

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

***LLANBEDR CHURCH IN WALES  
CONTROLLED SCHOOL***

***Ruthin  
Denbighshire***

***School Number: 663-3044***

***Date of Inspection: 18-20 June 2003***

***by  
Mr D Gwynfor Evans  
Registered Inspector***

***Date: 6 August 2003***

***Under Estyn Contract Number: CT226/02P***

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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 (KS) 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 some shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

## **CONTENTS**

<b>1. CONTEXT .....</b>	<b>1</b>
THE SCHOOL AND ITS PRIORITIES .....	1
<b>2. MAIN FINDINGS .....</b>	<b>1</b>
THE MAIN FINDINGS OF THE REPORT .....	1
<b>3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS .....</b>	<b>4</b>
3.1 STANDARDS ACHIEVED IN SUBJECTS AND AREAS OF LEARNING .....	4
3.2 STANDARDS ACHIEVED IN KEY SKILLS ACROSS THE CURRICULUM .....	4
<b>4. ETHOS OF THE SCHOOL .....</b>	<b>5</b>
4.1 PUPILS' SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT .....	5
4.2 BEHAVIOUR AND ATTITUDES .....	6
4.3 ATTENDANCE .....	6
<b>5. QUALITY OF EDUCATION .....</b>	<b>6</b>
5.1 TEACHING .....	6
5.2 ASSESSMENT, RECORDING AND REPORTING .....	7
5.3 CURRICULUM .....	8
5.4 SUPPORT, GUIDANCE AND PUPILS' WELFARE .....	8
5.5 PROVISION FOR PUPILS WITH SEN .....	9
5.6 PARTNERSHIP WITH PARENTS AND COMMUNITY, SCHOOLS AND OTHER INSTITUTIONS .....	9
5.7 PARTNERSHIP WITH INDUSTRY .....	10
<b>6. MANAGEMENT .....</b>	<b>10</b>
6.1 QUALITY OF SELF-EVALUATION AND PLANNING FOR IMPROVEMENT .....	10
6.2 LEADERSHIP AND EFFICIENCY .....	11
6.3 STAFFING, ACCOMMODATION AND LEARNING RESOURCES .....	11
<b>7. SUBJECTS AND AREAS OF LEARNING .....</b>	<b>12</b>
STANDARDS ACHIEVED BY PUPILS .....	12
PROVISION FOR THE UNDER-FIVES .....	12
ENGLISH .....	14
MATHEMATICS .....	14
SCIENCE .....	15
WELSH SECOND LANGUAGE .....	16
DESIGN AND TECHNOLOGY .....	16
INFORMATION TECHNOLOGY .....	17
HISTORY .....	17
GEOGRAPHY .....	18
ART .....	19
MUSIC .....	19
PHYSICAL EDUCATION .....	20
RELIGIOUS EDUCATION .....	20
<b>8. SCHOOL IMPROVEMENT .....</b>	<b>21</b>
8.1 PROGRESS SINCE THE LAST INSPECTION .....	21
8.2 KEY ISSUES FOR ACTION .....	22
<b>APPENDIX .....</b>	<b>24</b>
A. BASIC INFORMATION ABOUT THE SCHOOL .....	24
B. SCHOOL DATA AND INDICATORS .....	24
C. RESULTS OF NATIONAL CURRICULUM ASSESSMENTS AND PUBLIC EXAMINATIONS .....	25
D. THE EVIDENCE BASE OF THE INSPECTION .....	25
E. COMPOSITION AND RESPONSIBILITIES OF THE INSPECTION TEAM .....	26

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## 1. CONTEXT

### **The school and its priorities**

Llanbedr Church in Wales Controlled School is situated near the village of Llanbedr just outside the large town of Ruthin in North East Wales. The original school, founded in 1829, was located in the village and in 1864 it was transferred to its present site. The school building has been extended and re-modelled over the years and now comprises of three main teaching areas and a mobile classroom.

There are currently 73 pupils on roll including eight children of nursery age who attend every afternoon. Pupils are taught in three mixed aged classes: nursery, reception and Key Stage (KS) 1; Year (Y) 3/Y4 and Y5/6. According to the school, approximately 75 per cent of the pupils come from relatively prosperous areas whilst the remaining 25 per cent of the pupils are from backgrounds that are described as neither prosperous nor economically disadvantaged. Around five per cent of the pupils are registered as being entitled to free school meals and the intake represents the full range of ability. Nine pupils are identified as requiring Special Educational Needs (SEN) support; one has a statement of SEN. No pupils speak Welsh as a first language.

The principal aim of the school is to create a happy, safe, educational and stimulating environment where every child has a fair and equal opportunity to reach his/her full potential. Particular emphasis is placed on fostering good manners, courtesy and consideration for others.

The current School Development Plan (SDP) identifies the following priorities: curricular development in information and communication technology (ICT), Welsh, English, mathematics and personal and social education; management and administration; the school library; buildings and maintenance, particularly the upgrading of the toilets.

The school was last inspected in the autumn term 1997 and the present headteacher was appointed in September 1998.

## 2. MAIN FINDINGS

### **The main findings of the report**

#### **Standards achieved by the pupils**

##### **Children under five**

- The general quality of the educational provision for children under five years of age is appropriate to their needs. The standards in the six areas of learning are as follows:

Language, Literacy and Communication Skills	Good
Mathematical Development	Good
Personal and Social Development	Good
Knowledge and Understanding of the World	Good
Physical Development	Good
Creative Development	Good

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### KS1 and KS2 Pupils

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

Subject	KS1	KS2
English	Good	Very good
Mathematics	Good	Good
Science	Good	Good
Welsh second language	Good	Good
Design and technology	Good	Good
Information technology	Satisfactory	Satisfactory
History	Satisfactory	Good
Geography	Good	Good
Art	Good	Very good
Music	Good	Good
Physical education	Satisfactory	Satisfactory
Religious education	Good	Good

### Standards achieved in the key skills across the curriculum

- Although the school does not have a policy for the development of key skills across the curriculum, good quality teaching in all classes ensures that, overall, the standards achieved are good. Standards in listening are very good and standards in speaking, reading, writing and numeracy are good. Standards in ICT are satisfactory.

