, accommodation and resources for learning is good.

- The school is well staffed with two suitably qualified full time teachers and a 0.5 nursery nurse who supports the under five year olds. The planned annual programme for staff development for the full time teachers and the nursery nurse has been effective in promoting good standards of achievement particularly in KS1 and the Early Years. The support included appropriate INSET for the NQT over the last two years.
- There is a part time teacher for 0.1 days weekly to relieve the head teacher from classroom duty and the school secretary attends for 12 hours weekly. This provision is effective. Part time support for one day by a music graduate to teach music across the school effectively promotes good standards in music across the school as well as providing expertise for concerts, competitions and other performances in the community.
- Specialist help is also used to teach Welsh to a group of pupils in KS2 and this helps to raise standards in oral and written work. Staff also exchange classes for art and ICT weekly and the pupils benefit from this sharing of expertise.
- The accommodation is in good condition and has been decorated recently. The school makes good use of all available space, and the recently installed outdoor play area is a valuable resource. The pupils' work is attractively displayed and there is a pleasant and purposeful atmosphere in the school. The school makes good use of the Village Hall for physical education lessons as well as good extra curricular provision and school events. Field study visits are arranged to places of significant interest to support the learning in some subject areas. The immediate locality and its features are well used to extend the pupils' studies.
- The school has a good collection of English and Welsh reading books, including new reading schemes. Beneficial and effective use is made of them daily and there is a highly organised system of grading reading books to facilitate pupils' choice of books. This system works well.
- Reference books are also classified and there is a good collection of teaching resource materials. Extensive use is made of these resources in preparing schemes of work and for lesson planning.
- The school is well resourced to provide effective learning experiences across the curriculum, and purchases are directly linked to curriculum priorities as identified in the SDP. The school's stock of appropriate hardware for developing pupils' ICT skills is generous, and supporting software has been purchased in order to meet the full requirements of ICT in the National Curriculum.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

The overall quality of the educational provision for the pupils under five years old is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning. At the time of the inspection, there were three part time nursery children (3-4 year olds) attending on five mornings a week and one full time reception pupil (4-5 year old). Planning for progression as well as continuity in the learning experiences across the two year age groups is a particular strength in the provision. The curriculum is well planned and stimulating and is delivered with the support of a part time nursery nurse for each morning session.

Language, literacy and communication skills

Good features

- The children listen very well as a small early years group alongside older KS1 pupils.
- They make their needs known confidently and politely and show a good vocabulary when asking and answering questions. They communicate effectively during the various activities in which they are involved.
- They are developing well in early reading skills and recognise sounds and forms of letters in the nursery group with further progress in recognising a good range of familiar words in books in the reception year.
- They develop an increasingly good ability when practising early writing and mark making skills.
- They are developing well in their first language and show a positive attitude to learning a second language.

Mathematical development

Good features

- The children can count orally correctly up to five in the nursery group and at least 10 in the reception year. They match groups of objects to figures and can carry out simple addition and subtraction processes in the reception year.
- Both nursery and reception children know and use an increasing mathematical vocabulary across their activities such as when comparing heights of towers constructed from blocks and refer to full/empty when playing with sand or water and big/small to describe various objects.

- The nursery children know the names of simple two dimensional shapes and match and set them according to colour or shape and according to their properties in the reception year.
- The three to four year olds understand the purpose of money and reception children recognise the value of coins.

Personal and social development

Good features

- The three year old children have settled happily into the mixed age class. They quickly learn about their surroundings and move around confidently.
- They take care of their own hygiene needs and dress and undress themselves with increasing independence.
- They take full interest in all the activities prepared for them and concentrate well for a suitable length of time.
- The reception and nursery group share time with the year one pupils according to where activities best meets their needs within the six areas of learning. They play happily together and share toys and resources fairly and amicably.

