

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

**Llandrillo C.P. School
Llandrillo
CORWEN
Denbighshire
LL21 0SR**

School Number: 6632220

Date of Inspection: 14/02/06

by

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16774**

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

- * nursery schools and settings maintained or used by local education authorities (LEAs);
- * primary schools;
- * secondary schools;
- * special schools;
- * pupil referral units;
- * independent schools;
- * further education;
- * adult community-based learning;
- * youth support services;
- * LEAs;
- * teacher education and training;
- * work-based learning;
- * careers companies; and
- * the education, guidance and training elements of Jobcentre Plus.

Estyn also:

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

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

The inspection of Llandrillo C.P. School took place between 14/02/06 and 16/02/06. An independent team of inspectors, led by Phil Mostert undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

"There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. This community primary school serves the small village of Llandrillo, near Corwen, and its surrounding rural area. It provides bilingual education for five part-time pupils and 36 full-time pupils. There has been a reduction of about 20% in the numbers of pupils over the past year.
2. Welsh is the main medium of teaching and learning. 25% of the pupils come from homes where Welsh is spoken as the main language. However, all pupils can speak Welsh.
3. Children are accepted for the first time on a part-time basis each term following their third birthday and full-time following their fourth birthday. Pupils of the full range of ability are accepted.
4. The school describes the nature of pupils' background as one that is neither advantaged nor disadvantaged. According to the head, the area is neither prosperous nor economically disadvantaged. 10% of the pupils are entitled to free school meals. 12 [33%] of the pupils have special educational needs [SEN], a percentage that is substantially higher than the national average; three of them have a statement of SEN.
5. The current head was appointed in January 1998. The school was last inspected in January 2000.

The school's priorities and targets

6. The current priorities of the School Development Plan [SDP] include:
 - developing the self-evaluation system;
 - developing staff proficiency in information and communication technology [ICT];
 - restructuring the assessment portfolios;
 - developing an organic garden;
 - ensuring the professional development of the senior assistant.
7. The school gained the Basic Skills Agency Quality Mark in March 2005.

Summary

8. Ysgol Llandrillo has a number of good features. Since the last inspection, standards have risen in Welsh and physical education at Key Stage 1 and Key Stage 2, and in religious education and mathematics at Key Stage 1. Good features still outweigh shortcomings in mathematics at Key Stage 2.
9. The inspection team did not agree with the opinions of the school in Key Questions 4 and 6. The school awarded grade 2 for question 4 but the inspection team believed that this section merited grade 1. The school judged that grade 2 should be awarded to question 6; the inspection team believed it should be awarded grade 3. There was agreement with the school's judgement on other areas of the school's work.

Tables of grades awarded

10. The inspection team deemed the school's work to be as follows:

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

Standards

11. Standards of achievement in the subjects inspected are as follows:

Standards in subjects inspected		
Subject	KS 1	KS2
Welsh	2	2
Mathematics	2	3
Religious education	2	2
Physical education	2	2
Art	2	2
History	2	2

Standards of achievement of pupils	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	5%	85%	10%	0%	0%

12. Every pupil has full access to a broad, balanced curriculum and equal opportunity to experience all school activities.
13. The general quality of the educational provision for children under five is appropriate for their needs. Children make good progress towards the Desirable Outcomes for Children's Learning.
14. Early years children make very good progress in their skills in speaking, listening, reading and writing. Their problem-solving ability and their numeracy skills are good and their ICT skills are adequate.
15. At Key Stage 1, the standards achieved and the progress pupils make across the curriculum in speaking, listening, reading and writing are good. They make good progress in their numeracy skills and in ICT. Their creative skills and their ability to solve problems are good.
16. At Key Stage 2, in key skills in Welsh, the standards achieved and the progress pupils make across the curriculum in speaking and listening, reading and writing are good. In English, standards are good in the key skills in oral work, reading and writing throughout Key Stage 2. Pupils make satisfactory progress in their numeracy and ICT skills. Insufficient data handling work is done in ICT across the curriculum. Pupils show good progress in their creative skills. They co-operate well on tasks and succeed well when asked to solve problems.
17. As the numbers of pupils are small, it is difficult to compare the school's results with county and national data. Rolling results over three years at Key Stage 1 show that the school is the lowest quartile compared with other schools. At Key Stage 2, taking data for three years, Welsh and mathematics are lower than the national mean, science is near the median and English is slightly higher than the median. Results at Key Stage 2 this year are good, with English, mathematics and science higher than the national median and Welsh slightly lower than the median.
18. Every pupil can communicate in Welsh and English. At Key Stages 1 and 2, the bilingual skills of pupils are good.
19. Pupils with SEN make good progress when achieving the targets set for them. The school conforms very well to the requirements of the Code of Practice for SEN.
20. Pupils are very familiar with the history and culture of their area, Wales and beyond. Members of the School Council undertake their work conscientiously. They take pride in the fact that some of their suggestions have been implemented.
21. Pupils show positive attitudes towards their work; they show interest in the tasks they are given and can concentrate for extended periods.