### Quality of the education

- The quality of the teaching is at least good in all classes and sometimes very good. It is a strength of the school. The quality of teaching the under-fives is consistently good. In the lessons observed throughout the school during the inspection, the teaching was very good in 30 per cent of the lessons observed and good in the remaining 70 per cent. Good and very good teaching is characterised by teachers setting clear learning objectives for the pupils and planning work carefully to correspond with the pupils' age and ability. Lessons have good pace and teachers use a good range of teaching techniques effectively. Relationships in all classes are very good.
- The quality of assessment, recording and reporting is satisfactory. The assessment of children's progress in the early years is good. The assessment and recording of pupils' achievement in the core subjects of English, mathematics and science are consistent and accurate. The information obtained from the analysis of test results is used appropriately to promote higher standards. However, the school does not have a policy on assessment and no procedures for assessing pupils' progress and achievement in the foundation subjects and religious education. The annual reports to parents conform to statutory requirements but comments do not consistently refer to pupils' achievement, and targets for the next step in learning are not always included. The format of the reports for children under-five do not reflect the six areas of learning.
- The school's curriculum is broad, balanced and relevant. It refers to the Desirable Outcomes for Children's Learning for children under five years of age, and, for KS1 and KS2 pupils, addresses all the NC subjects and religious education. The planning for the curriculum for the under-fives is effective with regards to ensuring continuity and progression in the six areas of learning. Although effective teaching ensures that pupils' key skills are appropriately developed, there is no whole school policy on how to plan for their use across the curriculum. Curriculum planning within individual classes is

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appropriate but whole-school policies and schemes of work have not been completed in all subjects nor updated in accordance with Curriculum 2000. All activities are socially inclusive and there is equality of access and opportunity for all pupils. However, the school has yet to produce policies that provide appropriate guidance to staff and parents on these matters. The curriculum is enriched by a variety of extra-curricular activities, visits to places outside the school and by visitors who come to the school. Pupils' personal and social development and the *Cwricwlwm Cymreig* are well promoted.

- The attention given to the support, guidance and pupils' welfare is very good and is a strength of the school. Teachers are caring and provide good support for pupils in their academic work and their personal development. The school is a safe and caring community. The procedures for ensuring pupils' welfare and health and safety are effective. Personal and social education issues are well-addressed. Relationships between adults and pupils are very positive and supportive. Members of staff promote strong values and attitudes; this is appreciated by parents.
- The provision for pupils with SEN is good. Pupils with SEN receive good in-class support that is appropriate to their needs. Pupils with SEN are identified at an early stage in their school career and the individual education plans (IEPs) are of good quality. There are good arrangements for addressing the needs of more able pupils.
- The partnership with parents and the community, schools and other institutions is good. Parents are very supportive of the school and there are strong links with the church and the local community. Relevant information is provided for parents in the prospectus and through regular newsletters. The pre-inspection consultation with parents however highlighted the need to share in greater detail with parents information on what is taught. The school has acknowledged the need to address this issue. The school's partnership with industry is satisfactory.

#### **Pupils' spiritual, moral, social and cultural development**

- The pupils' spiritual, moral, social and cultural development is very good. The school meets statutory requirements to provide a daily act of collective worship. Religious education lessons and some other lessons, together with the school's close links with the church contribute significantly towards pupils' spiritual development. In an orderly community, pupils know the difference between right and wrong. Pupils' behaviour is very good and they have a keen interest in their work. They show respect towards each other and their environment and they support good causes. They co-operate well in the classes and play happily together during playtime and lunch hours. Pupils develop a good awareness of Welsh culture and traditions through taking part in Urdd activities and other local events; they have a good knowledge of their local area. They are provided with appropriate opportunities to appreciate other cultures and traditions. Although there is no school policy on racial equality, good practice ensures that racial harmony and pupils' respect for others whatever their background are well-promoted.

#### **Management and efficiency in the school**

- The headteacher, supported by staff and governors, has high expectations in terms of pupils' achievement and behaviour. Members of the governing body take a keen interest in the life and work of the school and they have a good knowledge of its policies and practices. The school's budget is managed effectively. Although some whole-school policies are in place, a number of curricular and administrative policies have not been completed and updated. No Staff Handbook exists that provides staff with easily accessible information on the organisation and management of the school.

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- The quality of self-evaluation and planning for improvement is satisfactory. Procedures for evaluating the progress of children under five and the achievement of KS1 and KS2 pupils in NC tests and other assessments administered by the school are well established. However, an appropriately costed and timetabled monitoring programme evaluating pupils' achievement in all subjects, and assessing the quality of school's educational provision has not been formulated. The role of curriculum co-ordinators in the self-evaluation and planning for improvement process is not well-defined and there is some imbalance in the allocation responsibilities.
  - The management of staffing, buildings and resources is good. The accommodation is of good standard, with the exception of the toilets, and the internal and external environment of the school has a positive effect on pupils' general development and standards of achievement. Overall, the school has good resources and they are used and managed well.

#### **The effectiveness in dealing with matters noted in the previous inspection**

- The school has made good progress in addressing the issues raised in the previous inspection. Each of the key issues have been dealt with successfully apart from some inconsistencies that remain in the school's policy and practice in relation to homework.

### **3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS**

#### **3.1 Standards Achieved in Subjects and Areas of Learning**

Children under five make good progress and achieve good standards in all six areas of learning. In KS1 and KS2, standards achieved by pupils were very good in 22 per cent of the sessions observed, good in 65 per cent and satisfactory in the rest (13 per cent).

- In KS1, standards are good in English, mathematics, science, design and technology, Welsh, geography, art, music and religious education. Standards are satisfactory in information technology, history and physical education.
- In KS2, standards are very good in English and art; they are good in mathematics, science, Welsh, design and technology, history, geography, music and religious education. Standards are satisfactory in information technology and physical education.
- In 2002, the school's results derived from NC teacher assessments were better than the national average for KS1 in Wales in English, mathematics and science. Eleven year old pupils also achieved results in the NC tests in English, mathematics and science which were higher than the county and national averages.

#### **3.2 Standards Achieved in Key Skills across the Curriculum**

Although the school does not have a policy for the development of key skills across the curriculum, good quality teaching in all classes ensures that, overall, the standards achieved are good. Standards in listening are very good and standards in speaking, reading, writing and numeracy are good. Standards in ICT are satisfactory.

- Children under five have good opportunities to apply their early literacy and numeracy skills and they achieve standards which are generally good across the six areas of learning. They make good use of their developing numeracy and ICT skills.
- Pupils with SEN make good progress in their key skills and achieve standards that are appropriate to their stage of development.
- Standards in listening are very good. Pupils of all ages listen well to teachers and fellow pupils in whole-class activities and as part of a group, and they respond appropriately.