Knowledge and understanding of the world

Good features

- Nursery and reception children experiment with sand and water and are developing a suitable vocabulary to describe what they observe. They are aware of changes in the weather and its effect on their daily activities. They understand the passage of time and the order of their morning session.
- When using construction toys they understand balance and the need for care as they build towers for comparing heights.
- They listen to tapes of favourite stories on a radio cassette as a group with increasing independence and concentration.
- During baking activities, the children ask and answer a variety of questions as they observe changes taking place and they become aware of the need for care when measuring ingredients.

Physical development

Good features

- The nursery and reception children are making good progress in their control of fine motor skills when using a range of tools such as pencils, crayons, rulers and scissors.

- They show very good control and balance when using large apparatus in the hall and are developing good stretching, swinging and jumping skills when using the climbing frame. Running, stopping and changing direction are well controlled and they follow directions well.

Creative development

Good features

- Nursery and reception children enjoy a good range of role play where they copy the action of others and develop their own ideas imaginatively as a pair or group.
- They paint and draw pictures and make individual and shared collages, selecting colours and materials after group discussions.
- The nursery and reception children know and sing a wide range of songs, rhymes and hymns and can keep a regular tempo using percussion instruments. They know the names of instruments and how to use them effectively.

Shortcomings

- There are no significant shortcomings in any of the six areas of learning.

Welsh

Standards of achievement are good in KS1 and satisfactory in KS2.

Good features

- In both key stages, pupils listen well to their teachers.
- Oral standards are good in KS1. The first language Welsh speakers are well supported in their mother tongue; they speak clearly and with increasing confidence. When given the opportunity to discuss their work in a pair or group situation, they do so in a mature way.
- Pupils at the top end of KS1 express themselves well in a number of different contexts.
- Pupils who learn Welsh as a second language are introduced effectively and sensitively to the language in a supportive situation. They gain in confidence and are willing to talk about their work.
- Standards of speaking are good generally in KS2 with the first language Welsh speakers as well as the pupils learning Welsh as a second language. They make good progress across the key stage. There is progress in their ability to understand and follow instructions and also in their ability to express themselves. They can ask relevant questions to their fellow pupils in a formal class situation.

- The second language pupils are gaining confidence across KS2 and they make valuable and lively oral contributions to class discussions in a variety of contexts.
- Reading standards are good in KS1 with pupils making progress in the correctness and fluency of their reading.
- In both key stages, pupils review the books they have read well, discuss the content and describe the characters in detail.
- There is satisfactory development in pupils' reading ability in KS2 amongst pupils generally. The best readers read fluently and with good intonation.
- Writing standards are good in KS1. The pupils' writing skills are developing well according to their age and ability. By the end of the key stage, individuals can write at length and in a very creative manner. They are able to write for different purposes and in a variety of contexts.
- In KS2, writing standards are generally satisfactory across the key stage. Welsh first language pupils write fairly correctly for different purposes across the key stage; individuals in Year 5 and at the lower end of the key stage achieve good standards.
- Standards are good when a peripatetic teacher provides input with a group of pupils learning Welsh as a second language in KS2. They are suitably challenged and extended linguistically.
- The second language pupils make satisfactory progress in written work. Their vocabulary is improving and they use a range of sentence structures.
- Handwriting is of a satisfactory standard generally and good, effective use is made of ICT in presenting work.

Shortcomings

- At times, Welsh second language pupils in KS2 are not given sufficient structures to support them in oral and written tasks.
- In KS2, the range of pupils' reading is narrow; the second language pupils at the top end of the key stage are limited to books from a reading scheme.
- There is little evidence of extended written work by first language Welsh pupils.
- Pupils do not have sufficient knowledge and techniques to enable them to improve their own written work.