22. Pupils behave very well. They respond appropriately to guidance from adults. Pupils of different ages co-operate effectively in 'reading pairs'. They are courteous and very welcoming towards visitors. Pupils and parents state that there is no longer any bullying in school. There has been no cause to suspend any pupil recently.
23. Pupils have a good understanding of the importance of equal opportunity and a good awareness of the beliefs and practices of other cultures. They are aware of the need to respect different traditions and values and the varied lessons foster a very sound understanding of citizenship.
24. Attendance percentages are good. Pupils arrive punctually at school and no time is lost during the day. When completing registers, the school does not differentiate consistently between different kinds of absence as is required.
25. Links with the world of work are not a prominent feature of school life. They only happen occasionally. Key Stage 1 pupils visited the village Post Office and there have been useful links with a forestry company, timber mill and a local clothing factory. There is no policy or strategy to give direction to this aspect; consequently the school does not take regular advantage of links of the kind to enhance work in class.
26. One of the school's strengths is the prominent part it plays in the social life of the village and the numerous visits to places further afield. During the past year, these visits included an international festival, regional theatre, zoo and a musical. After-school clubs refine skills in reasoning and art. There are also opportunities to take part in performances and competitions locally, regionally and nationally.

Quality of education and training

27. In the lessons observed, it was judged that the quality of teaching was as follows:

Grade 1	Grade 2	Grade3	Grade 4	Grade 5
25%	60%	10%	5%	0%

28. The percentage of lessons of grade 3 or better reaches the Welsh Assembly Government [WAG] target of 95%, and the percentage of lessons that are good or better is much higher than the WAG target of 50%. The target for grade 1 and 2 lessons will rise to 65% in 2007.
29. Although there is much good teaching, on rare occasions some lesson presentations are too long and the tasks set for pupils are insufficiently challenging.
30. The quality of systems for assessing and recording is good and the quality of annual reports for parents is good. Many assessment records are kept but the system is unwieldy for teachers. Although teachers mark positively and sensitively, in some cases insufficient responsibility is given to pupils to improve their own work.

31. The quality of curriculum planning is generally good. The school does not succeed in developing ICT skills [Information and Communication Technology] sufficiently across the curriculum.
32. The spiritual, moral, social and cultural development of pupils is good. The ethos of the school contributes effectively towards fostering the personal and social education [PSE] of pupils. Members of staff provide a congenial, safe and very caring environment and ethos. The relationship between pupils and all who work in the school is good.
33. Good links have been established with the parents and with numerous agencies within the community. There are also good links also with the secondary schools.
34. Policies reflect the school's strong commitment to ensuring equal opportunities for all.

Leadership and management

35. The head provides good leadership for the school. The head and members of staff meet regularly to exchange ideas about procedures and curricular issues.
36. The SDP is a useful working document. There is no review of the previous year's priorities. The SDP does not include sufficient detail on the costs of implementing the priorities and the resultant effects on the budget. There is a link between the main areas discussed in the SDP and the self-evaluation system.
37. The school is managed well by a governing body that shows interest in the work and in fulfilling its duties conscientiously. By now, it administers the budget appropriately. There was more than £22,241[17.78%] underspend in last year's budget, which is more than double the sum recommended by the Audit Commission. Some of the savings were planned to safeguard posts for the future. By the Autumn term, the underspend was reduced to £15,522 [12.4%]. It is foreseen that there will only be approximately £8,000 [6.4%] remaining by the end of the financial year.
38. Members of the governing body work well with the head and they visit the school occasionally. They are beginning to become active in the work of monitoring the curriculum and setting a strategic direction for the school's development.
39. The details in the school prospectus conform to Welsh Assembly Government requirements.
40. The comments in the self-evaluation records tend to describe the general nature of provision. There are few analytical comments about the quality of teaching and standards of work. Consequently, the reports produced to date are superficial. The reports for the governing body on outcomes are not sufficiently detailed.

41. A concise self-evaluation report has been produced for the inspection team; its quality is generally good. References to shortcomings in the school are very limited.
42. The qualifications of teachers are appropriate for the ages they teach. Teachers have followed an appropriate number of courses to develop their competence in various areas and this has had a positive effect on standards in the great majority of subjects. The senior learning assistant contributes confidently to science lessons in Y3 and Y4.
43. Staff are managed well by the head and every member of staff has a detailed job description. Appropriate Performance Management systems have been established and they have a positive effect on school work.
44. The school benefits well from teachers' expertise to enhance teaching across the curriculum. The nursery assistant and other assistants employed contribute significantly to the progress of children in their care.
45. The school is located in a convenient, safe place in the centre of the village. Class rooms are of adequate size for the present number of pupils. The fabric of the school building is generally sound. Together with the yard and grassed area, it is kept generally clean and tidy.
46. The size of the hall is suitable for pupils to eat their lunch but the floor is unsuitable for physical education work. Pupils go to the nearby village hall for their gymnastics and dance lessons and for public performances, such as Christmas concerts.
47. There are sufficient resources in the school and many of them are of good quality. The great majority of resources are managed efficiently and the school provides value for money. The best use is not made of computers.
48. There are no risk assessments for those areas that could cause problems in health and safety terms.
49. The school has responded well to the key issues identified in the previous inspection.

