

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

***Llanfair Dyffryn Clwyd Controlled School
Llanfair Dyffryn Clwyd
Ruthin
Denbighshire***

School Number: 663-3045

Date of Inspection: 14-16 June 2004

***By
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Registered Inspector***

Date: 16 August 2004

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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:

{PRIVATE }	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

1. CONTEXT	1
THE SCHOOL AND ITS PRIORITIES.....	1
2. MAIN FINDINGS	1
THE MAIN FINDINGS OF THE REPORT.....	1
3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS	4
3.1 STANDARDS ACHIEVED IN SUBJECTS AND AREAS OF LEARNING	4
3.2 STANDARDS ACHIEVED IN KEY SKILLS ACROSS THE CURRICULUM	4
4. ETHOS OF THE SCHOOL	5
4.1 PUPILS' SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT	5
4.2 BEHAVIOUR AND ATTITUDES	6
4.3 ATTENDANCE.....	6
5. QUALITY OF EDUCATION	6
5.1 TEACHING	6
5.2 ASSESSMENT, RECORDING AND REPORTING	7
5.3 CURRICULUM	8
5.4 SUPPORT, GUIDANCE AND PUPILS' WELFARE.....	9
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
6. MANAGEMENT	11
6.1 QUALITY OF SELF-EVALUATION AND PLANNING FOR IMPROVEMENT	11
6.2 LEADERSHIP AND EFFICIENCY.....	11
6.3 STAFFING, ACCOMMODATION AND LEARNING RESOURCES	12
7. SUBJECTS AND AREAS OF LEARNING	13
STANDARDS ACHIEVED BY PUPILS	13
PROVISION FOR THE UNDER-FIVES	13
WELSH	17
ENGLISH	17
MATHEMATICS	18
SCIENCE.....	19
WELSH SECOND LANGUAGE.....	20
DESIGN AND TECHNOLOGY	20
INFORMATION TECHNOLOGY.....	21
HISTORY	21
GEOGRAPHY	22
ART	23
MUSIC	24
PHYSICAL EDUCATION.....	24
RELIGIOUS EDUCATION	25
8. SCHOOL IMPROVEMENT	25
8.1 PROGRESS SINCE THE LAST INSPECTION	25
8.2 KEY ISSUES FOR ACTION.....	27
APPENDIX	28
A. BASIC INFORMATION ABOUT THE SCHOOL	28
B. SCHOOL DATA AND INDICATORS	28
C. RESULTS OF NATIONAL CURRICULUM ASSESSMENTS AND PUBLIC EXAMINATIONS	29
D. THE EVIDENCE BASE OF THE INSPECTION	29
E. COMPOSITION AND RESPONSIBILITIES OF THE INSPECTION TEAM.....	30

1. CONTEXT

The school and its priorities

Llanfair Dyffryn Clwyd Controlled School is a bilingual community primary school maintained by Denbighshire Unitary Authority (UA). The school is situated approximately two miles from the town of Ruthin and it serves the village of Llanfair and the nearby areas. Nursery children are accepted to the school part-time in September when they reach their fourth birthday during the school year and then full-time to the reception class the following year. At present, there are 73 pupils on roll, which include 13 of nursery age. At the time of the last inspection in the autumn term 1998, there were 64 full-time pupils and eight part-time children on roll. Since September 2003, the school has been led by an acting headteacher while the permanent headteacher is on secondment.

According to the school, pupils are drawn from a residential area which is neither prosperous nor economically disadvantaged. Thirteen per cent of the pupils are entitled to free school meals. The school accepts pupils of a full ability range. There are 20 pupils (33 per cent) on the school's SEN register and one of them has a statement of SEN.

Although English is the main language of the home for the majority of the pupils (approximately 80 per cent), the school's linguistic aim is to ensure that every child is fluent in Welsh and English by the time they transfer to the secondary school at the age of 11. Each pupil has the choice to be assessed through the medium of Welsh or English at the end of Key Stage (KS) 1 and KS2.

The school aims to create an environment and atmosphere which will give all pupils the opportunity to grow into full and confident personalities by giving them the opportunity to develop all their talents to the utmost of their ability. The school development plan (SDP) for 2003-4 deals with several curricular and managerial issues.

2. MAIN FINDINGS

The main findings of the report

Standards achieved by pupils

Children under-five

- The overall quality of the educational provision for the under-fives is good and is appropriate to their needs. 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	Very good

KS1 and KS2 pupils

- In the classes visited, standards were good in 80 per cent of them and satisfactory in the remainder (20 per cent).

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

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

Standards in the key skills across the curriculum

The children under five make good progress in applying their literacy/communication skills, early numeracy and in their use of information and communications technology (ICT) across the six areas of learning. In KS1 and KS2, listening standards are very good and the standards in speaking, reading and writing are good in Welsh and English in the work across the curriculum. Standards are good in numeracy and satisfactory in ICT.

The quality of education provided

- The quality of teaching children under five years of age is consistently good. In the lessons observed across the school during the inspection, the teaching was very good in three per cent, good in 75 per cent and satisfactory in the remainder (22 per cent). Good teaching is characterised by good planning and lessons which include clear learning aims and objectives. The teachers use a good range of teaching techniques and resources and they have a good knowledge of what they teach. The relationships between all staff and pupils are good. In a few lessons, tasks are not sufficiently differentiated for the more able pupils or the less able pupils. In some subjects, insufficient attention is given to progress and continuity in the learning from one class to the other.
- There are shortcomings in the quality of assessment and recording pupils' progress and achievement across KS1 and KS2. Although there are proposed plans to introduce new procedures in the near future, insufficient attention has been given to what was a key issue in the last inspection. The procedures for assessing and recording the progress of the under-fives are appropriate and there is an effective system for assessing pupils with SEN and monitoring their progress. At present, the assessment and recording arrangements in the subjects and areas of learning in KS1 and KS2 are not sufficiently thorough and the process does not sufficiently promote higher standards.
- The school provides a curriculum which is of good quality. There is a good programme for the children under five to ensure progression and continuity in the six areas of learning. The finished schemes of work in the vast majority of subjects and the termly ones which are yet to be completed as whole-school plans in a few subjects, offer good guidance for learning and teaching the curricular areas. The *Cwricwlwm Cymreig* and pupils' personal and social development are good. The curriculum is greatly enriched by a variety of extra-curricular activities, visits and visitors to the school.