English

Standards are good in KS1 and satisfactory in KS2. (Pupils whose first language is Welsh are formally introduced to English in KS2)

Good features

- Pupils listen attentively to their teachers and to one another in both key stages.
- Speaking skills are developing well across the school and appropriate vocabulary is used in different subject areas.
- Pupils speak clearly and confidently and make good contributions in class.
- In KS1, good progress is made in reading, with individuals reading aloud well and able to convey the meaning of the text.
- In KS2 most pupils read with enthusiasm and are making sound progress. Across the key stage, accuracy and fluency is improving. Most pupils in KS2 are familiar with a range of strategies for reading and use them effectively to read new words. The majority of KS2 pupils are able to discuss the content of the text well and refer to the plot as it develops.
- Writing skills are developing well according to age and ability in KS1. Appropriate attention is given to capital letters and full stops.
- In KS2, pupils produce a good variety of forms of writing including lists, pamphlets, posters, diary reports and letters to a satisfactory standard.
- Work is re-drafted occasionally on the word processor and this leads to an improved standard. All pupils are confident in word processing and present their writing tasks appropriately by changing the font and style to suit the purpose.
- Suitable computer software is used effectively to improve spelling in KS2.

Shortcomings

- Written work is sometimes marred by poor spelling and grammatical mistakes and pupils in KS2 show limited ability to improve on their initial writing attempts.

Mathematics

Standards of achievement are good in KS1 and KS2.

Good features

- In KS1, the pupils count, order, read and write numbers up to 100 and have a good understanding of place value. They count confidently in ones and in 10s and know their number bonds to 10.
- They add and subtract numbers to 20, add a sequence of three numbers using dice, and understand odd and even numbers.

- By the end of the key stage, the pupils have a good understanding of the value of coins and add and give change from up to £1 correctly.
- Their knowledge and understanding of two and three dimensional shapes are very good and they classify shapes according to mathematical criteria.
- Across the curriculum they apply their mathematical understanding well to create tables and graphs and to estimate and perform simple standard and non standard measurements.
- KS2 pupils have a good understanding of number up to 1000 and more, and can count forward and back using different integers. They understand and use the four operations and realise the relationship between them, including inverses.
- By the end of the key stage, the pupils have a good understanding of fractions and percentages and this knowledge is used effectively in recording figures across the curriculum.
- Their response to mental calculations is quick and correct and when faced with word problems the pupils are able to select the appropriate numerical method to solve the question.
- Lower KS2 pupils recognise the geometrical features and properties of regular two and three dimensional shapes and understand the relationship between angles in triangles and quadrilaterals.
- Older pupils choose appropriate standard units of measurements for length, mass, capacity and time and this supports their learning very well across the curriculum, particularly during science investigations.
- Across the key stage, at suitable levels for their age and ability, the pupils collect and represent data from a range of studies using graphs and diagrams. They interpret graphs well across the curriculum and form conclusions based on the information in graphs and charts. The pupils make good use of ICT in the subject.

Shortcomings

- There are no significant shortcomings.

Science

Standards of achievement are good in KS1 and KS2.

Good features

- In both key stages, the pupils are developing good investigative skills to obtain information and are able to present their findings in a number of ways.

- In KS1, the pupils investigate a variety of materials and their properties. They cooperate well in a group and work independently to carry out a fair test. Year 1 pupils sort a variety of materials according to selected properties, such as hard/soft and smooth/rough. They record their work in pictures and labels.
- Year 2 pupils carry out fair tests carefully and discuss their task as they proceed. They use standard measures and record the test using a digital camera as well as recording on a prepared work sheet and using a computer program to record data in graph form. They compare their results with their original predictions.
- Current work in KS2 arises from a visit to a quarry, resulting in pupils carrying out experiments to classify different rocks according to their properties. They record their work appropriately.
- The pupils discuss their investigation plans thoroughly before setting up group experiments. They cooperate effectively and discuss each stage to check that their actions lead to fair testing. They explore changes in materials when they are dissolved in cold/hot water. They use accurate measurements throughout to ensure fair testing and predict likely outcomes.
- They show good awareness of health and safety issues when investigating in science.
- Pupils' discoveries support their planning in design and technology where a task requires a waterproof garment. Previous work on sound was combined well with making a range of pitched and non pitched musical instruments.
- The pupils make efficient and effective use of ICT to record their work in science.

Shortcomings

- There are no significant shortcomings.