Recommendations

In order to improve in the areas inspected, the school needs to:

- A1. raise standards in mathematics at KS2;
- A2. raise standards in ICT[*] throughout the school;
- A3. improve the quality of self-evaluation[*] by paying more attention to standards of work and quality of teaching, and provide more detailed reports for the governing body;
- A4. develop links with industry and enterprise skills in pupils;
- A5. create risk assessments for those areas that could cause problems in health and safety terms.

[] this is referred to in the current SDP.*

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

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings.

50. The findings of the inspection team correspond to the school's grade 2 award in its self-evaluation report.
51. Standards of achievement in the areas of learning and subjects inspected are as follows:

Standards of achievement of pupils	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	5%	85%	10%	0%	0%

52. The general quality of the educational provision for children under five is appropriate for their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
53. Standards of achievement in the subjects inspected are as follows:

Standards in the subjects inspected		
Subject	KS1	KS2
Welsh	2	2
Mathematics	2	3
Religious education	2	2
Physical education	2	2
Art	2	2
History	2	2

54. Early years children make very good progress in their skills in speaking and listening, reading and writing and their numeracy skills. Their ICT skills are adequate. Their creative skills and their ability to find answers to problems are good.
55. At Key Stage 1, the standards achieved and the progress pupils make across the curriculum in speaking and listening, reading and writing are good. Standards in numeracy and ICT across the curriculum are good. Their creative skills and their ability to solve problems are good.
56. At Key Stage 2, in key skills in Welsh, the standards achieved and the progress pupils make across the curriculum in speaking and listening, reading and writing are good. In English, standards are good in skills in oral work, reading and writing throughout Key Stage 2. Pupils make satisfactory progress in their numeracy and ICT skills. There is not enough work in data handling in ICT work across the curriculum. Pupils show good progress in their creative skills. They co-operate well on tasks and succeed well when asked to solve problems.

57. The bilingual skills of all pupils are good.
58. As the number of pupils is small, it is difficult to compare school results with the county and national data. A three year cycle of results at KS1 shows that the school is in the lowest quartile, compared to other schools.
59. At KS2, considering the data for three years, Welsh and mathematics are lower than the national mean, science is close to the median and English slightly higher than the median. Results at KS2 this year are good with English, mathematics and science higher than the national median and Welsh is slightly lower than the median.
60. Pupils show very positive attitudes towards their work. They show interest in the tasks set for them and can concentrate for extended periods.
61. The school has succeeded in improving standards of behaviour by means of strategies such as praising and rewarding; standards of behaviour are very good. Effective use is made of the home/school diary to maintain constructive dialogue with parents in cases of concern.
62. Pupils have a good understanding of the importance of equal opportunity and a good awareness of the beliefs and practices of other cultures. They are aware of the need to respect different traditions and values. They have a sound understanding of what is needed to be good citizens.
63. The attendance of pupils of compulsory age across the school is around 94%; this is satisfactory. However, no record is kept of letters or telephone calls to support the school's view that every absence has been authorised. Appropriate attention is given to punctuality during the day's activities.
64. Pupils have some understanding of the world of work. There is no policy or strategy to set a direction for this aspect.
65. Pupils take a prominent part in local activities such as religious events and eisteddfodau, Dragon Sports and Urdd events. Their experiences have been enhanced by visits to old people's homes and eisteddfodau. These experiences promote their personal and social development very effectively.

The quality of education and training

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

Grade 2: Good features and no important shortcomings.

66. The findings of the inspection team correspond to the school's opinion in its self-evaluation report.
67. In the lessons observed, it was judged that the quality of teaching was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
25%	60%	10%	5%	0%

68. The percentage of lessons that are grade 3 or better reaches the WAG target of 95% satisfactory (grade 3) or better, and the percentage of lessons that are good or better is much higher than the WAG target of 50%. The target for grade 1 and 2 lessons will rise to 65% in 2007.
69. At KS1 and KS2, where teaching is good or very good, the following feature:
- a good pace in lessons and teaching is lively;
 - work is thoroughly planned and prepared;
 - effective use of different resources;
 - appropriate tasks that correspond to the needs of each individual;
 - an opportunity to reflect on the content of the lesson and an effective conclusion;
 - teaching methods that are varied effectively;
 - teachers ask perceptive questions, encouraging pupils to make their own decisions and to respond extensively;
 - teachers foster independence in pupils.
70. Where there are shortcomings in teaching, there are the following features:
- presentations are too long;
 - the focus on outcomes from the pupils' standpoint is not clear enough;
 - tasks are not sufficiently challenging for some pupils;
71. Teachers have a sound knowledge of the National Curriculum subjects and religious education. This is also identified in the school's evaluation.
72. Learning aims are only occasionally shared with pupils; when it happens, it has a positive effect on their learning.
73. The good questioning by teachers encourages pupils to explain their thoughts and helps them to understand and improve their work.