- Key Stage 1 pupils express themselves clearly in response to a variety of stimuli. They contribute willingly in class discussions and their subject vocabulary is developing appropriately. Key Stage 2 pupils discuss their work across the curriculum confidently and enthusiastically. They have a good command of the terminology associated with different areas of the curriculum and many make extended contributions in class discussions. Some pupils in Y5 and Y6 achieve very good standards.
- Reading standards are good. Pupils of all ages have a good knowledge of the characteristics of books and they enjoy handling and reading books. Their reading and comprehension skills to deal with work across the curriculum are developing well. On the whole, they make good use of reference books to glean information. They use the Internet and CD-ROMs effectively for research and to obtain additional information.
- Pupils in both key stages are given good opportunities to write in a variety of forms and for different purposes across the curriculum. The majority of pupils arrange their work well and present it neatly. Handwriting is good. Key Stage 2 pupils write extendedly in subjects such as history, geography and religious education and a number of them achieve very good standards.
- Pupils in KS1 and KS2 use their developing numeracy skills effectively in a variety of contexts. They can apply their knowledge of measuring and calculating well in science, design and technology, information technology and geography. They achieve good standards.
- Across both key stages, pupils are competent in their control and use of basic computer skills. They use programs suitable to their age to support their work in an increasing number of subjects and in particular in language and mathematics. They make use of the e-mail and the Internet. In general, however, the use of ICT to support various aspects of the curriculum is underdeveloped.

## **4. ETHOS OF THE SCHOOL**

### **4.1 Pupils' Spiritual, Moral, Social and Cultural Development**

Pupils' spiritual moral, social and cultural development is very good. The arrangements for collective worship meet statutory requirements and religious education is taught in accordance with the Unitary Authority's (UA) Agreed Syllabus.

- In religious education and in some lessons in other subjects, pupils are given appropriate opportunities to reflect on life and to consider aspects of their own beliefs and values.
- The school promotes very high moral standards. Pupils have a well-developed awareness of the difference between right and wrong and they are aware of the importance of considerate and tolerant behaviour between individuals. The school does not have a policy for promoting racial equality, however, pupils know why prejudices are harmful and why it is important to respect and tolerate others whatever their background and race. Charities and good causes benefit from the support of pupils and the generosity of their parents.
- Pupils co-operate well in class activities and they share resources fairly. They are enthusiastic when afforded the opportunity to show initiative and respond positively when asked to undertake various responsibilities. Extra-curricular activities in the form of musical and sporting events and their involvement within the local community also promote pupils' personal and social development.

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- The school plays a significant part in enabling pupils to appreciate Welsh traditions. Welsh culture is successfully reflected in the curriculum and in some extra-curricular activities such as the Urdd. In lessons and activities within religious education, attention is given to other religions and faiths and in lessons in English, music, art, geography and history, pupils begin to appreciate the richness and diversity of other cultures and traditions.
  - The school is a safe, kind and caring community.

#### **4.2 Behaviour and Attitudes**

The quality of pupils' behaviour is very good. Pupils have positive attitudes and a keen interest in their school work which is reflected in the standards achieved.

- The school is an orderly and happy community. The very good relationships between teachers and pupils ensure that pupils are aware of the high standards of behaviour expected of them.
- Pupils play in a friendly and co-operative manner. Playtimes and lunch hours are happy and sociable occasions.
- Pupils' courteous and respectful behaviour is a positive influence on the very good quality of life in the school.
- There is no evidence of bullying behaviour and there have been no exclusions.

#### **4.3 Attendance**

The overall level of attendance during the last three terms was good.

- Average attendance for the three terms prior to the inspection was marginally below 95 per cent; the attendance levels were adversely affected by illnesses in one class over a period of a fortnight.
- School registers are generally well kept and accurate, although one register was incomplete and the unauthorised absences figures given by the school cannot be verified. Current practice, however, complies fully with the requirements of Welsh Assembly Government Circular 99/3.
- Whilst the vast majority of pupils arrive at the start of the school day punctually, a few individuals arrive late.
- Parents are informed of attendance figures and are strongly encouraged to provide full explanations for any absences by their child.

### **5. QUALITY OF EDUCATION**

#### **5.1 Teaching**

Overall, the quality of teaching is good and is a strength of the school. The quality of teaching the under-fives is consistently good. In the lessons observed throughout the school during the inspection, the teaching was very good in 30 per cent of the lessons observed and good in the remaining 70 per cent.

- Lessons are well planned and the learning objectives are outlined clearly to the pupils at the beginning of the lesson.

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- Teachers structure the tasks for pupils of different ages and abilities well and arrange good opportunities at the end of the lesson to reinforce and evaluate what has been taught.
  - They have a firm knowledge of the subjects they teach and they make effective use of the necessary resources to present the knowledge, skills and concepts associated with different subjects.
  - The teaching has good pace and the pupils remain on task consistently throughout the sessions.
  - Relationships within the classes are very good and all activities are well managed.
  - Questioning techniques are employed effectively and, in most lessons, pupils are aware of the high expectations teachers have in terms of achievement and discipline.
  - Effective use is made of teaching assistants in the classroom and they contribute well to the learning.
  - In general, insufficient attention is given to building on pupils' knowledge, understanding and skills in the foundation subjects and in the key skills from one class to another.

## **5.2 Assessment, Recording and Reporting**

The quality of assessment, recording and reporting pupils' progress is satisfactory.

- The school does not have a policy on assessment, recording and reporting.
- Assessments in the core subjects are accurate and consistently good but there are no formal procedures for assessing pupils' achievements in the foundation subjects and religious education.
- The analysis of pupils' performance in the core subjects is detailed and thorough and the information is used effectively to promote higher standards.
- The school does not have subject portfolios for either core or foundation subjects. It has not yet begun the process of moderating in order to give teachers in both key stages the opportunity to assess together samples of pupils' work so as to achieve consistency in marking and also ensure continuity and progression throughout the school in all subject areas.
- The absence of detailed and updated schemes of work, which clearly state the knowledge and skills to be introduced and developed within and across key stages, means that the methods used to monitor pupils' work lack consistency and clarity.
- Pupils' work is marked regularly but teachers' observations do not always provide sufficient guidance for pupils on how to improve their work.
- Standards of assessment in the early years are good. Clear and purposeful records of the children's development in the six areas of learning are kept and appropriate use is made of the baseline assessment to measure the progress of the under-fives and identify any shortcomings.
- The school provides appropriate assessments for pupils identified as having SEN.
- Annual reports to parents meet with statutory requirements. However, in some instances the comments refer to the pupils' attitude towards the subject rather than to the progress made in terms of knowledge, skills and understanding. Targets for future learning are not always included. The format of the reports for children under five does not reflect the six areas of learning.

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- Parents are invited to school to discuss their children's progress on two occasions every year. The meetings are well attended.

### **5.3 Curriculum**

The curriculum provided for children under five and for KS1 and KS2 pupils is appropriate, broad and balanced and complies with the requirements of the NC and religious education. There are weaknesses in whole-school planning.