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- The quality of the personal guidance is very good and the educational guidance is satisfactory. The teachers know their pupils very well and there are effective procedures to promote pupils' welfare, health and safety. The assessment procedures are not sufficiently developed to fully support pupils' educational development.
 - The arrangements for identifying pupils with SEN and for assessing their progress are good; they conform to the Code of Practice and ensure that all pupils have the opportunity to take advantage of a wide and balanced curriculum. The provision for pupils with SEN is satisfactory overall. Although the pupils with SEN now receive additional support, it is insufficient for many of the pupils to make quicker progress.
 - The partnership with parents, the community, and other institutions is very good. The quality and extent of parents' contributions to the life of the school are significant. The school makes good use of the support and expertise of parents and members of the local community in the classes and in extra-curricular activities. The school has very good links with the local community. The links with industry are good.

Pupils' spiritual, moral, social and cultural development

- The school provides effectively for pupils' spiritual, moral, social and cultural development. The good variety of curricular and extra-curricular experiences provided for the pupils contributes effectively to these aspects. The school promotes high moral standards. Pupils have very good opportunities to take responsibility such as through the school council. Pupils develop a very good awareness of their heritage and their Welshness and their understanding of other faiths and cultures is developing well.
- Pupils' behaviour and their attitudes towards learning are very good.
- Attendance is good and the school fully conforms to statutory requirements for recording and reporting on attendance.

School management and efficiency

- School leadership and efficiency are good. The acting headteacher successfully leads the school in an orderly manner. She succeeds in gaining the support of the staff, governors and parents and gets them to co-operate effectively for the benefit of the pupils. The governors have a lively interest in the work of the school. They perform their managerial duties effectively and conscientiously. The budget is well managed and the school provides value for money. The school runs smoothly and efficiently from day-to-day.
- Developments in a variety of areas are addressed well in the SDP for the period 2002 to 2004 and the comments attached to the plans show that they are evaluated appropriately. There are no plans noting the school's priorities for the coming year or an outline of the issues to be addressed for a further period.
- The school undertook procedures for self-evaluation and planning for improvement recently. Work has begun on evaluating and reporting on the quality of teaching and learning in classes but a plan which details a comprehensive programme over a specific period to judge standards in subjects and the quality of educational provision has not been formulated. The role of the co-ordinators in this process is undeveloped.
- The school has been staffed appropriately for the needs of the school. Overall, the resources are adequate to fulfil NC requirements and other areas of learning. Although improvements have been made to the accommodation since the last inspection, and especially to the environment and play areas, there are shortcomings in the building which affect the quality of the teaching and learning.

Effectiveness in dealing with issues identified in the previous inspection

- Following the inspection in 1998, a clear action plan was formulated to deal with the nine key issues. Five of them and aspects of three others have been very effectively implemented. There was no success in the development and implementation of an effective assessment and recording system which will inform planning.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

In the lessons observed during the inspection, standards were good in 80 per cent and satisfactory in the remainder (20 per cent).

- The provision for children under five is good. The children make good progress towards the Desirable Outcomes for Children's Learning and they achieve very good standards in their creative development and good standards in the other areas.
- In KS1, standards are good in mathematics and satisfactory in Welsh, English and science. Pupils achieve good standards in design and technology, history, geography, Welsh second language, art, music and religious education. They achieve satisfactory standards in information technology and physical education.
- In KS2, standards are good in all of the core subjects, that is Welsh, English, mathematics and science. Standards are also good in history, geography, Welsh second language, art, music and religious education. Standards are satisfactory in design and technology, information technology and physical education.
- In 2003, the percentage of seven-year-old pupils who attained at least level 2 in Welsh, English, mathematics and science as judged by teacher assessment is lower than the national averages. In KS2, the percentage of pupils who succeeded to attain at least level 4 (the expected level) in mathematics, science and English or Welsh in combination is higher than the national percentage.

3.2 Standards Achieved in Key Skills across the Curriculum

Standards are good in literacy and communication and numeracy; standards are satisfactory in ICT.

- Children under five years of age make good progress in applying their early literacy and numeracy skills across the six areas of learning. They make good use of their developing ICT skills.
- In KS1 and KS2, listening standards are very good. Pupils listen attentively to the teachers and their fellow pupils in whole-class activities and as part of a group. They respond well by answering questions, explaining, discussing and presenting ideas.
- Speaking standards are good. In KS1, pupils converse confidently with their peers, teachers and adults; they show good development in their grasp of subject vocabulary in Welsh and English. Key Stage 2 pupils contribute confidently to whole-class discussion and as members of a group in Welsh and English. They use technical terms competently in subjects such as mathematics, science, design and technology and geography.
- Reading standards are good. Good opportunities are provided for pupils to develop their reading skills. They use a range of books including reference books appropriately. Pupils

in KS2 read widely in Welsh and English. They use a variety of sources including the Internet and CD-ROM to research and study.

- Writing standards are good. Pupils in both key stages write well in a variety of forms and for different purposes in Welsh and English. They record well the work presented in subjects such as science, history, geography and religious education.
- Throughout KS1 and KS2, pupils use their developing numeracy skills well in an appropriate range of contexts. They use these skills well to handle data and to measure and calculate in subjects such as geography, science and design and technology.
- Standards in ICT are satisfactory. The pupils use appropriate programs to promote their language and number skills and to extend their knowledge in subjects such as science, art and history. They use the Internet and CD-ROM effectively to find additional sources of information in some subjects but, in general they do not use ICT sufficiently to promote their work across the curriculum.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

The school provides effectively for pupils' spiritual, moral and social development. It is one of the strengths of the school.

- The school is a safe and caring community. Sound attitudes and values are promoted and the pupils respond positively to what is being provided for them.
- The acts of collective worship and the religious education lessons contribute well to pupils' spiritual development. Pupils have regular opportunities to take part in services. The quality of their contributions is good. The provision meets statutory requirements.
- The local vicar contributes to the services regularly and the school's link with the church promotes pupils' spiritual development further.
- Christian values are confirmed regularly and a good awareness is promoted of other faiths and cultures in religious education lessons and the work of the curriculum.
- The school promotes high moral standards. The pupils show respect and courtesy towards staff and visitors. Philanthropic charities benefit from their generosity and that of their parents.
- The pupils have very good opportunities to take responsibility. The older pupils help the younger ones and the work of the school council has already ensured significant improvements to the school's accommodation and environment.
- Pupils' social development is very good. Extra-curricular activities, visits and the close link with the local community promote pupils' personal and social development effectively.
- There are close links between the school and the local community and there is a broad programme of visits and visitors to the school. Pupils' experiences are extended as they take part in activities such as the local eisteddfod, the books' quiz, the *Urdd* and other events in the community.

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- Pupils' awareness of Welsh culture and heritage is nurtured very well through the lessons and extra-curricular activities. The teachers take advantage of every opportunity to promote racial equality and equal opportunities.

4.2 Behaviour and Attitudes

The standard of pupils' behaviour and their attitudes are very good.