Design and technology

Standards are good in KS1 and satisfactory in KS2.

Good features

- In KS1, the pupils are making good progress in developing the basic skills of cutting, joining and assembling a range of materials. They understand how to use a range of tools, and select the best tools and methods of joining materials for each task. They plan well beforehand, discuss thoroughly and show proper care when carrying out their task.
- Current designing skills in KS1, linked to their topic work, are concerned with making a picnic. They look at a selection of boxes for carrying sandwiches and design and make their container and record the steps of action, describe the materials used and evaluate their work simply. Year 2 pupils are beginning to write a short evaluation and to suggest changes in design.

- The pupils select sandwich fillings, show awareness of the importance of cleanliness when dealing with food and make the sandwiches as planned. They realise the importance of making food appear attractive and use animal cutters to shape the bread. They understand the importance of keeping food cool after preparation and before it is eaten.
- KS1 pupils know that many everyday devices and toys are controllable and they are proficient in providing instructions to a turtle to control distance travelled and direction.
- Photographic evidence of previous KS1 work shows good standards of finished puppets of progressively difficult construction, and very attractively designed and decorated kites.
- Pupils in KS2 are able to design the interior of a room in a Victorian house to a satisfactory standard. This work is informed by a recent visit to a period mansion and their work in history. They select and use a range of reclaimed materials effectively to make furnishings for the rooms.
- Safety guidelines are observed well by pupils when using cutting tools.
- Previous work shows evidence of the satisfactory use of computer software to model a tram.

Shortcomings

- The quality of designing and planning in KS2 is not sufficiently detailed to develop the pupils' technological capability.
- Pupils' ability to record their initial ideas and evaluate them prior to making, is limited.
- Pupils' ability to evaluate their work in order to adjust and improve their designs is also limited.

Information technology

Standards of achievement are good in KS1 and KS2.

Good features

- The pupils in both key stages are developing very well in their confidence in using ICT hardware and software and this is effective in supporting their studies across the curriculum.
- They generate and communicate their ideas in different forms using text, pictures and tables.
- They enter and store information and retrieve and display well what has been stored. They use ICT to save data following their enquiries in subjects across the curriculum.

- From Year 2, the pupils write a first draft of text using a computer and use the mouse effectively to redraft and punctuate their work. Individually tailored programs support spelling in KS2 and pupils use a basic graphics program to draw and colour pictures.
- KS2 pupils are familiar with the internet and E-mail and have their own address. They use search machines effectively to find information on any subject across the curriculum and they select and print out relevant information and illustrations as needed to support their learning.
- Pupils plan posters and make good use of computer text fonts and of graphic programs to produce posters of a balanced and eye catching quality.

Shortcomings

- KS2 pupils' ability to explore aspects of modelling within their programme of study is undeveloped.

History

Standards of achievement are good in KS1 and KS2.

Good features

- In KS1, pupils' understanding of the passage of time is developing well as they learn about changes in their own families. They place toys in chronological order successfully, giving reasons for their choices.
- Following a visit to a Victorian school, pupils in both key stages can identify differences between schools today and schools in the past. The written work associated with the opening of Llanarmon school was of a good standard and pupils showed their understanding of the conditions of school life in the past.
- Visiting speakers have helped to extend the pupils' knowledge of local history which is depicted in tapestry form for the local church.
- In KS2, pupils extend their knowledge of different periods in history and can place them in their correct historical context. Their understanding of chronology is developing well.
- Their knowledge of local history is enhanced by the visits made to places of historical interest such as the Celtic hill fort and a period home. This work gives pupils an insight and an understanding of Y Cwricwlwm Cymreig.
- KS2 pupils can describe aspects and features of the Victorian period. They describe differences between the way of life and the homes of rich people and poor people.

- Pupils' knowledge and understanding of why people acted in a particular way and why certain events happened are increasing. In KS2 pupils make effective use of word processing skills to record their work.

Shortcomings

- There are no significant shortcomings.