- The curriculum for children under five is good and promotes the desirable outcomes in the six areas of learning.
- The time allocated to the teaching of NC subjects and religious education is appropriate.
- The quality of the curricular provision for pupils with SEN is good. The curriculum is modified for one pupil.
- Although teachers plan appropriately within individual classes, whole-school policies and schemes of work have not been completed in all subjects nor updated in accordance with Curriculum 2000, particularly in respect of key skills development.
- In general, the homework that is given reinforces the teaching and learning process. However, practice is inconsistent and is not fully understood by all parents.
- Good practice in all classes ensures that all activities are socially inclusive and there is equality of access and opportunity for all pupils. However, the school has yet to produce policies that provide appropriate guidance to staff on these matters.
- The curriculum is greatly enhanced by a good range of extra-curricular activities that are available to pupils. Every pupil is offered an opportunity to play a musical instrument. After school clubs are arranged in a number of sporting activities and pupils participate in various activities organised by the Urdd.

### **5.4 Support, Guidance and Pupils' Welfare**

The school makes very good provision for the support, guidance and welfare of pupils in its care. It is a strength of the school.

- The school has appropriate policies for the health and safety of the pupils within and outside the school buildings. The procedures are clear and known to the staff and they are implemented effectively.
- Relationships between adults and pupils are very positive and supportive. Pupils report that they feel secure and that their welfare is a priority in school. The supervision during break and lunch times is equally careful and alert to pupils' needs.
- The school is a safe and caring community. The school staff deal sensitively and conscientiously with pupils' needs and this is greatly appreciated by the parents as they indicated in the pre-inspection meeting and in the questionnaires they completed.
- Members of staff have been trained in first aid procedures and the headteacher is responsible for matters which are directly related to child protection.
- Pupils find it easy to turn to staff for help or guidance related to personal matters or issues connected with their school work.
- The school's entrances are safeguarded effectively to prevent any unauthorised entry.
- Personal and social education issues are well addressed within designated lessons, individual subjects and in collective worship.

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## **5.5 Provision for Pupils with SEN**

The quality of the provision for pupils with special needs is good and pupils make progress according to their age and ability.

- The school is currently updating its policy for SEN to meet the requirements of the new Code of Practice. The headteacher acts as co-ordinator and works closely with the designated member of the governing body.
- Procedures within the school ensure that pupils with SEN are identified at an early age.
- There are nine pupils on the SEN register, two on school action, six on school action plus and one pupil has a statement of SEN.
- The pupil who has a statement is well supported by the classroom teacher and the full time assistant, both of whom deal sensitively with the child's specific needs.
- The governing body has allocated additional funding in order to employ a part-time learning assistant to support pupils with special needs in the lower end of the school.
- There are IEPs prepared for all pupils on the SEN register. These are reviewed on a regular basis.
- The pupils are fully integrated into the life and work of the school and the tasks set for them are suitably differentiated.
- There are good links with parents and outside agencies.
- No pupil is disapplied from the NC.
- The school provides appropriately for the needs of gifted children.

## **5.6 Partnership with Parents and Community, Schools and Other Institutions**

Partnership with parents and community, schools and other institutions is good.

- Parents are supportive of the school and praise the approachability of staff and the care shown by them towards their children.
- The school prospectus is well written and informative. Parents are provided with other information through termly newsletters and "pupil post" and the school makes use of the local press and other media to give publicity to the school's activities and successes.
- The pre-inspection consultation with parents highlighted the need to share in greater detail with parents information on what is taught. The school has acknowledged the need to address this issue.
- Two parents evenings are held annually and an evening is arranged for parents of prospective pupils.
- There is a home-school agreement that meets statutory requirements.
- The school's Parent Teacher Association is active and resourceful in raising valuable additional funds for school use. Parents contribute both within classes and with extra curricular activities. They have assisted in painting and decorating the school and in providing it with additional resources.
- The school enjoys the support of its community which contributes to the wealth of experiences provided for pupils. Members of the community come into school to talk to

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pupils on life experiences and local history. Members of the police and fire service also talk to pupils on safety issues.

- There is a close partnership with the local church. Whole-school services are conducted weekly by the Rector and the Curate. Pupils also visit the church for a service every half term and visit the Cathedral in St Asaph biannually.
- The school co-operates with other primary schools in games and sports as well as in Urdd activities. Older pupils visit Llangrannog annually.
- Links with the high school are good with transfer arrangements, including curricular links, well established and secure. The school provides work-experience placements for high school pupils.
- The school receives students regularly from University College of North Wales Bangor for teacher training.
- The school makes full use of all relevant services provided by the UA and receives regular visits by their officers and advisors.

### **5.7 Partnership with Industry**

Partnership with industry is satisfactory.

- Members of the governing body have considered and discussed this aspect but they have not yet adopted a policy for developing links with business and industry.
- The school has good connections with a local pottery and pupils make curricular visits there. Pupils have visited an organic farm for curricular enrichment in science.
- The school has received a computer from a national construction company and a paper mill provides the school with resources for craftwork.
- Local firms and businesses support and give prizes for school fund raising activities.

## **6. MANAGEMENT**

### **6.1 Quality of Self-Evaluation and Planning for Improvement**

The quality of the self-evaluation and planning for improvement is satisfactory.

- The action plan successfully addressed the vast majority of the key issues raised in the last inspection. School development plans indicate that planning for improvement, particularly in respect of standards achieved by pupils, features prominently in the school's aims and objectives.
- Procedures for evaluating pupils' performance through base-line assessments for under-fives, the analysis of results in NC tests and other tests administered by the school for KS1 and KS2 pupils are well-established. The information obtained is used appropriately to identify strengths and weaknesses in teaching and learning and to promote higher standards.
- The SDP for 2002-2003 identifies priorities in curriculum development, management and administration and issues relating to the school building. There is an on-going process of evaluating progress within each of the areas identified.

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- However, at present the school does not have an appropriately costed and timetabled programme for monitoring pupils' achievement in all subjects and for assessing the school's educational provision.
  - The role of curriculum co-ordinators in the self-evaluation and planning for improvement process is not well-defined and there is some imbalance in the allocation responsibilities.
  - Governors receive detailed reports on the performance of pupils in NC tests and other performance indicators together with information that compares the school's performance with local and national results. Although governors take an active interest in curricular and management issues, their role in the process of self-evaluation and planning for improvement is at present underdeveloped.

## **6.2 Leadership and Efficiency**

Overall, the quality of the school's leadership and efficiency is satisfactory.

- The school has a very good ethos. Appropriate aims and objectives have been set and positive Christian values are consistently promoted within a welcoming and caring environment.
- The headteacher sets high expectations in terms of pupils' achievement and behaviour. She is well supported by staff and governors in the pursuit of these objectives.
- Members of the governing body take a keen interest in the work of the school and are very supportive of all its activities. The chairman and other members are regular visitors to the school and have a good working knowledge of its policies and practices.
- The SDP notes the school's priorities, mainly over the short-term, and considers the needs that arise from discussions between staff and governors. It is an appropriate management document.
- The processes and procedures for identifying the school's strengths and weaknesses and planning for improvement other than in the core subjects are insufficiently rigorous at present.
- The governors' financial sub-committee meets regularly to deal with financial issues and receives good advice and support from officers of the UA. Spending is appropriately linked to educational priorities and only a small surplus is carried forward annually. There are suitable arrangements for ensuring that money is spent efficiently.
- Although some purposeful policies have been produced, a number of curricular and whole-school policies and schemes of work have not been completed. There is no Staff Handbook that outlines school practices and procedures on matters relating to the management and organisation of the school.
- The school runs smoothly and efficiently on a day-to-day basis.