- The school is an orderly community. Pupils are polite and friendly towards one another, staff and visitors; they respond positively to the school's rules and to teachers' expectations.
- Pupils of all ages have a good attitude towards their work. They work diligently on their tasks and show consistent interest in their work.
- The school has a clear policy on behaviour and anti-bullying and succeeds in creating a happy and caring atmosphere where each child and pupil are encouraged and helped to achieve their full potential. The older pupils show good care for the younger ones.
- The school makes appropriate use of awards and sanctions to promote good behaviour. Certificates are presented to acknowledge success and effort in different aspects of the school's life and work.
- The personal and social education programme contributes well to self-discipline and good behaviour.

4.3 Attendance

Pupils' attendance is good.

- Attendance figures for the three terms prior to the inspection show an attendance average of 94.9 per cent.
- Good attendance is promoted by presenting certificates at the end of the year to the pupils whose attendance is consistently good.
- Registers are kept accurate in line with the statutory requirements.
- The vast majority of pupils arrive at school promptly at the start of the school day. Teachers ensure that the day's timetable runs on time.

5. QUALITY OF EDUCATION

5.1 Teaching

The quality of teaching is generally good across the school. The quality of teaching for children under five years of age is consistently good. In the lessons observed across the school during the inspection, the teaching was very good in three per cent, good in 75 per cent and satisfactory in the remainder (22 per cent).

Where teaching is good:

- Teachers set clear aims and objectives to the lessons. They arrange that there is clear progression in the activities so that pupils can make consistent progress in their knowledge and understanding.

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- Teachers use a good range of teaching techniques in order to extend pupils' knowledge and understanding. They give good support to pupils when they work individually or in groups.
 - Teachers have a good knowledge of the subjects they teach. The work is well presented and well organised giving detailed attention to the provision of bilingual learning materials. Appropriate use is made of homework to promote the learning.
 - Teachers make good use of different learning resources and they arrange a very good variety of educational visits and visitors to the school in order to enrich pupils' curricular experiences.
 - The support of the nursery nurses and assistants in classes contribute well to the teaching and learning.
 - The good relationship between pupils and teachers leads to effective co-operation in classes.

Where there are shortcomings in the quality of teaching:

- The tasks provided are insufficiently differentiated to ensure that higher ability pupils are stretched and the lower ability pupils have sufficient attention.
- In some subjects, insufficient attention is given to planning activities which ensure progression and continuity from one class to the other.
- The presentations at the start of the lesson are too long and restrict the opportunities pupils have to learn in a group or independently.

5.2 Assessment, Recording and Reporting

The system of assessment, recording and reporting of pupils' standards and progress is under review. There was no comprehensive assessment scheme at the time of the previous inspection and, although the school has tried various ideas in the interim, it is only in the next academic year that the school will focus on the development of assessment and recording, as part of a schools' cluster activity. Overall, assessment and recording procedures are unsatisfactory.

- The school's assessment policy does not provide sufficiently clear guidelines to staff but the marking policy is useful and ensures a consistency of approach.
- Although teachers assess language and mathematics regularly, this has not yet been formalised across the whole curriculum and teachers' planning does not incorporate assessment opportunities in either core or foundation subjects.
- The teacher of lower KS2 sets targets in English to guide pupils on how to improve. This sets a model of good practice for development throughout the school and across the curriculum.
- The assessment of pupils with SEN and the recording of their progress have recently been reviewed and now reflects a whole school, organised approach.
- Information gleaned from the baseline assessment of children in the early years is satisfactorily used to plan the programme of Desirable Outcomes and to track the progress of individual children.

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- Pupil profiles which are kept by all staff are used as on-going records to record all aspects of a pupil's life in the school but the work is not assessed in line with NC levels and has limited value in raising standards.
 - The statistical information produced by the UA's 'Data Team' supports the school's analysis and recording of pupils' progress from Year (Y) 2 to Y6 but is too recent to have impacted greatly on the school's systems.
 - The annual written reports provided for parents indicate good knowledge of each child but the deficiencies in assessment restrict the opportunities to identify ways forward. However, in upper KS2, there are useful targets for future work which guide parents and pupils on how to improve.
 - Parents are invited to discuss their children's progress at regular intervals throughout the year and report that they value the information they receive.

5.3 Curriculum

The school provides a broad and balanced curriculum which is of good quality; it conforms to NC requirements and religious education.

- The curriculum for the children under five is good and promotes the Desirable Outcomes in the six areas of learning.
- The curriculum for KS1 and KS2 pupils is balanced, broad and relevant. All NC subjects and religious education are taught for appropriate periods of time.
- There are clear policies in all subjects. There are completed schemes of work in the vast majority of subjects and there are termly ones for those which have yet to be completed as whole-school schemes.
- Overall, the quality of teacher's short-term and long-term planning is good. Teachers give good attention to the requirements of the programmes of study and they plan well for the development of pupils' key skills. The *Cwricwlwm Cymreig* is effectively promoted.
- Teachers present the activities bilingually in the vast majority of lessons. This means preparing learning materials in Welsh and English and the teachers undertake this work thoroughly and conscientiously. However, it is a practice which places restrictions on learning and teaching time and on preparing differentiated materials for pupils of different ability and, as a result hinders pupils' progress and achievement to some extent.
- The curriculum is very well enriched by a variety of visits to places outside the school and by visitors who come to the school. Pupils take part regularly in concerts, eisteddfodau, the books' quiz, services and public presentations in the school. These, together with extra-curricular activities in the world of sport, strengthen pupils' skills in working together and communicating effectively.
- Homework which includes reading, language tasks, spelling and mathematics support class work well.
- The school promotes pupils' personal and social development well and the programme follows the guidelines recommended by the Qualifications, Curriculum and Assessment Authority for Wales (ACCAC).
- No pupils have been disapplied from the NC. The provision is socially inclusive through providing equality of access and opportunity for each pupil.

5.4 Support, Guidance and Pupils' Welfare

The school offers pupils very good pastoral support and satisfactory educational guidance.

- Teachers and other staff in the school know the pupils very well and are sensitive to their individual needs. They stress the importance of being helpful, caring and responsible members of the community.
- Child protection arrangements are established and fully understood by staff.
- Health and safety procedures for promoting the well-being, health and safety of pupils are good. Risk assessments are made by the governing body each term and, since the last inspection, many improvements have been made to enhance the quality of the learning environment. This includes a well-orchestrated and successful project by the pupils to improve the condition of their toilets.
- Staff, parents and teachers are united in the aim to create a health-conscious school. Pupils are encouraged to bring fruit on two days a week, more playground games are encouraged and all pupils are given milk daily and have free access to drinking water.
- Three members of staff have first-aid qualifications.
- Sex education is incorporated into areas of the curriculum. The local health visitor spends a day in school speaking to all pupils on aspects on a range of health-related topics.
- Because the assessment procedures are not sufficiently refined to address all issues, the level of educational support is limited by a lack of detailed information on the progress pupils make.