Geography

Standards of achievement are good in KS1 and KS2.

Good features

- In KS1, pupils draw simple plans of their class and, in KS2, progression is seen in the detailed drawing of plans that include measurements.
- KS1 pupils recognise various buildings in the village and understand their significance. They have successfully created a simple map of the village and are able to position the main landmarks on it.
- In KS1, pupils have a good understanding of changes in weather conditions and have recorded weather changes daily for two months. They also have knowledge of weather conditions in different countries.
- In KS2, mapping skills develop well and, by the end of the key stage, pupils are able to use six number co-ordinates.
- KS1 pupils contrast their own area with the Bala area. In KS2, the work progresses to look at the Llanberis area and Eritrea. KS2 pupils discuss differences in climate, as well as the working and living conditions. The rainfall has been compared for Llanarmon and a village in Eritrea; graphs were drawn for comparison purposes and these have been analysed well.
- KS2 pupils have a good knowledge of simple geographical terminology. The fieldwork undertaken on the river in the village has helped increase their knowledge and understanding of river features.
- A recent project on recycling is helping the pupils realise their individual responsibility towards the environment and the importance of sustainable development.
- Good use is made of ICT to record work.

Shortcomings

- The work of some individuals in KS2 lacks neatness.

Art

Standards of achievement are good in KS1 and satisfactory in KS2.

Good features

- In both key stages, pupils use an extensive range of techniques such as collage, marbling, sketching and painting successfully to create different effects.
- In KS1, these techniques are used purposefully in class murals and by pupils to illustrate stories and class books.
- Colour mixing skills are developing well across both key stages with KS2 pupils making good use of the results in their landscape paintings, with the help of a local artist.
- Sketching skills are developing satisfactorily in both key stages. Pupils learn to observe in detail, and KS2 pupils record their experimental work in sketch books.
- In both key stages, pupils' skills of drawing on the computer, the use of clip art and the scanning of designs to illustrate aspects of their work are developing well.
- There are opportunities for KS1 pupils to do some three dimensional work and they are able to handle modelling materials well.
- KS2 pupils use different sources to investigate the work of different artists and they are able to discuss some features associated with famous artists in a satisfactory manner.

Shortcomings

- KS2 pupils tend to copy features from the work of other artists rather than using the techniques as inspiration for their own designs or using them to create a pastiche.
- Pupils' knowledge of Y Cwricwlwm Cymreig and the work of artists from Wales is limited.
- Pupils' ability to discuss the visual language of art and elements such as tone and texture and to use these terms to appraise their own work and compare it with the work of others is underdeveloped.

Music

Standards of achievement in KS1 and KS2 are good.

Good features

- The standard of whole school singing is good. The pupils sing in tune, enunciate words clearly, know the importance of correct position when singing and hold notes to their full value.

- Pupils in KS1 know, recall and express preferences for a good variety of songs and sing them enthusiastically.
- They sing and perform action songs well and keep a regular beat by clapping. They learn new songs quickly and remember the sequence of verses about animals well.
- They select percussion instruments to represent different animals and evaluate their own and others' selections carefully, and come to agreement as to the most apt choice.
- All pupils select an instrument, know how to produce the best sound and use them effectively in appropriate places in a song.
- Lower KS2 pupils listen attentively to a piece of music and correctly identify a "round." They link this new music to three other rounds they know and explain that a round needs at least two voice parts and that keeping correct pitch and pace are essential for the successful singing of rounds.
- They compose and perform a suitable ostinato accompaniment by selecting a musical phrase from the song.
- KS2 pupils use correct musical terms to discuss the elements in a piece of recorded music. They learn a new song quickly, following and developing their understanding of old notation and of bars in written notation.
- They sing in tune and maintain good posture and clap a selected ostinato accompaniment sensitively. They select pitched and non pitched instruments with care to suit the music and compose, practise and perform rhythmic and melodic ostinato whilst also singing the song. In both key stages, pupils have a good knowledge of Welsh songs and the singing traditions of Wales.