## **6.3 Staffing, Accommodation and Learning Resources**

The school is well staffed and the quality of accommodation and learning resources is good overall.

- The school has a sufficient complement of experienced teaching staff and support staff. The teachers are suitably qualified to teach the ages of children in their care.
- Teachers attend in-service training (INSET) courses and the knowledge gained is shared within the school. However, there are no formal procedures for involving staff in the identification of professional needs and development.

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- The nursery assistant and the learning support assistants make very good contributions to pupils' learning experiences. They are sensitive to the needs of individuals and work appropriately with the teachers in order to support the pupils in the most effective and useful manner.
  - The peripatetic art and music teachers/tutors who visit the school make effective and valuable contributions to the pupils' educational development.
  - The administrative staff and the catering, supervisory and cleaning staff contribute effectively to the daily routines. The standard of cleanliness within the school is of a high order and the school grounds are kept tidy with the floral displays adding to the overall aesthetic quality of the site.
  - The building and accommodation are in good condition with the exception of the toilets which the governors have identified as a priority for upgrading.
  - Overall, the school has an appropriate supply of resources in order to meet the school's needs in most areas of the curriculum but there is insufficient computer hardware and software. Parents and the local community make valuable contributions to school funds and these are used appropriately to improve and extend the school's resources.

## **7. SUBJECTS AND AREAS OF LEARNING**

### **Standards achieved by pupils**

#### **Provision for the under-fives**

The educational provision for the under fives is appropriate and successfully promotes the desirable outcomes for children's learning. The children are provided with a balanced curriculum and the standards achieved in the six areas of learning are good. The under-fives are educated alongside KS1 pupils with the nursery children attending the afternoon sessions only.

#### **Good features**

##### **Language, literacy and communication skills**

- The children listen attentively to stories and presentations and respond to questioning at their own level of maturity.
- They are able to use speech effectively to communicate their feelings and ideas.
- They understand that the printed word conveys meaning and they gradually come to recognise the letters of the alphabet. The more able children in reception come to read the early reading books with meaning and understanding.
- They learn to hold pencils and crayons correctly and after a period of over-writing and under-writing they come to form their own simple sentences.

##### **Welsh as a second language**

- Children respond appropriately to simple instructions in Welsh.
- They are able to greet each other correctly and to repeat simple words and phrases within a thematic content.

##### **Mathematical development**

- Children are able to count and recognise numbers up to 10 and record numbers through a variety of practical activities.

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- They know several number rhymes to help them with their understanding of number sequences.
  - They are able to correctly sort, match, arrange and complete a series using beads and small toys.
  - The older children are beginning to understand the concepts of addition and subtraction. They understand several concepts related to measurement such as full/empty, taller/shorter, heavier/lighter.
  - They are able to recognise many two and three-dimensional shapes and have a good idea of the concept of time.

#### **Personal and social skills**

- Nursery children settle in quickly at the school and they respond well to new experiences.
- Through the card class system of allowing the children themselves to choose the activities in which they wish to participate, they quickly learn to share and to play together and also to wait their turn when playing games. They gradually learn to work independently of staff.
- They behave well and are always courteous in their dealings with each other.
- They begin to take responsibility for their own personal hygiene.
- Given time and encouragement, they learn to dress by themselves.

#### **Knowledge and understanding of the world**

- Children are able to talk about themselves in relation to families and homes.
- They know what plants and flowers need in order to grow.
- They know about light and dark and are able to differentiate between the light of the sun and artificial light within buildings.
- They are able to discuss holidays and know of the custom of sending postcards.
- They are able to use the computer games installed by staff.

#### **Physical development**

- Nursery and reception children move about with ease both inside and outside the classroom.
- They are able to walk, run, skip and jump and make appropriate use of the surrounding space.
- They use pencils, brushes, scissors and crayons with appropriate dexterity.

#### **Creative development**

- Children sing simple songs and rhymes quite tunefully.
- They keep to simple beats while clapping and playing percussion instruments.
- They create pictures and collages using a number of different materials and techniques.
- They role-play in the travel agency shop using the correct terminology in their dialogue. Some customers are offered free holidays!

#### **Shortcomings**

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- There are no significant shortcomings.

## **English**

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

### **Good features**

- In KS1, pupils listen attentively to stories and are prepared to contribute to class discussions. As they mature, their vocabulary skills and sentence structures show good progress.
- Year 1 pupils have a good basic knowledge of the alphabet and read familiar texts with increasing accuracy. In Y2, pupils' reading skills are further developed and they read with expression and understanding.
- Key Stage 1 pupils make good progress with their writing skills. Younger pupils in Y1 form letters, words and simple sentences with support before progressing to writing more independently. Year 2 pupils are aware of the need to write for different purposes. They use different sentence structures within their writing and on the whole make correct use of capital letters, full stops and speech marks.
- In KS2, pupils' listening skills are very good and they exhibit their understanding of presentations by responding correctly and sensibly to questions. They are prepared to participate in discussions as a group with the majority speaking meaningfully and with a fair degree of confidence. They respond well to drama and glean confidence from the experience.
- They read a wide variety of books and read at a level that corresponds to their age and ability. The more confident read a range of materials including fiction and non-fiction. They are able to talk about books and authors and they benefited greatly from a visit by the author Alan Gibbons. They show a certain degree of maturity in the way they discuss books.
- They write for a wide range of different audiences. They use adjectives and comparisons in their work and have very good ideas on how to create mood in their imaginative writing. They use their writing skills across the curriculum producing dialogue, poetry, reviews, interviews, letters, descriptive pieces and creative writing within different subject areas. Overall, they punctuate correctly and make appropriate use of dictionaries and thesauri.
- Pupils throughout the school take pride in the presentation of their work, which is always neat and tidy.

### **Shortcomings**

- There are no significant shortcomings.

## **Mathematics**

Standards of achievement are good in both key stages.

### **Good features**

- Pupils demonstrate increasing confidence in mathematics and good mental agility when solving problems during oral sessions at the beginning of lessons.