5.5 Provision for Pupils with SEN

Provision for pupils with SEN is satisfactory.

- The requirements of the Code of Practice are being met; all pupils have equal access to the NC and religious education.
- There are 20 pupils on the SEN register which represents over 30 per cent of the school population. Pupils are withdrawn for 20 minutes once per week for one-to-one or small group support from the SEN teacher. This is insufficient to raise the rate of progress of many of the pupils.
- The assessment procedures to identify pupils with SEN and to track their progress are systematic and exemplify good whole-school practice.
- Most pupils identified as having special needs make slow progress. Those who have consistent learning support make steady improvement in their attitudes to work and in their behaviour.
- Individual education plans (IEPs) are satisfactory but targets for improvement are not always sufficiently specific and dated to be of clear use to teachers.
- There are close links between school, parents and support agencies.

5.6 Partnership with Parents and Community, Schools and Other Institutions

The partnership with parents and the wider community is very good.

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- Parents receive regular information from the school through circulars and meetings. Parents appreciate the information they receive on their children's progress and achievement in the termly meetings and annual report. Information is also provided through the school prospectus, but it does not contain all the information recommended by the Welsh Assembly Government. The school has an appropriate home/school agreement.
 - Parents visit the school on a regular basis to assist in a wide range of activities. They help in the classes, with clubs such as the *Urdd*, reading, gardening and sports clubs and they help out on educational visits.
 - The Parent Teacher Association is very hard-working raising significant sums of money which are used to add to the resources, and towards educational visits.
 - The school has very good links with the local community. The school takes part in a number of community activities such as Pwllglas Eisteddfod, special services in the church, concerts and entertaining the elderly in the area.
 - The educational visits arranged for pupils, and the visitors who come to the school such as an artist, potter and local residents extend and develop pupils' understanding in many aspects of their work.
 - There are good links with Pwllglas nursery group, the schools within the cluster and further afield.
 - The links and arrangements with the secondary school to which the pupils transfer are good.
 - The school receives good support from UA advisers and officials and there are good links with external agencies.
 - The school works in partnership with a college and local school to provide work experience for students.

5.7 Partnership with Industry

The partnership with industry is good.

- Regular visits are made to a variety of local businesses and visitors are invited to the school to talk about their work. This happens in connection with the school's termly topics.
- Local businesses and companies demonstrate their support to the school through financial contributions, sponsorship, or goods to support curricular projects.
- The school has close links with Llysfasi college which extends pupils' understanding of the importance of the agricultural industry in the area.
- Through the good efforts of governors and parents, the school had a grant to place a 'poly tunnel' on the school field and the pupils and parents are part of a successful commercial enterprise which grows organic fruit and vegetables. Such an enterprise promotes pupils' knowledge and understanding of the world of work and business effectively.

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

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

- During the current school year, the school has begun the process of self-evaluation and planning for improvement. Work has started on planning the programme as part of the work jointly arranged within the cluster of primary schools.
- A detailed action plan has been provided following the last inspection and the key issues raised were generally successfully addressed with the exception of issues dealing with assessment and recording.
- The school analyses evidence of pupils' performance and sets targets for pupils who will be sitting the national tests in Y6. The results of the tests are discussed and the SDP addresses strategies for improving the basis of information gathered. However, the strategies for improvement are not linked with targets for individual pupils and the methods of measuring success are not specific enough.
- Although work has begun on observing and reporting on the quality of teaching and learning in classes during this year, the procedures for judging standards achieved by pupils across the school have not been fully formalized. A plan which details a specific programme over a specific period of time and which addresses the judging of standards in subjects and the quality of educational provision has not been formulated.
- The school gives good attention to extending the learning experiences inside and outside the classroom, adding to the school's learning resources and providing appropriate in-service training (INSET) for staff.
- The governing body reviews the school's progress through examining national test results and setting targets for staff in line with the requirements of the Performance Management programme.

6.2 Leadership and Efficiency

The quality of the school's leadership and efficiency is good.

- The shortcomings in the school's leadership and management inherited from the past had already been addressed at the time of the last inspection. The school has continued to work positively on these issues and has succeeded to give clear direction to the work of the school with the exception of assessment and recording.
- Since September 2003, the school has been led by a acting headteacher while the permanent headteacher is on secondment. She successfully leads the school in an orderly manner. A particular characteristic in her leadership is the way she wins the support and co-operation of staff, governors and parents and has them to co-operate for the benefit of the school and the pupils.
- The school has definite aims and values and they are successfully promoted by all the school staff. Each one has equal opportunity in every aspect of school work and pupils have a developing role in the school's development plans through the school council.
- There are suitable job-descriptions for all school staff. They include responsibilities to co-ordinate subjects, but as yet, the role of co-ordinators in relation to monitoring standards across the school is undeveloped.

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- Members of the governing body take a very lively interest in the work of the school and they discharge their duties conscientiously. Effective use is made of the expertise of members and the chairperson is a regular visitor to the school. According to the evidence presented by the members in the pre-inspection meeting and the information in the minutes of governors' meetings, the members deal very effectively with curricular issues as well as administrative and managerial issues.
 - The governors' finance sub-committee monitors the budget regularly. Through the SDP, the governing body ensures that expenditure deals with educational objectives and the school's priorities. The members consider carefully the implications of spending plans before implementation.
 - The SDP gives a good picture of developments in a variety of areas over the period 2002-2004. The plans in the current SDP have been addressed and the comments attached to the plans show that they have been evaluated appropriately. There are no plans noting the school's priorities over the coming year or an outline of the issues to be addressed over a further period.
 - The school has developed a good range of managerial and administrative policies. The regular administration and day-to-day arrangements are effective and efficient.

6.3 Staffing, Accommodation and Learning Resources

The quality of staffing and resources is good but the accommodation is, overall, unsatisfactory.