Shortcomings

- There are no significant shortcomings.

Physical education

Standards of achievement in physical education are good in KS1 and KS2.

Good features

- In both key stages, the pupils dress appropriately for the activities and are aware of the effects of exercise on their heart. In gymnastics, they show due regard for safety rules, and handle apparatus carefully and correctly.
- They show good control over their floor movements, follow instructions quickly and stop and change direction well. They bend and stretch and suggest new movements to use various parts of their body.

- Work on the apparatus is well planned, and performed to a good standard. Older pupils evaluate each other's performances and point out specific effective aspects such as the landing, the flow, a good balance or an original sequence of movements.
- The school's extra curricular provision is varied and of good quality and pupils are achieving particularly good skills in a range of competitive games.
- The school monitors the pupils' swimming programme carefully to ensure that all pupils have opportunities to develop skills in the water.
- Visits to outdoor residential courses in outdoor activities are a regular part of the older pupils' education and there is good photographic evidence of the pupils' performance in athletics. The dance programme is varied and promotes pupils' imagination and their understanding of the dances of their own and other cultures.

Shortcomings

- There are no significant shortcomings.

Religious education

Standards of achievement are good in KS1 and satisfactory in KS2. The Agreed Syllabus for Religious Education for Wrexham County Borough is followed.

Good features

- KS1 and KS2 pupils have a good knowledge of stories from the Bible and are able to discuss issues that arise.
- Personal prayers are prepared by pupils in both key stages and they are aware of the significance of prayer.
- In both key stages, pupils have a good knowledge of the traditions of the Christian faith. There are close links with the local church and chapel. A thanksgiving service is held in either one or other place of worship every year.
- Other religions are studied and KS1 pupils are beginning to have an understanding of Hinduism.
- KS2 pupils have an insight into Islam and are familiar with artefacts used by Muslims, and their significance.
- Pupils in KS2 are aware of the work of people such as Mother Teresa and through this work are able to have some appreciation of how other people live and empathise with them.

Shortcomings

- In KS2, pupils' recording skills is not of a consistently good standard and there are numerous examples of unfinished work.

8. SCHOOL IMPROVEMENT

8.1 Progress since the last inspection

The key issues identified in the previous inspection, held in the Spring Term of 1997, were as follows:

There was a need to:

- maintain and build upon the strengths currently evident in its work, including the pupils' good attitudes to learning, the high quality of relationships among teachers and pupils and the good standards achieved in some curricular areas;
- clarify and raise expectations of pupils' achievements in subjects and aspects of subjects where standards are satisfactory, but not good;
- within this process, give particular attention to improving standards of written work in both languages taught, especially Welsh;
- within the school development plan, clarify, cost and prioritise desirable improvements in all provision and plan the implementation of these, distinguishing between once-for-all, short term and on-going needs.

All the above key issues have been addressed, although the school needs to continue with strategies that they have already employed to make further improvements in the case of two of them. There has been a complete change of full-time staff at the school since the last inspection, but they have succeeded well in maintaining and building on the strengths evident in the work of the school at the time of the last inspection and in moving the school forward.

The school has maintained the good standards in several subjects in KS1, and those deemed to be of a satisfactory standard in the last inspection have all improved and are now of a good standard.

In KS2, where standards were satisfactory in mathematics, geography and music, progress has been made and standards of achievement are now good in these subjects. However, standards in a few subjects remain satisfactory in KS2 and the shortcomings need to be addressed.

There remains the need to improve standards of written work in both languages, especially in KS2.

The school has addressed the key issue which refers to the SDP, which is now of good quality and is a useful, working document for the school.

8.2 Key issues for action

There is a need to:

- raise standards by addressing the shortcomings in the subjects where standards of achievement are satisfactory;
- plan and teach more precisely and raise the standard of pupils' writing in both languages and across the curriculum, especially in KS2;
- proceed to implement the strategies and systems already established to assess and record pupils' progress;*
- complete mid-term plans in all subject areas in KS2, ensuring that there is reference to skills and concepts to be developed and that assessment opportunities are identified;
- develop the role of the curriculum leader to include the monitoring of the provision and standards in subject areas across both stages.