74. The quality of systems for assessing and recording is good and the quality of annual reports for parents is good. Detailed records are kept on the progress of children under five. The assessment records for the core and foundation subjects are detailed but the system is onerous for teachers.
75. The school is in the process of creating subject portfolios that will enhance shared understanding amongst staff and ensure consistency in assessing. Assessments undertaken to date are accurate.
76. Targets are set for pupils but they tend to be too general. There is insufficient link between them and the development of individuals and pupils do not have a sufficiently active part in setting them.

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

Grade 2: Good features and no important shortcomings.

77. The findings of the inspection team correspond to the grade 2 awarded by the school in its self-evaluation report.
78. The school responds well to the learning needs and interests of pupils. It provides equal access to a broad, balanced curriculum. The curriculum conforms to the requirements of the National Curriculum and religious education and the Desirable Outcomes for children under five.
79. There are appropriate policies and schemes of work for all curricular areas including the six areas of learning for early years. Their implementation contributes significantly to the good standards achieved in a number of subjects.
80. Pupils' PSE is developed effectively through aspects of the curriculum and during 'circle time'. Good opportunities are provided for pupils to influence issues affecting their everyday lives through the School Council.
81. The school plans appropriately for development of key skills and basic skills.
82. The content of the syllabus of the local Advisory Council on Religious Education (SACRE) is presented well.
83. The practice of bringing pupils together in 'reading pairs' has contributed significantly to raising standards for pupils of all abilities in that area.
84. The spiritual, moral, social and cultural development of pupils is good. The appropriate learning experiences pupils receive promote their spiritual, moral, social and cultural development successfully.
85. The bilingual skills of all pupils are good. Welsh and English are both used as teaching media at Key Stage 2.
86. The school is an important part of the local community and the one benefits from the other's activities. Pupils have been planting flowers and trees around the village. Valuable links with the elderly bridge the generations. These experiences promote the personal and social development of pupils effectively and contribute to the needs of the wider community.
87. There are good pastoral and curricular links with the secondary schools to which pupils will transfer at the end of Y6.
88. The school co-operates effectively with a cluster of neighbouring primary schools to share teachers' expertise, work on plans and policies and jointly organise events.

89. Secondary pupils on work experience in the school benefit themselves and also enhance the experience of pupils. There is occasional co-operation with the education department of the local university by placing students in school.
90. Regular visitors from external specialist agencies and from the community come to school to reinforce the work of teachers.
91. The school places a very good emphasis on studying the heritage of Wales and Welsh culture. The school takes a prominent part in religious celebrations and eisteddfodau, in extra-curricular activities such as the Urdd and in community activities. Good attention is also given to the 'Cwricwlwm Cymreig' in lessons.
92. Pupils benefited greatly from a project for constructing an organic garden, at the same time developing their awareness of sustainable issues. A substantial crop of different vegetables was grown, which was prepared as a healthy meal in the school kitchen. The school makes regular use of community recycling bins that are placed near the school.
93. The older pupils displayed enterprise by producing Christmas cards to be sold in the school fair. The profit was used to buy 'School Council' badges.
94. Pupils are encouraged to take an active part in the community. They discuss the good and bad features of the village and campaign to improve the shortcomings. The school supports the 'Healthy Schools' programme by promoting pupils' fitness in a running club during break time.
95. Links with industry are not a prominent feature in the school. They only happen occasionally. KS1 pupils visited the village's Post Office and there have been useful links with a forestry company, timber mill and local clothing factory. There is no policy or strategy to give direction for this aspect; as a result the school does not regularly take advantage of such links to enrich the curriculum.
96. As part of the British Council Comenius project some links have been developed with schools in other countries. Plans are on-going to establish a link with Uganda. These links contribute effectively to pupils' awareness of world wide citizenship.
97. Pupils compete very successfully in sports.