- The school is adequately staffed for the number of pupils on roll. There are three full-time teachers and two part-time teachers: the headteacher's relief and a teacher who shares the teaching of Y1 and Y2. The SEN support teacher has, this term, been appointed for one day per week.
- Performance management is well established for all teaching staff and the school was awarded the "Investors in People" status in 2002.
- The paid support staff and voluntary helpers make an important contribution to the standards achieved in the school. There is a strong sense of teamwork.
- Class teachers have appropriate job descriptions which have been agreed with the teachers concerned but job descriptions for extra responsibilities such as the role of subject co-ordinators and that of the SEN co-ordinator have not been finalised.
- Despite the expertise on the staff, there is no specialist teaching.
- The Staff Handbook shows clear and detailed administration guidance.
- Although the INSET programme suggests equality and good take up of training opportunities, there are areas, such as SEN, assessment and self-evaluation which have not been fully supported by professional development.
- There has been much improvement in the quality of the accommodation since the last inspection and a detailed risk assessment has been made in relation to UA guidelines.
- However, the building has unsatisfactory elements which affect the pace, and therefore the quality of learning: two out of the three classrooms are used as thoroughfares from one part of the school to the other; one of the upstairs rooms, used as a classroom, is cramped and poorly ventilated; the early years and KS1 pupils finish early each morning so that the room can be used as a dining area; the lack of a hall necessitates time-

consuming travel to another school for physical education; the surface of the play area for younger pupils is uneven and unsafe for use of wheeled toys.

- The school grounds, on the other hand, enhance both the environment and children's learning experiences. The poly-tunnel and gardening club attract much attention and interest from the pupils, as do the many yard games which are available.
- The school is well maintained by the caretaker and pupils respect the building and the school environment.
- The school has sufficient and good quality resources, including the library, to support the NC but equipment in design and technology and software to reinforce the literacy and numeracy of less able pupils is limited.
- Teachers and pupils use the resources available sensibly and well.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

The provision for under-fives successfully promotes the Desirable Outcomes for Children's Learning. Children under five make very good progress in creative development. They make good progress in linguistic, mathematical, physical, personal and social, development, and in their knowledge and understanding of the world.

Nursery and reception children's **language and communication** development is good.

Good features

- Nursery and reception children listen attentively most of the time and have clear recall of much of what they have heard. Consequently, their pronunciation and intonation in both Welsh and English are good.
- They listen agog to stories, especially when puppets are used, and are fully involved in the characters and events. They ask and answer questions with confidence and intelligent curiosity.
- Nursery children are excited by work with the treasure chest identifying objects beginning with 'S' and exploring the shape and sound with interest. Reception children enjoy the story of '*Deri Diogyn*' and correctly cut out and stick the pictures in the correct sequence of the narrative.
- All children are adept at interpreting and responding in either language.
- They are keen to give accounts of their news and they converse freely with each other and with adults.
- The children can express their needs, likes and dislikes in classroom or role-play situations using a range of relevant vocabulary in both Welsh and English.
- They recite nursery rhymes, actions' and number songs accurately and vivaciously.
- The children are making solid progress in identifying and reading simple and familiar words. Many are developing a keen love of books supported by the story club after school, a successful visit to Ruthin library and regular choice of personal reading from the story sacks.

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- The majority of children seek out the privacy of the jungle corner to listen to tapes and follow the book. Most children in reception can write their name. The more mature are making sound progress in developing their skills in writing, forming letters and numbers accurately and writing in sentences. Others can overwrite or copy correctly.
 - They practise their writing in many interesting multi-sensory ways including chalking on the floor, forming letters and words in sand and water, and using a large brush and water to make significant marks on the concrete.

Shortcomings

- Some more able children are capable of attempting more challenging reading and writing tasks.

Nursery and reception children's **mathematical development** is good.

Good features

- Children reinforce their mathematical development solidly through acting and singing number rhymes and table games.
- They can identify similarities in size and shape, count, recognise and match numbers and objects to 10. Most can sort according to colour, shape and size, to two criteria.
- They can recognise and name two- and three-dimensional shapes. They use a range of multi-sensory methods to reinforce their learning in mathematics such as dry and wet sand, clay, paint and *papier mâché* work.
- Children can describe objects in terms of 'bigger/smaller'; 'biggest/smallest', 'fuller/emptier'; 'longer/taller' and 'shorter'.
- They weigh and measure with good understanding.
- They use mathematical vocabulary appropriately.

Shortcomings

- Some more able children are capable of attempting more challenging number work.

Nursery and reception children's **personal and social** development is good.

Good features

- Children make good progress in their personal and social development. They have settled in well to a class that has a wide age range and display a sensible maturity. They collaborate well with each other and with older pupils.
- With few exceptions, children treat others with care and respect, and most are very willing to share equipment. They have positive and respectful relationships with teachers and adult helpers.
- They attend to their own hygiene and can dress and undress themselves with minimal support for physical education.
- Many tidy away after themselves carefully and behave well when eating their lunch in their classroom.
- Children with SEN are making steady, at times good, progress in learning to cope with the demands of school.

Shortcomings

- There are no significant shortcomings.

Nursery and reception children's **knowledge and understanding of the world** is good.

Good features

- The children explore their environment with excited curiosity.
- Many understand the role of the adults in the community such as the policeman and caretaker. They know how certain people can help them in their lives.
- Reception children investigate what seeds need to grow and that animals, plants and humans need to be cared for, fed and watered.
- Children can identify parts of the body and are aware of how their bodies are changing.

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- They demonstrate good understanding of things that move and contrast ways people travelled in the past with today's transport. They understand that clothes, toys and games have changed over the last hundred years.
 - They have good understanding of how different schooling was in the past.
 - Children are fully involved in activities outside the classroom such as the '*jambori*', '*planed plant*' and visits to the local church.
 - On 'Children in Need' day, children made their own biscuits to sell.
 - They can name a number of geographical features they observe in their village.
 - Children know the difference between morning and night, creating sets of animals which are seen mostly in the daylight and in the darkness.

Shortcomings

- There are no significant shortcomings.

Nursery and reception children's **creative development** is very good.

Good features

- Nursery and reception children are making good progress in art. They have a vivid sense of colour and use a variety of mediums to express their ideas or interpret what they see.
- They produce very imaginative, colourful and well-finished artwork, including free painting in their travelling topic, marbling and printing using many different objects. They make attractive and individual cards for different festivals, and produce interesting three-dimensional models.
- Reception children discuss what '*Faleri Falwen*' (the snail) might see and hear in and outside school and proceed to compose and create a pictorial score of their own. They demonstrate a mature and lively approach to music.
- They perform their sound picture very confidently by selecting and playing the most suitable instruments and playing at varying speeds.
- They play a range of un-tuned percussion instruments and sing a number of songs with gusto.

Shortcomings

- There are no shortcomings.

Nursery and reception children's **physical development** is good.

Good features

- Children are developing good fine motor skills using small equipment and tools competently.
- In outdoor play, children manipulate their larger toys well, using limited space carefully.
- Photographic evidence show that when children attend physical education lessons at another school they use the apparatus correctly, are confident in their movements and can travel in different ways using their hands and feet appropriately.

Shortcomings

- Some children are slow to develop throwing and catching skills.