* The school has already identified this key issue in the SDP.

Acknowledgement

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

APPENDIX

A. Basic information about the school

Name of School	Llanarmon Dyffryn Ceiriog
School type	Community
Age -range of pupils	3 – 11
Address of school	Llanarmon Dyffryn Ceiriog Llangollen
Post-Code	LL20 7LB
Telephone Number	01691 600278

Headteacher	Mr Dafydd Rhys
Date of appointment	September 1999
Chair of Governors/ Appropriate Authority	Mr Emyr Owens
Registered Inspector	Mrs E Ruth Davies
Dates of inspection	4 – 6 November 2002

B. School data and indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	1.5	1	2	5	4	4	5	4	26.5

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	2	2.2

<i>Staffing information</i>	
Pupil:teacher (fte) ratio (excluding nursery and special classes)	11:1
Pupil:adult (fte) ratio in nursery classes	n/a
Pupil:adult (fte) ratio in special classes	n/a
Average class size, excluding nursery and special classes	12.5
Teacher (fte) : class ratio	1:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole School
Term 1	97.9	95.1	94.5	95.6
Term 2	97.4	96.3	95.3	95.9
Term 3	98.5	96.9	94.6	95.2

Percentage of pupils entitled to free school meals	4
Number of pupils excluded during 12 months prior to inspection	0

C. Results of National Curriculum assessments and public examinations

END OF KEY STAGE 1: 2002

National Curriculum Assessment KS 1 Results: 2002	Number of pupils in Y2: 4
As the number of pupils eligible for assessment at the end of Key Stage 1 was fewer than five, summary information is not included.	

END OF KEY STAGE 2: 2002

National Curriculum Assessment KS 2 Results: 2002	Number of pupils in Y6: 1
As the number of pupils eligible for assessment at the end of Key Stage 2 was fewer than five, summary information is not included.	

D. Evidence base of the inspection

- The school was inspected by a team of three inspectors including a lay inspector. Between them, they spent seven inspector days at the school.
- Twenty four teaching sessions or parts thereof were observed during the inspection, including observation in every class at different times of the day.
- Discussions were held with individual pupils and groups of pupils during lessons and at other times. The inspectors listened to pupils read and asked them about their knowledge and understanding of mathematics, science, and the foundation subjects and religious education.
- The written work produced by pupils of all year groups during the term of the inspection and the previous term was inspected carefully. The inspectors looked at photographic evidence of the pupils' work and activities in addition.
- A range of the school's documentation was studied before the inspection.
- A meeting was held with the governing body before the inspection to receive evidence regarding their role, and to report back after the inspection.
- Eight parents attended a pre-inspection meeting; they gave comments and 26 replies by parents to questionnaires were analysed.
- The inspectors attended morning services in the school and inspected the school's arrangements during the dinner hour, play times and at the start and end of the school day.
- Discussions were held with the headteacher and the staff about their work in class and their contribution to the life and work of the school in general.

E. Composition and responsibilities of the inspection team

Team member	Subject responsibilities	Aspect responsibilities
Mrs E R Davies Registered Inspector	Welsh English History Geography Art Religious education	Context; Main findings; Standards achieved in subject and areas of learning; Pupils' spiritual, moral, social and cultural development; Teaching; Curriculum; Leadership and efficiency; Progress since the last inspection; Key issues for action.
Mr J H James Lay Inspector		Behaviour and attitudes; Attendance; Partnership with parents and community, schools and other institutions; Partnership with industry
Mrs M E Hughes Team Inspector	Under-fives Mathematics Science Design and technology Information technology Music Physical education	Standards achieved in key skills across the curriculum; Assessment, recording and reporting; Support, guidance and pupils' welfare; Provision for pupils with SEN; Quality of self evaluation and planning for improvement; Staffing, accommodation and learning resources