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

Grade 1: Good with outstanding features

98. The findings of the inspection team do not correspond to the grade 2 awarded by the school in its self-evaluation report. The inspection team judged that this section merited grade 1 as there are a number of outstanding features in the provision, particularly in the care and welfare of pupils.
99. The support and personal guidance provided for pupils is outstanding. In a family environment, pupils turn confidently to every adult in school for support. Relevant policies guide issues such as sex education and health and safety. Circle times are a valuable opportunity for pupils to share any concerns.
100. The school has a good relationship with parents, and this is reflected in the positive response of parents in the pre-inspection meeting and in the pre-inspection questionnaires. They praise the school's willingness to respond to the suggestions they make. Two open evenings are held annually for them to see their children's work and discuss their development, and there is an additional evening for Y6 pupils' parents.
101. The commitment of parents to the school and its values is strong. They help in practical ways, such as raising money to buy resources and helping with reading lessons and sports. Parents praise the quality of the information and the reports they have on their children's progress.
102. The useful handbook for parents and the last annual report of the governors to parents conform to the legal requirements.
103. Home/School Agreements are completed and implemented appropriately.
104. All pupils have full access to the PSE programme. Pupils have outstanding opportunities to develop healthy attitudes and discuss personal issues in circle times and informal conversations with teachers. These experiences promote respect and tolerance towards others and enable them to discuss their feelings.
105. The building and site are inspected by the governors. It is not possible to obtain access to the school building without authority. Electrical equipment and fire prevention equipment are inspected regularly. Fire drills are held each term. The head and assistant teacher have a first aid qualification.
106. The appropriate formal and informal systems implemented by the school promote good attendance. The school is of the view there are no unauthorised absences but no letters or telephone records are kept that would confirm this.
107. The school succeeded in improving standards of behaviour through strategies such as praise and reward. School procedures promote outstanding behaviour. Effective use is made of the home/school diary to maintain constructive dialogue with parents in cases of concern.

108. The policy for child protection is appropriate and all staff are aware that the head is the person with responsibility. Members of staff have a good knowledge of what they should do if they had any concerns.
109. The provision for pupils with SEN is good and conforms to the statutory requirements of the Code of Practice. Pupils make good progress. The school succeeds well in its aim of providing inclusive education for all pupils.
110. The difficulties of pupils with SEN are identified at an early stage and detailed records are kept of their progress. Staff co-operate closely with the agencies of the Unitary Authority, with parents, the specified SEN unit and the local secondary school.
111. The twelve pupils with SEN: three with a statement, four on a school implementation period and four on a school implementation period and more, are supported effectively by the peripatetic SEN teacher, class teachers and the senior learning assistant.
112. The school SEN co-ordinator knows well about the needs of pupils and the designated governor is fully aware of her responsibilities.
113. Individual education plans [IEP] have been prepared for every pupil with SEN and the systems for reviewing these plans are appropriate. The IEP include suitable targets that correspond to the needs of individual pupils. During lessons, differentiated tasks are provided for pupils but they do not always correspond to the needs of individual pupils.
114. Careful attention is given to various health and safety aspects. 'Captains' from amongst the pupils work in partnership with a county officer to increase their fellow pupils' awareness of the requirements of road safety. A member of the police force comes to school to discuss health and safety issues and bicycle lessons are organised.
115. Pupils and parents state that there is no longer any bullying in school and that members of staff respond quickly and effectively to any concerns that are drawn to their attention.
116. Pupils understand and respect diversity in race, religion and circumstances of life. They help others by raising money for charities.
117. The school has an appropriate accessibility scheme that explains the provision available for any pupil with disability.

Leadership and management

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

Grade 2: Good features and no important shortcomings.

118. The findings of the inspection team correspond to the grade 2 awarded by the school in its self-evaluation report. The head's leadership is good.
119. The head and staff meet regularly to exchange ideas about systems and curricular issues.
120. Everyday procedures are based on sound principles and agreed values. The school succeeds well in nurturing the pride of pupils in their locality and country, and in their history and traditions. Equality is ensured for all and the contribution of every individual is valued. Team work is promoted in an ethos of trust and mutual understanding.
121. The SDP is a useful working document. There is no review of the previous year's priorities. The SDP does not include sufficient detail about the costs of implementing the priorities and the effect of this on the budget. There is a link between the main areas included in the SDP and the self-evaluation system.
122. The school is managed well by a governing body that shows interest in the work and fulfils its duties conscientiously. It now administers the budget appropriately. There was more than £22,241 [17.78%] underspend in last year's budget, which is more than double the sum recommended by the Audit Commission. Some of the savings were planned to safeguard posts for the future. By the Autumn term, the underspend was reduced to £15,522 [12.4%]. It is foreseen that there will only be approximately £8,000 [6.4%] remaining by the end of the financial year.
123. Members of the governing body work well with the head and they visit the school occasionally. They are active in the work of monitoring the curriculum and setting a strategic direction for the school's development.
124. Self-evaluation and setting targets have not been developed sufficiently as part of the school's management strategy and the role of subject co-ordinators is not fully implemented in self-evaluation.
125. The head manages school staff well. Appropriate Performance Management systems have been established and they have a positive effect on school work.