Welsh

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

Good features

- In KS1 and KS2, pupils listen well to the teachers' presentations and instructions and as a result, their understanding of Welsh is developing well whatever their linguistic background.
- The oral skills of pupils of all ages are nurtured well as they respond to different tasks such as questioning and answering and presentations in front of the whole class. The more able pupils can respond at length.
- Key Stage 1 pupils' respond well to a story they read together. They express opinion simply on the main characters and events, and repeat parts of the text.
- In KS2, pupils respond well to a diverse range of texts. They read stories, tales and poems and they talk about significant details in the text such as in their response to the story of Branwen.
- In KS1, pupils can form letters accurately and construct simple sentences with support. They have an appropriate awareness of basic punctuation.
- Key Stage 2 pupils write regularly in a variety of forms including poetry. They can differentiate between fact and fiction and they succeed well in using features of the forms chosen when writing pieces for different purposes such as when writing scripts and dialogues.

Shortcomings

- In general, KS1 pupils make insufficient progress in their reading and writing skills to attain standards which match their age and ability.

English

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

Good features

- In KS1, pupils speak confidently in small groups, in front of a class and individually to adults. They use a wide range of relevant vocabulary in role-play.
- They listen well and constructively having good recall of stories they have been told. They follow instructions promptly.
- Pupils make steady progress in reading a good range of reading material whether in books or on screen.
- More able pupils are making discernible progress in spelling, punctuation and handwriting. Less able pupils make slow but steady progress in phonic work at word level.
- Most KS2 pupils address an audience competently and with the confidence that their comments are valued. They formulate and pose sensible and relevant questions.
- They listen astutely and many have detailed recall of what they have heard. The majority of pupils listen respectfully to one another's contributions.

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- The majority of pupils read fluently and with obvious enjoyment. They skim print and read from screen effectively. Most pupils have a sound knowledge of library and research skills and some can discuss their favourite author or book in good detail.
 - They interpret texts and empathise with the characters well. When predicting how a story might continue, most pupils respond with well-considered ideas based on sound knowledge. Pupils read a variety of styles competently.
 - Pupils write for a wide range of purposes such as letters, instructions, newspaper articles, diary entries, dialogues, book reviews and poetry. Written work based on the class novel often demonstrates imaginative and original ideas.
 - Year 3 and Y4's work on "Escape from the Workhouse" triggers mature discussion and extended, creative writing.
 - Year 5 and Y6's writing demonstrates the care many invest in drafting. They are making good progress in planning and structuring their narratives using a variety of sentence lengths effectively.
 - Many pupils demonstrate improving accuracy in spelling, grammar and punctuation.
 - Handwriting and presentation of work are generally good.

Shortcomings

- More able KS1 pupils write too little. Their writing does not include sufficient extended sentences and more individual and imaginative pieces.
- Less confident readers do not practise reading or extend their strategies enough.

Mathematics

Standards of achievement are good in both key stages.

Good features

- In KS1, pupils apply good mental strategies when counting on and counting back and can continue advancing number patterns beyond 100.
- They know their number bonds to 10 and explain their strategies when adding or subtracting numbers. Pupils are making good progress in calculation, including very simple money sums.
- Pupils have a sound grasp of place value.
- Pupils develop a good mathematical vocabulary. They have a clear understanding of 'more than', 'less than', 'longer than' and 'shorter than' 'lighter than' and 'heavier than'.
- They can sequence, match and sort objects according to at least two criteria.
- They estimate weight and size well. They measure using a variety of methods. Pupils can use standard and non-standard measures accurately.
- They have good knowledge of two-dimensional and many three-dimensional shapes and a clear understanding of symmetry.
- Most understand that fractions are a part of a whole number.
- In KS2, pupils make steady progress in the four operations. Many pupils have quick recall of multiplication facts. Most pupils are confident in reading numbers up to at least 100,000.

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- Pupils have a good knowledge of decimals, applying this well in number and money calculations, percentages and fractions.
 - Pupils measure using span, hand, cubit, foot stride, one metre stick and the trundle wheel. They identify, estimate and measure angles accurately and can describe their properties competently. They apply their knowledge well when calculating the perimeters and areas of irregular shapes.
 - Less able pupils in early KS2 make good progress in using LOGO programs to reinforce their learning.
 - Older pupils have clear understanding of setting, creating and interpreting data constructing a wide range of graphs.

Shortcomings

- Pupils in KS2 make limited progress in developing their investigative skills in mathematics.

Science

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

Good features

- Key Stage 1 pupils know that pushing and pulling are examples of forces and they are able to describe the movement of familiar things.
- They can sort materials into groups and separate them on the basis of simple properties that can be seen and felt. They know that plants need light and water to grow. When carrying out a scientific investigation, they come to realise that a test or comparison is not always fair.
- Year 3 and Y4 pupils can recognise familiar animals and put them into groups by using keys.
- They can name the main parts of a green plant and explain the function of parts such as the root and the leaf.
- When planning a scientific investigation to discover the best conditions for growing seeds, they realise the need for a fair test explaining which factor will remain the same while other factors will be changed.
- Year 5 and Y6 pupils have a good knowledge and understanding across the programme of study and their scientific vocabulary is developing well.
- They can explain life processes accurately and methodically. They know about a plant's life cycle, how seeds are dispersed and then germinated.
- When carrying out investigations, they acknowledge the need for fair tests by showing the way they perform their task such as in their experiment to understand which factors can affect plant growth. They record their work in a variety of forms.

Shortcomings

- Key Stage 1 pupils do not have sufficient knowledge across the programme of study and their scientific vocabulary is too limited to describe their observations.
- In general, pupils in both key stages do not record in enough detail what they discovered in their work.

Welsh second language

Standards of achievement are good in both key stages. Pupils at the upper end of KS2 attain very good standards in their oral work.

Good features

- In KS1, pupils listen well to teachers' presentations and the presentations of their fellow pupils. The majority of pupils have correct pronunciation and appropriate intonation. They use familiar language patterns to convey personal and imaginative experiences with understanding.
- Key Stage 2 pupils make good progress in their oral skills and by the end of the key stage, attain very good standards. They work purposefully as a whole class, in pairs and individually when responding to a good range of watching, listening and reading activities.
- Key Stage 1 pupils recognise words and simple expressions that are within their experience and they are able to record them accurately. By the end of Y2, the more able pupils can write in response to a variety of stimuli using familiar patterns.
- Key Stage 2 pupils read simple texts quite accurately. By the end of the key stage, the more able pupils read familiar pieces clearly and with good expression.
- In general, the quality of KS2 pupils' writing work is good. They write in different forms varying patterns and producing basic sentences which are fairly accurate.

Shortcomings

- There are no significant shortcomings.