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- The majority of younger KS1 pupils recognise numbers to 20 and understand numerical order. They complete simple additions and subtractions. They understand even and odd numbers and are able to count in twos.
  - Year 2 pupils are familiar with working with numbers up to 100. They confidently count in fives and in tens and show a clear understanding of a good range of mathematical vocabulary.
  - Earlier work shows that by the end of KS1 pupils are able to tell the time to the hour, half hour and quarter hour; they are able to collect data and transfer them to a simple graph and their understanding and use of measuring instruments is developing appropriately.
  - In KS2, pupils use different strategies to handle numbers successfully.
  - Previous work shows that pupils have a good understanding of time and money.
  - Older pupils know that decimal, fractional and percentage forms can be of equivalent value. They have a good understanding of work on shape and measurement.
  - Their ability to record data in a range of graphical forms is developing appropriately.

### **Shortcomings**

- There are no significant shortcomings.

### **Science**

Standards of achievement are good in both key stages.

#### **Good features**

- Pupils in KS1 show good knowledge of life processes and living things. They can name living and non-living things and describe the conditions that are necessary to allow plants to grow. They can identify minibeasts in their environment and name various plants and animals.
- They identify a range of common materials and know about some of their properties. They describe similarities and differences between materials.
- Pupils know that light comes from a variety of sources and can name some of those sources. As a result of their investigations, they understand that darkness is the absence of light.
- Pupils in Y3 and Y4 have a good knowledge of materials and their properties. They can explain why some materials are better thermal insulators than others. They understand that sounds are made when objects such as strings on musical instruments vibrate.
- As a result of their investigation, they know the effect of exercise and rest on pulse rate. They use tables and charts to present the information they have gathered from their investigation in an appropriate manner.
- Year 5 and Y6 pupils have a good knowledge of science across the NC programmes of study and a good understanding of experimental and investigative processes. They use scientific names for some major organs of a body system and can describe their functions.
- They describe the differences between the properties of different materials and explain how these differences are used to classify substances as solids, liquids and gases. Through a process of investigation they discover that different types of sugar will dissolve at different rates.

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- Pupils use appropriate equipment for accurate observation and measurement, they appreciate the need for fair tests and for presenting their findings clearly.

### **Shortcomings**

- There are no significant shortcomings.

### **Welsh second language**

Overall, standards of achievement are good in both key stages.

In speaking and listening, standards are good, reading and writing standards range from satisfactory to good.

### **Good features**

- Teachers and pupils make good and regular use of incidental Welsh during the day which contributes well to pupils' understanding of the language and enables them to respond orally with increased confidence.
- Pupils' pronunciation is generally good. They are able to recall a range of vocabulary and sentence patterns relative to their age and ability.
- Key Stage 1 pupils respond well to basic questions about themselves and their immediate surroundings. Year 3 and Y4 pupils speak clearly when using the language creatively in dialogues and role-play activities. Year 5 and Y6 pupils are able to discuss topics such as holidays, with the more able offering some comments voluntarily.
- Pupils in KS1 recognise familiar words and phrases that are within their experience. They show some understanding of what they have read. Year 3 and Y4 pupils read dialogues and topic books fairly accurately and Y5 and Y6 pupils understand the main flow of descriptive paragraphs and conversations.
- In their writing, KS1 pupils use familiar sentence patterns and vocabulary to convey simple factual information that is within their area of experience. Year 3 and Y4 pupils write simple dialogues based on patterns they have practised orally. Pupils in Y5 and Y6 begin to link sentences showing some grasp of sequence when adding text to a series of pictures. Pupils work is at least satisfactory, sometimes good.

### **Shortcomings**

- A minority of pupils in both key stages have only a limited understanding of what they have read.
- In general, pupils write within a narrow range of experiences.

### **Design and technology**

Standards of achievement in design and technology are good in both key stages.

Pupils' finished products have been selected to form part of a children's exhibition at Ruthin Library.

### **Good features**

- Pupils in both KS1 and KS2 have a sound understanding of the processes which underpin design and technology. They plan with clear ideas of their finished product, make reasoned choices about suitable materials and learn how to organise their work efficiently from start to finish. Pupils are taught to use the good range of resources available safely and economically.

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- Pupils in KS1 talk about designing and making a toy with moving parts. They gather ideas before choosing suitable materials to make a toy with wheels and axles. Their completed models of a bedroom demonstrate their ability to cut, shape and join materials and also their confidence in developing their own ideas for decorating them.
  - Pupils in Y3 and Y4 have worked on a group project designing and making a model of Ruthin jail. The finished product indicates that pupils have well-developed skills in cutting, shaping and joining materials. Pupils are able to talk about the process of designing, their choice of materials and the quality of the finished product.
  - In Y5 and Y6, further progress is made as pupils refine their designing and making skills and produce a range of products to a high standard. Their models of different structures in the village show good observational skills and an attention to detail in the finished product. Their work reflects their ability to use a wide range of skills such as wood burning, weaving, painting and cladding.
  - A strength of the work done in design and technology is the way pupils successfully apply the knowledge, skills and understanding gained from other subjects such as history and geography in a purposeful context.

### **Shortcomings**

- There are no significant shortcomings.

### **Information technology**

Standards of achievement are satisfactory in KS1 and KS2.

#### **Good features**

- Key Stage 1 pupils use ICT appropriately to support their work primarily in language and mathematics. They also use programs to create pictures and simple designs.
- They are able to retrieve information that has been stored, enter new information and save their work. They use a prepared data base of information and present their findings in the form of simple graphs.
- Key Stage 2 pupils use ICT equipment and software to communicate ideas and information in a variety of forms incorporating text, graphs and pictures.
- They access stored information on CD-ROMs and the Internet to assist their learning in subjects such as history and geography. Pupils in Y5 and Y6 have also used PowerPoint to enhance the presentation of their work in these subjects.
- Pupils are able to send and receive messages using the e-mail. They are able to load and print photographs taken on the digital camera. Their word processing skills are developing well.

#### **Shortcomings**

- Pupils' skills in modelling and control are underdeveloped.
- Pupils' ability to build on their knowledge, skills and understanding within and across the key stages is constrained by the absence of whole-school policy and scheme of work.

### **History**

Standards of achievement are satisfactory in KS1 and good in KS2 with some examples of very good work.