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

Grade 3: Good features outweigh shortcomings

126. The findings of the inspection team do not correspond to the grade 2 awarded by the school in its self-evaluation report. The current self-evaluation systems do not influence the quality of provision and standards of work sufficiently.
127. Self-evaluation work does not give enough attention to standards of work and to the quality of teaching and learning.
128. A substantial proportion of the self-evaluation work is based on discussing and analysing work in pupils' books. Comments on many areas are recorded and this leads to a summary of strengths and shortcomings. Generally, the findings of the self-evaluation reports correspond to the findings of the inspection team. The reports to the governing body on outcomes are not sufficiently detailed.
129. The governing body is very supportive and takes a valuable part in school life. A sub-panel has been established to monitor curricular developments and a number of members have visited the school to observe lessons. A number of them have attended training sessions recently and developments are planned to provide more training on their responsibilities.
130. The relationship between SDP priorities and self-evaluation programme is not strong enough. As no opinion is formed on standards of work, the outcomes of the self-evaluation do not lead to creating priorities on standards that could be included in a SDP for the future.
131. A concise self-evaluation report of good quality was produced for the inspection team, although references in it to school shortcomings are limited.
132. Good progress has been made since the last inspection. The table below shows how standards of work in the subjects inspected compare since the last inspection:

SUBJECT	KS1 – 2001	KS1 - 2006	KS2 – 2001	KS2 - 2006
Welsh	<i>satisfactory (grade 3)</i>	grade 2	<i>satisfactory (grade 3)</i>	grade 2
mathematics	<i>satisfactory (grade 3)</i>	grade 2	<i>satisfactory (grade 3)</i>	grade 3
history	<i>good (grade 2)</i>	grade 2	<i>(grade 2)</i>	grade 2
religious education	<i>satisfactory (grade 3)</i>	grade 2	<i>(grade 2)</i>	grade 2
art	<i>good (grade 2)</i>	grade 2	<i>good (grade 2)</i>	grade 2
physical education	<i>Satisfactory (grade 3)</i>	grade 2	<i>satisfactory (grade 3)</i>	grade 2

133. The quality of teaching has improved since the last report. At that time, 30% of lessons were good and 70% (grade 3) were satisfactory. By now, 85% are good or better. The school needed to ensure that tasks were more challenging and that there was more focus to lessons. There has been progress in this direction, but the need remains to eliminate the shortcomings in the remaining teaching.
134. The school has given good attention to improving the pace of group work.
135. The last report also identified the need to complete an IEP for pupils with SEN, and ensure better links between the SEN teacher and class teachers. By now, the provision for pupils with SEN is good.

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

Grade 2: Good features and no important shortcomings.

136. The findings of the inspection team concur with the grade 2 judgement by the school in its self-evaluation report.
137. Staffing levels are good and ensure a favourable pupil-teacher ratio. Pupils are well supported by qualified and experienced staff. Staff development programmes extend the skills of every member effectively.
138. Teachers have a good range of expertise. The contribution of the senior learning assistant and nursery assistant has a positive effect on a number of elements of school work.
139. The school co-operates closely with a number of schools from the local cluster in preparing schemes of work and learning resources. Regular staff meetings are held and a record is kept of those discussions.
140. A secretary and dinner clerk are employed to lighten teachers' responsibilities by undertaking some of their administrative tasks, and each member of staff has appropriate non-contact time for preparation, planning and assessment [PPA].
141. The school is located in a convenient, safe place in the centre of the village. Classrooms are of adequate size for the current number of pupils. The fabric of the school building is generally sound. Together with the yard and grassed area, it is kept generally clean and tidy.
142. The hall is of suitable size for pupils to eat their lunch but the floor is unsuitable for physical education work. Pupils go to the nearby village hall for their gymnastics and dance lessons and for public performances, such as Christmas concerts.
143. Effective use is made of the community playing field for physical education. The yard has been marked for some specific games. On part of the school grassed area an organic garden has been created and this has consequently developed the understanding of pupils of all ages of the processes of planning and growing.
144. There is a good supply of resources for all ages, including children under five. The resources are of good quality and, on the whole, are conveniently located for pupils to use. There are a number of colourful displays on the school walls and they contribute significantly to the effectiveness of teaching and learning.
145. The good computing resources include an interactive whiteboard in one class. The best use is not made of computing resources in every class.

146. There are appropriate resources for providing every aspect of the curriculum. Contributions from parents and friends have enabled the school to buy additional resources. There is a good supply of books and the library has been catalogued appropriately. The great majority of resources are managed efficiently and the school provides value for money.
147. The attention of governors has been drawn to some health and safety issues.

Standards achieved in subjects and areas of learning

Welsh first language

Key stage 1 and 2: Grade 2: Good features and no important shortcomings.

Good and outstanding features

148. Key Stage 1 pupils listen well and respond appropriately to teachers' observations. By Y2, the majority can repeat and act familiar stories. The quality of their language is generally good.
149. The majority of Key Stage 1 pupils read fluently and convey information sensibly.
150. By the end of Key Stage 1, pupils write connected sentences using conjunctions and simple adjectives. There is good progression and development in their stories and recording work.
151. Y3 and Y4 pupils are confident in role play and acting with a script. They speak confidently and repeat stories in detail concentrating on key events.
152. Y3 and Y4 pupils read aloud with appropriate expression and intonation. Less able pupils can decode unfamiliar words. The most able pupils discuss the work of different authors.
153. Y3 and Y4 pupils begin to adapt their writing for different purposes. They can vary their sentences and punctuate effectively. Their spelling is generally good and their verb forms sound.
154. Y5 and Y6 pupils speak confidently and listen well. They evaluate and present their findings confidently. They use accurate and coherent language to present viewpoints.
155. By Y5 and Y6, pupils can gather information from different sources and sort it relevantly. Pupils read a variety of material fluently and with meaning and can refer to the feelings and nature of characters in stories.
156. Y5 and Y6 pupils write in a variety of forms for different audiences. Paragraphs, order and progression are prominent features of their work and they have a fairly sound grasp of verb forms, mutations and syntax.