Design and technology

Only one lesson was observed during the inspection. However, evidence of previous work indicates that standards of achievement are good in KS1 and satisfactory in KS2.

Good features

- Pupils in KS1 use a range of materials and can describe the process of making. They produce Christmas cards and make masks with moving parts.
- When pupils make food, they use simple tools and taste and compare what they have produced. They are aware of the importance of hygiene when handling food.
- They have studied sunglasses very carefully and show imagination when planning and making their own. They cut and glue with care.
- Pupils have analysed how cars move and emulated the process of using axles.
- Pupils in early KS2 make good progress in the design and making processes. They construct Christmas cards with moving parts and list the tools and materials used.
- In their work on photograph frames, they design a number of styles in different shapes, decorations and colours. They make thoughtful choices before they decide on the best. In making the frames, they cut and join well, taking care when using the equipment.
- Pupils make pizzas, write the recipe, select their ingredients and are aware of good hygiene practice.

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- Pupils appraise their finished product thoughtfully. They evaluate what they like best and what they would change next time.
 - Pupils in Y5 and Y6 make limited progress in design and technology. They label their early work on moving toys in detail.
 - Pupils' work on clocks and puppets demonstrate good planning in the form of flow-charts on function, shape, measurement, equipment and materials best suited to the function of the object.
 - They evaluate the process in relation to appearance and function.

Shortcomings

- Although pupils make some use of ICT, it is limited in its scope.
- Many pupils, especially in Y5 and Y6 do not practice skills which are sufficiently challenging. Some of the finished products are too elementary and prescriptive.

Information technology

Standards of achievement are satisfactory in KS1 and KS2.

Good features

- Key Stage 1 pupils make increasing use of ICT to communicate ideas in different forms.
- They can create simple images on the screen in order to illustrate an event or story. Their word-processing skills are developing satisfactorily.
- They use a pre-prepared database to show information in simple graph form. They can give simple instructions to control the movements of the 'floor roamer'.
- In KS2, pupils use a word processor effectively to present information and to adapt and change the text according to the need.
- They can input images from other sources such as the scanner and the digital camera and use different techniques by cutting, copying and pasting to create an image and text.
- They know how to feed information into the database and produce graphs to show patterns.
- They use the Internet to gather information and they send and receive e-mail messages confidently.
- They are able to load a logo programme and use it to create real and imaginative situations.

Shortcomings

- Pupils' modelling and control skills in both key stages are undeveloped.
- In general, pupils' ICT skills are insufficiently developed to enable them to make effective use of ICT in their work across the curriculum.

History

Standards of achievement are good in both key stages.

Good features

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- In KS1, pupils study the life of John Jones, '*Coch Bach y Bala*', in conjunction with their visit to the gaol in Ruthin. They have good recall of their experiences there and some pupils are beginning to grasp why people are convicted and sent to prison.
 - They have a sound concept, through their study of schools in the past, of the similarities and differences in transport, clothes, schooling and toys between life 100 years ago and their own school days.
 - Younger KS2 pupils have a good understanding of the development of man from their studies of earliest peoples, the Celts and the Tudors.
 - Pupils' historical skills are reinforced by visits to relevant places of interest such as Legacy in Wrexham, Tŷ Nant Clwyd in Rhuthin and Plas Mawr in Conwy.
 - Pupils have good factual recall and many are developing a good sense of chronology supported by the time line from the Iron Age to 2004 in their classroom.
 - Older pupils have made a detailed study of the history of their school listing 10 questions they would like to ask to gain more information. Pupils looked closely at the historical evidence gleaned from the 1897-98 school log book. They are able to recognise similarities and differences between the school as it was and as it is now.
 - In their work on World War Two, pupils have good understanding of why war broke out and the rise of Hitler.
 - Pupils can empathise with the plight of those caught in the Blitz, being subject to rationing and participants in the government evacuation scheme.
 - Some pupils have produced sound individual research on the life and death of Ann Frank using the Internet.
 - They have constructed a useful time line of significant events in the development of Llandudno which they are studying in geography.

Shortcomings

- Pupils in KS1 have only a light understanding of the passing of time and limited knowledge of historical terms to describe the sequencing of events.
- Although pupils' knowledge of the history they have studied is good, many Y4 and Y6 pupils' independent research skills which demand higher order thinking are underdeveloped.

Geography

Standards of achievement are good in both key stages.

Good features

- Key Stage 1 pupils' knowledge of their locality is developing well. When describing their journey to school, they refer simply to some of the physical and human features relating to the area.
- In their map work, they come to understand the difference between object and plan and they can follow directions such as right, left and straight ahead. They use simple co-ordinates fairly accurately.

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- Year 3 and Y4 pupils are aware that different places can have similar and different features to each other. They develop these skills effectively in their work comparing Wales and Eritrea.
 - Their mapping skills are developing well. They are able to follow directions and estimate distances. They interpret symbols and keys accurately.
 - Year 5 and Y6 pupils show good knowledge and understanding in relation to different places and environments.
 - When studying a contrasting locality in Wales, pupils use a good range of secondary sources to acquire information, ideas and explanations.
 - They use maps and plans at different scales and they can use four-figure references and co-ordinates accurately.

Shortcomings

- There are no significant shortcomings.

Art

Standards of achievement are good overall in both KS1 and KS2.

Good features

- Throughout the school, pupils discuss their work eagerly. Their three-dimensional work in clay depicting kings demonstrates a developing eye for detail and good progression in the ability to work with tools and different techniques. Pupils have developed their ideas in ceramics under the guidance of a local potter.
- Pupils use the skills learned in art well to illustrate and enhance their cross-curricular work, for example, making potato prints on prisoners' clothes in history.
- They develop good manipulative skills in their use of pencil, brush, chalk, crayon, pastel and textiles.
- They produce art which represents a good sense of shape, colour, pattern and line in a wide range of materials.
- In KS2, younger pupils have a good sense of colour, tone and pattern. They are aware of warm and cold colours; they mix colours thoughtfully to produce work in the style of Tony Hudson. This, in turn, supports their geography work on Africa.
- Pupils carefully draw a living creature on hessian and are making good progress in sewing a border and the outline of the animal.
- When emulating the work of Nick Sherratt, pupils produce good work by painting on fabric.
- Pupils' understanding of history is enhanced by their making of Tudor houses based on visits and pictorial evidence.
- Their portraits indicate well-portrayed movement and imagination.
- Older pupils have experimented successfully with a wide range of printing techniques, marbling, mosaic work, observational drawing of the school and a variety of rubbings of textures found in and around the school.
- They judge whether their work is effective giving thoughtful reasons.

Shortcomings

- Year 5 and Y6 do not capitalise sufficiently on the skills they have acquired earlier in the school to give their work depth and individuality.
- Pupils make some, but often irregular progress in computer aided art.