#### **Good features**

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- In KS1, pupils are aware of how life has changed over a period of time and of the differences between past and present. They use terms like ‘old’ and ‘long ago’ to correctly describe the passage of time.
  - They have a basic understanding of how holiday customs have changed over the years and are able to categorise post-cards into old and modern styles.
  - Previous work shows that they are able to organise photographs from birth to adulthood. They also group toys into old and new.
  - They understand the hardships endured by Betsi Cadwaladr in her work as a nurse in the last century. They can recall the story of Gelert, Prince Llewelyn’s dog.
  - Pupils in Y3 and Y4 have a firm understanding of life in the Tudor period. They have carried out investigations into artefacts from King Henry’s ship, the Mary Rose, and written cartoons based on the book ‘The terrible Tudors’.
  - They have visited Theatre Clwyd and taken part in their workshops culminating in very interesting written work based on life in Tudor times. They have linked this to life in Wales during this period. They have written about life in Chirk Castle and also about William Morgan translating the Bible into Welsh. They are able to talk about the life of Catherine of Berain.
  - Pupils in Y5 and Y6 have studied life in the Victorian period. They have compared the lives of the rich and poor, and carried out research into how children were treated. They have a good knowledge of the inventions made during the period and the effects they had on mankind.
  - Their current study of life in Wales during the same period involved a visit to Ruthin gaol. Their written accounts about the ‘inhabitants’ and the living conditions there are detailed and well researched.
  - They use historical references to good effect such as the census returns for the late nineteenth century to establish some interesting facts about their own locality in Victorian times.

### **Shortcomings**

- In KS1, pupils’ understanding of chronology is uncertain.
- Their ability to answer questions about the past by making simple observations from historical sources, including artefacts is underdeveloped.

### **Geography**

Standards of achievement are good in both key stages with examples of very good work in KS2.

#### **Good features**

- Pupils in KS1 have a good knowledge of their local area and know how it relates to other places. Their geographical skills are developing well. They recognise the main buildings on a map of the village and also some physical features.
- They make and use plans and maps such as a plan of their school and a map showing their journey to school. They can describe some the features they can see on their way to school. Their information pamphlet on the town of Ruthin shows that they are able to use geographical terms correctly.

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- Year 3 and Y4 pupils describe and make comparisons between the human and physical features of different localities. They use keys and symbols to locate key features on a map.
  - They make good use of secondary information to obtain information about the places they are studying. They consider environmental issues such as a flood prevention scheme in Ruthin.
  - Pupils in Y5 and Y6 use a wide range of geographical skills in their investigation of different locations. They describe in detail the physical and human features of those areas using appropriate geographical terms.
  - They use secondary sources well to learn about the similarities and differences between their own locality and Snowdonia, a contrasting area. They interpret keys and symbols correctly and use six figure references to locate features and places.
  - Pupils in both key stages communicate their findings effectively in written, graphic and pictorial form to support interpretations and ideas.

### **Shortcomings**

- There are no significant shortcomings.

### **Art**

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

Much of the pupils' work is tastefully displayed in the library at Ruthin.

### **Good features**

- In KS1, pupils use a range of different media to create paintings, drawings and pictures of a good standard.
- They study and compare the work of famous artists like Lowry and Beryl Cooke and produce their own pencil drawings in the style of these two artists.
- They make close observational drawings of flowers and use colour to good effect.
- In KS2, pupils have developed a more consistent understanding of shape, pattern and colour. They make appropriate use of their sketchbooks for observational drawing.
- Their portraits and flower paintings in the style of David Hockney are very effective as is the work produced in pastels in the style of Beryl Cooke.
- Their work using textiles is extensive and is of a very high standard as is their leather craft, wire-craft jewellery, mosaics and silk paintings.
- Their present work using calligraphy is proceeding well.

### **Shortcomings**

- There are no significant shortcomings.

### **Music**

Standards of achievement are good in both key stages.

### **Good features**

- Key Stage 1 pupils know a variety of simple songs and sing them very tunefully. Their intonation is good and they are able to control their breathing well.

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- They recognise a number of percussion instruments and are able to play them as an accompaniment to the songs keeping to the beat and rhythm.
  - They listen quietly to two pieces of classical music and are able to make broad distinctions within the musical elements.
  - In upper KS2, pupils sing rounds with increasing control of breathing, posture diction, phrasing and dynamics. They are able to maintain a part as a member of a group in a particularly challenging part song.
  - Their ability to imitate and recall musical patterns and songs is developing well. They respond with enthusiasm to all the vocal challenges. Their vocal jazz piece was especially effective.
  - They have all mastered the skill of playing the recorder and are able to read the music.
  - They compose their own pieces for the recorder within the requirements laid down by the teacher.

### **Shortcomings**

- Pupils' ability in KS2 to discuss and evaluate music from other periods and cultures is underdeveloped.

### **Physical Education**

Standards of achievement are satisfactory in KS1 and KS2.

The school offers a good range of physical education activities. Key Stage 1 pupils use the facilities of a neighbouring school for gymnastics and dance, and swimming lessons are provided for KS2 pupils. The all weather court and the playing field is used for football, hockey, netball, mini rugby, tennis, rounders and athletics. Older pupils receive additional coaching in football and netball.

### **Good features**

- Key Stage 1 pupils apply themselves well to the warm up activities at the beginning of their exercises. They make good use of the space on the all weather court when running, dodging and turning. They respond promptly and accurately to instructions.
- They practise to improve their skills in throwing, striking and travelling with a ball using small games equipment such as bats and ropes. They achieve satisfactory standards.
- Pupils in Y5 and Y6 understand the importance of warm up activities and the beneficial effects of physical education on their fitness, health and well being. They participate energetically and enthusiastically in the variety of activities arranged for them.
- Some pupils make good progress in developing good throwing, running and baton passing skills. They co-operate well in whole-class lessons.

### **Shortcomings**

- The evaluation skills of pupils in both key stages have not developed sufficiently.
- The basic skills of movement and body control of minority of pupils in both key stages are insufficiently developed to enable them to participate successfully in different physical activities.

### **Religious Education**

Standards of achievement are good in both key stages.

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### **Good features**

- In KS1, pupils have a good knowledge of many stories from the Bible. They know of the significance of the more important festivals in the Christian calendar like Christmas and Easter.
- They understand the contribution made by the disciples in continuing the work Jesus started. They are able to name most of the disciples.
- Pupils know how important it is to help others and they are able to contribute to a discussion on how they could help. They discuss the work done by Florence Nightingale and Betsi Cadwaladr.
- Key Stage 2 pupils have more detailed knowledge of stories from the New Testament and the Old Testament. They display an appropriate understanding of some of the moral principles the stories seek to promote.
- In Y3 and Y4, pupils have made a detailed study of the life of Saint Peter. They have visited the local church and the church in town. They have also visited a chapel and are able to compare the two places of worship. They have produced some very good work based on their discussions and research.
- In Y5 and Y6, pupils produced a newspaper based on the Easter story. The contributions and ideas are often very good.
- Pupils know of the life of Saint David and the significance of the work of Bishop William Morgan translating the Bible into Welsh.
- They are aware of other faiths and know of some of their customs.

### **Shortcomings**

- Pupils' knowledge and understanding of the traditions and customs of other faiths are rather superficial.

## **8. SCHOOL IMPROVEMENT**

### **8.1 Progress Since the Last Inspection**

In the last report, five key issues for action were identified.