Shortcomings

157. Only a minority of Key Stage 1 and 2 pupils create extended pieces of written work.

Mathematics

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

Key Stage 2: Grade 3: Good features outweigh some shortcomings.

Good features

158. At Key Stage 1, the standard of pupils' mental arithmetic is good.
159. Key Stage 1 pupils handle numbers well. They have a sound understanding of place value and they read, write and sort numbers with increasing accuracy.
160. They recognise shapes according to their mathematical names and can describe their main characteristics with accuracy.
161. Y1 pupils can use non standard measurements well. By Y2, they use standard units accurately to measure length.
162. At Key Stage 2, pupils can discuss 2D and 3D shapes accurately and they know how to measure perimeter.
163. In Y3 and Y4, they use a good range of strategies for mental calculation and with encouragement, pupils can explain the strategies they use.
164. Y3 and Y4 pupils show a good understanding of place value, and they deal confidently with large numbers and with the first decimal point.
165. Y5 and Y6 pupils have a good understanding of fractions and decimals. They can convert ordinary fractions into decimal fractions. They deal skilfully with investigative aspects.

Shortcomings

166. Apart from the most able pupils, Key Stage 2 pupils do not handle mental arithmetic quickly enough. Their knowledge of multiplication tables is deficient and hinders their progress in some aspects.

History

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

Good features

167. Through discussing a range of artefacts and pictures, Key Stage 1 pupils come to understand the difference between the present and past.
168. Pupils have a good knowledge about the living conditions in the nineteenth century and can identify the similarities and differences between the construction of toys yesterday and today.
169. At Key Stage 2, pupils have a good understanding of historical concepts. They can present their knowledge and understanding of the past in various ways.
170. Y3 and Y4 pupils have a good knowledge about people and important events over periods of time and they show some awareness of empathy when discussing the effect of the Second World War on individuals and specific areas.
171. Y5 and Y6 pupils discuss the education and living conditions for the poor in the nineteenth century in great detail. They can provide reasons why some events, people and changes have been interpreted in different ways. They have a good understanding of chronology.
172. Through Key Stages 1 and 2, the understanding of pupils of the development of fashion over periods of time is good.
173. At Key Stages 1 and 2, pupils' understanding of living conditions in the past is detailed and meaningful due to the strong emphasis placed on role play.

Shortcomings

174. Older pupils do not confidently discuss the effect of the past on people's lives today.

Art

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

Good features

175. The techniques of Key Stage 1 pupils are good. They can mix paint and use various brushes to a good standard. They take advantage of a broad range of experiences to create work of a good standard in varied media. They can experiment successfully with colours, creating a variety of shades.
176. Key Stage 1 pupils can create 3D models successfully and produce pictures of good quality when observing still life in detail.
177. At Key Stage 2, pupils draw and experiment effectively with various media. They show imagination and originality when creating successful 3D models.
178. The great majority of Y3 and Y4 pupils can reproduce the style of famous artists to a good standard. They have a good understanding of the essentials of art and use specialist language well when discussing a picture and explaining their intentions.
179. Y5 and Y6 pupils show considerable imagination when reproducing the work of Welsh artists. They develop the work further by experimenting successfully with shape, texture and tone.
180. The painting techniques of pupils are good and good development is seen in the work throughout the key stage.

Shortcomings

181. Y5 and Y6 pupils do not use specialist vocabulary to discuss their work.

Physical education

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

182. A dance lesson was observed at Key Stage 1 and a gymnastics lesson at Key Stage 2.

Good features

183. At Key Stage 1, pupils respond well to instructions. They can use space well.

184. Pupils have the appropriate skills for their age when moving and creating various shapes on the mat. The quality of their movements is generally good.

185. At Key Stage 2 pupils recognise, discuss and form basic shapes well. They display good control of balance and body tension.

186. They also work effectively in pairs and larger groups to form a variety of shapes and a sequence of movements.

187. At Key Stages 1 and 2, pupils dress appropriately for lessons. They also listen intently to instructions, concentrate well when working and work energetically in lessons.

188. Key Stage 1 and 2 pupils observe each other effectively, providing comments on good aspects of the performance.

189. All pupils have a good understanding of the beneficial effect of exercise on the body and health and of the need to ensure safety during lessons.

Shortcomings

190. There are no significant shortcomings.

Religious education

Key Stages 1 and 2: Grade 2: Good features and no important shortcomings.