#### **1. Improve the learning environment and provision for the under-fives to include:**

- **a more rigorous planning structure which sets specific teaching and learning objectives in the six areas of learning;**
- **the completion of baseline assessment to inform planning;**
- **differentiated tasks relevant to the abilities of individual pupils**

The post-inspection action plan included detailed information on how each of the areas identified would be addressed. Current planning documents indicate that planning and organisation follow the recommendations of the last report. A small extension has been added since the last inspection easing congestion. Baseline assessment is in line with requirements and informs planning appropriately. Differentiated tasks are set that are relevant to the abilities of individual children. Standards achieved by children in all six areas of learning are good.

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**2. Make improvements to the accommodation by providing safe enclosed outdoor play area for children under five and improving facilities in the temporary classroom.**

The school now has an attractive enclosed area with appropriate facilities for children under five. A new temporary classroom has been provided and an all weather sports court built alongside the school playing field. These represent significant improvements to the accommodation.

**3. Devise and implement a Health and Safety policy which meets statutory requirements.**

A comprehensive Health and Safety policy is now in place with risk assessments and other requirements are routinely actioned and documented. A designated school governor and the member of staff with responsibility for health and safety meet regularly to monitor policies and practices.

**4. Review the present homework policy in order to provide a more structured system that is understood by parents and teachers.**

The action plan produced following the last inspection included a structured homework timetable for each year group. The current school prospectus states that formal homework assignments are not set for all children, particularly younger children. Younger children are encouraged to participate in reading activities. Junior pupils are expected to read a wide range of books and may be asked to do some home-based research for various projects. Year 6 pupils are given more formal tasks. Views expressed by parents in the pre-inspection meeting and through the completed questionnaires indicate that current practice is inconsistent and is not fully understood by all parents.

**5. Review the current SDP model to include processes to formally evaluate the cost effectiveness of spending.**

The school has revised the SDP in line with the criteria provided by the UA. It contains the relevant planning steps together with criteria for evaluating success. The finance sub-committee meets regularly and monitors spending carefully.

## **8.2 Key Issues for Action**

The school needs to:

1. address weaknesses identified within subjects particularly where standards are judged to be satisfactory;
2. ensure that all curricular policies and whole schemes of work are completed and updated in accordance with the requirements of Curriculum 2000;
3. within the school's assessment, recording and reporting arrangements:
  - produce a whole-school assessment policy;
  - devise procedures for assessing and recording pupils' achievement in foundation subjects and religious education;
  - ensure that all KS1 and KS2 reports comment on pupils' achievement together with targets where appropriate, and that the format of the reports for under-fives reflect the six areas of learning;
4. as part of the school's self-evaluation procedures:

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- produce an appropriately costed and timetabled programme for monitoring pupils' achievement in all subjects and for assessing the quality of the school's educational provision;
  - review the role and allocation of responsibilities of curriculum co-ordinators;
5. devise a Staff Handbook that outlines school policies and procedures in relation to the management and administration of the school;
  6. produce policies detailing the school's practices in promoting racial equality, equal opportunities and social inclusion.

## APPENDIX

### A. Basic Information About the School

Name of School	Llanbedr Church in Wales Controlled School
School type	Church in Wales Controlled School
Age-range of pupils	3-11
Address of school	Llanbedr Dyffryn Clwyd Ruthin Denbighshire
Post-Code	LL15 1SU
Telephone Number	01824 702927

Headteacher	Mrs Falyri Enlli Davies
Date of appointment	September 1998
Chair of Governors	Rev Huw Butler
Registered Inspector	Mr D Gwynfor Evans
Dates of inspection	18-20 June 2003

### B. School Data and Indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	4	10	9	2	13	13	9	9	69

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	3	1	3.2

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	20.3:1
Average class size, excluding nursery and special classes	21.6
Teacher (fte) : class ratio	1.06:1

<i>Percentage attendance for three complete terms prior to the inspection</i>			
	R and KS1	KS2	Whole school
Spring 2003	94.0	93.15	94.1
Autumn 2002	96.0	94.2	95.1
Summer 2002	92.0	95.5	93.8

Number of pupils excluded during 12 months prior to inspection.	0
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## C. Results of National Curriculum Assessments and Public Examinations

NATIONAL CURRICULUM ASSESSMENT RESULTS  
END OF KEY STAGE 2: 2002

<b>National Curriculum Assessment KS 2 Results: 2002</b>	Number of pupils in Y6: 5
As the number of pupils eligible for assessment at the end of Key Stage 2 in was greater than four but fewer than 10, overall performance indicators only are included	

<b>Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)</b>			
<b>by Teacher Assessment</b>		<b>by Test</b>	
In the school:	75	In the school:	75
In Wales:	68	In Wales:	68

D	Pupils who have been disapplied under sections 364 and 365 of the Education Act 1996.
A	Pupils who have failed to register a level because of absence.
N	Pupils who have failed to register a level for reasons other than absence.
B	Pupils not entered for tests because they are working outside the levels of the tests.
W	Pupils who are "working towards" level 1, but have not yet achieved the standards needed for level 1.
n	Tests do not cover these levels.
n/a	not applicable.

## D. The Evidence Base of the Inspection

The inspection was carried out by a team of three inspectors who spent a total of six inspection days in the school.

32 lessons, or part of lessons, were inspected.

Inspectors listened to a sample of pupils from both key stages reading. Discussions were held with many pupils and they were asked about their work in NC subjects and religious education.

A sample of their written work and their practical work was examined in every subject.

The school's policies and documentation were scrutinised before the inspection.

The inspectors held discussions with the teachers during the inspection period on a wide variety of issues concerning their responsibilities and the work of the school. The school's planning documents were examined along with its various files and minutes.

Attendance registers were examined.

The inspectors were present for every act of collective worship.

Eighteen parents attended the pre-inspection meeting and 32 questionnaires were completed.

The Registered Inspector met the governors before and after the inspection.

A pre-inspection meeting was held with the staff and a meeting was held to provide feedback for them after the inspection.

## E. Composition and Responsibilities of the Inspection Team

<b>Inspector</b>	<b>Type</b>	<b>Aspect Responsibilities</b>	<b>Subject Responsibilities</b>
Mr D G Evans	RgI	Context The school and its priorities; Main findings; Standards achieved in subjects and areas of learning; Standards achieved in key skills across the curriculum; Teaching; Curriculum; Support, guidance and pupils' welfare; Management; Progress since the last inspection; Key issues for action.	Welsh science design and technology information technology geography physical education
Mr G Morris	Lay	Behaviour and attitudes; Attendance; Partnership with parents and community, schools and other institutions; Partnership with industry.	
Miss J Davies	Team	Pupils' spiritual, moral, social and cultural development; Assessment, recording and reporting; Provision for pupils with SEN; Staffing, accommodation and learning resources.	English mathematics history music art religious education under-fives

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