Good features

191. The majority of Key Stage 1 pupils are aware of the main Christian festivals and of the significance of important dates of the faith.
192. At Key Stage 1, pupils know about the role of religious leaders and their work in the community.
193. Through their work on local benefactors, Key Stage 1 pupils become aware of the importance of living together peacefully and of friendship, and the way individuals live and work side by side.
194. Key Stage 1 and 2 pupils have a good knowledge about a number of Bible stories and can repeat them simply.
195. Key Stage 2 pupils show a good awareness of the living conditions of people less fortunate than themselves.
196. Key Stage 2 pupils are familiar with elements of other religions such as Judaism and Islam and discuss their significant features well.
197. Key Stage 2 pupils can discuss current concerns about famine, war and cruelty knowledgeably.

Shortcomings

198. At Key Stage 2, the written work of pupils does not show sufficient depth and understanding of religious concepts.

School's response to the inspection

No one desires an inspection. Having gone through the process and having studied the results of the inspection, the staff and governors of Ysgol Llandrillo are glad to state that the Report is a fair, positive and constructive one. The process of inspection was developmental and professional and there were constant dialogues between the inspectors and staff, particularly with the nominee. There were opportunities to discuss evidence, to confirm viewpoints and to express opinions openly on specific aspects. It was felt that both sides gave and received a fair hearing.

We are confident that our results reflect the essence of the school accurately in observing that one of the strengths of the school is the prominent part it plays in the social life of the village, that valuable links with old people bridge the generations, that the school's systems foster outstanding behaviour as well as personal support and guidance for pupils. This confirms the most noteworthy features of the school.

We feel genuinely proud of the success that has come to us by working together as a team and aiming at the same aim. There has been great movement in Ysgol Llandrillo, especially over the past three years and with change and increase to the staff, and this is clearly reflected in the standards of learning and teaching which have risen exceptionally. It is made clear in the report that the school offers a high quality education in a happy, safe atmosphere, and that staff proved a congenial and very caring environment and ethos.

We should note the professionalism and the attitude of the inspection team and we thank them publicly for their sensitive and courteous manner as they carried out their work in detail and thoroughly.

The recommendations for developing the school further are appreciated. The action plan will respond fully to them. This will provide a sound foundation to build on the good work already carried out by the school

Appendix 1

Basic information about the school

Name of school	Llandrillo C.P. School
School type	Nursery and Primary
Age-range of pupils	3 – 11
Address of school	Llandrillo Corwen Denbighshire
Postcode	LL21 0SR
Telephone number	01490 440300

Headteacher	Mrs Gwenda Owen
Date of appointment	January 1998
Chair of governors/ Appropriate authority	Mrs Glenys Edwards
Registered inspector	Mr Phil Mostert
Dates of inspection	14 – 16 February 2006

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	2.5	2	4	5	6	6	9	4	38.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	2	3

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	10.6 :1
Average class size, excluding nursery and special classes	12
Teacher (fte): class ratio	1.15:1

Percentage attendance for three complete terms prior to inspection			
Term	R	KS1 and 2	Rest of School
Spring 2005	92	95	93.5%
Summer 2005	90	98	94%
Autumn 2005	92	95	93.5%

Percentage of pupils entitled to free school meals	8%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2005	Number of pupils in Y2	6
As the number of pupils eligible for assessment at the end of Key Stage 1 was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	57	In Wales	80

National Curriculum Assessment Results End of Key Stage 2:

National Curriculum Assessment KS2 Results 2005	Number of pupils in Y6	7
As the number of pupils eligible for assessment at the end of Key Stage 2 was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
In the school	86	In Wales	72

Appendix 4

Evidence base of the inspection

The school was inspected by a team of three inspectors who were present in the school for a total of six days. During the period:

- 20 lessons were attended, or parts of them, sharing the time fairly equitably between classes, and keeping separate records for the different ages;
- there were discussions on their work with pupils, the head, the teaching staff, the nursery nurse and the learning assistant;
- pupils were questioned in detail about their knowledge and understanding of the curriculum;
- a wide range of pupils were heard reading in both Welsh and English;
- samples of pupils' work completed during the current term and previous terms were inspected,
- a substantial sample of the school's documentation was studied, including its policies and long-, medium- and short-term schemes of work;
- the SDP was looked at in detail;
- attendance registers and pupils' assessment records were studied;
- detailed attention was given to the school budget;
- inspectors were present in the corporate worship sessions on three mornings;
- a parents meeting was attended, where there were 10 parents present and 26 parents' questionnaires were analysed;
- two formal meetings were held with the governing body.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Phil Mostert Registered Inspector	Context Summary and recommendations Key questions 1, 2, 6 and 7 Mathematics, art and physical education
R. John Roberts Lay Inspector	Contribution to key questions 1, 3, 4 and 7
Ruth Orina Pritchard Team Inspector	Key questions 3, 4 and 5 Welsh, history and religious education
The Headteachers was chosen as school's nominee.	

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Acknowledgement

The inspection team would like to thank the governors, staff, pupils and parents of the school for their ready co-operation throughout the inspection.