Music

Standards of achievement are good in both key stages.

Good features

- In both key stages, pupils are eager to perform and do so unselfconsciously. They sing heartily in class and in assemblies. Older pupils enjoy singing to an audience in concerts, and on visits to the local residential home.
- Pupils in KS1 play percussion instruments competently. All pupils in lower KS2 learn to play the recorder.
- All pupils have a good sense of rhythm.
- Key Stage 1 pupils listen very carefully to recorded music and note down whether the tempo is fast or slow.
- They show interest and originality when composing a sound picture to represent sound around the school. Most can represent their ideas graphically.
- Key Stage 2 pupils have a clear understanding of the elements of music including beat, dynamics, texture and tempo.
- They play a variety of un-tuned instruments imaginatively in conducted ensembles to represent their own composition which they record on graphic scores.
- They listen carefully to Britten's 'Peter and the Wolf' and have good recall of the various melodies and their significance.
- Pupils appraise their own and others' work sensibly.

Shortcomings

- Older pupils do not record their work in order to refine it.

Physical education

Standards of achievement are satisfactory in KS1 and KS2. Standards in gymnastics in Y5 and Y6 are good.

The school offers a good variety of physical education activities which include regular visits to a hall in a nearby school for dance and gymnastics lessons. Swimming lessons are provided for KS2 pupils and Y5 and Y6 pupils visit Glan Llyn for outdoor activities. Pupils have good opportunities to take part in team games, and a variety of games and sports and sports clubs are held after school when members of the community help.

Good features

- Key Stage 1 pupils make appropriate use of the school yard in their warm-up activities before undertaking different activities.
- They respond well to instructions and work satisfactorily in pairs when developing a variety of methods of sending and receiving a ball.

- Following their warm-up activities on the school yard, Y3 and Y4 pupils can refer to the effects of exercise on parts of the body and on the heart beat.
- A minority of pupils' skills in sending, receiving and throwing a ball are developing well. They succeed in co-operating well in pairs and groups.
- Year 5 and Y6 pupils show good control of their bodies when completing the basic activities of travelling, balancing and creating shapes with their bodies.
- They achieve good standards in repeating a series of activities which emphasise changes in shape, level and direction on the floor and when using apparatus.
- They work in an orderly manner, and they pick up, carry, set up and use apparatus safely.

Shortcomings

- Key Stage 1 pupils do not repeat movements sufficiently or talk about what they and others are doing in order to help each other improve their work.
- The skills of a significant minority of pupils in Y3 and Y4 in sending, throwing and hitting a ball are undeveloped.

Religious education

Standards of achievement are good in both key stages.

Good features

- Pupils in both key stages have a good knowledge of the most familiar Biblical stories. They understand their moral significance in relation to their personal experiences.
- Key Stage 1 pupils relate well to a story read to them about children going missing. They express their personal feelings sincerely and they are also aware of the need to give consideration to other people's feelings.
- Year 3 and Y4 pupils have a good awareness of the important contribution made by those who look after the elderly in the community. They offer suitable adjectives to describe the work of such people.
- Year 5 and Y6 pupils develop their own ideas well when responding to the different topics studied. They do this effectively when responding to one of the parables.
- Key Stage 2 pupils have a good knowledge of the main celebrations of the Christian faith and when they take place in the year. They also know about the way Muslims celebrate and worship.
- They understand the importance of places of worship and they visit the local church regularly. They are aware of the role and contribution of leaders and benefactors such as Mahatma Gandhi and Dr Barnardo.

Shortcomings

- There are no significant shortcomings.

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

In the last inspection, nine issues were identified for implementation.

1. Ensure that the governing body works in partnership with the headteacher and staff and that it has effective supervision of all school issues.

Regular meetings of the governing body are held and records show that members give detailed attention to the issues for which they have responsibility. Sub-committees work according to the need and they report back to the full governing body. They receive full and regular reports from the acting headteacher. Evidence gathered from the pre-inspection meeting and the school's records and documentation testifies that the governors deal with their responsibilities conscientiously and very effectively. The chairperson is in regular contact with the school and the acting headteacher.

2. Produce a SDP with clear targets, which specifies priorities for implementation by linking these with the available finance.

The SDP for the period 2003-2004 identifies the priorities, the method of implementation, those responsible, the cost and evaluation methods. A summary is presented to the governors every term noting the developments and the further steps which need to be taken. The present SDP has been reviewed in order to respond to the school's present staffing and management situation. The SDP has not yet been completed to follow on from the end of the summer term 2004.

3. Ensure there is conformity with all statutory requirements relating to child protection procedures, health and safety issues and staff appraisal.

The school conforms with all the statutory requirements relating to health and safety and child protection. The staff appraisal arrangements have been supplanted by performance management procedures which are appropriately implemented in the school.

4. Improve Y5 and Y6 children's standards of achievement in science, design and technology and geography.

A new scheme of work has been formulated in these subjects, the teachers received advice and in-service training and additional resources were bought. Standards in the three subjects have risen since the last inspection and in KS2, they are good in science and geography and satisfactory in design and technology.

5. Raise standards in the remaining satisfactory subjects by addressing the shortcomings referred to.

Although some of the shortcomings in Welsh and English in KS1 have been addressed, standards remain satisfactory. Sound bases are being set up to develop pupils' ICT skills through having a new scheme of work, teacher training and additional resources. These factors have not yet had a sufficient influence on pupils' standards of achievement and the standards remain satisfactory. The standards in music are now good in both key stages.

6. Continue to develop and implement an assessment, recording and reporting system which will inform planning.

Although the school has considered different methods of assessment and recording pupils' progress and achievement, there isn't a plan which is active and, as a result, the evidence and information are not available to inform planning.

7. Continue to develop whole-school curriculum documents for each subject in order to ensure progression and continuity across the key stages.

The school formulated a timetable for developing whole-school schemes of work. The vast majority has been completed but parts of some schemes have yet to be developed from being termly schemes to whole-school ones.

8. Create interesting features for the outside area of the school in order to promote pupils' physical and intellectual development.

The school has made very good progress in relation to this issue. The school has the enthusiastic support of parents and members of the local community in this initiative. A gardening club has been established to address environmental issues and several interesting and stimulating features have been created for the outside area of the school which promote pupils' physical and intellectual development.

9. Extend resources in English, mathematics, science, design and technology, geography, art, music and apparatus for the under-fives when the finance is available.

Through earmarking money from the school budget and parents' generous support, the school has added significantly to the supply of resources in all subjects and areas of learning. Overall, the amount and quality of the resources have been judged to be good.

8.2 Key Issues for Action

In order to ensure improvement, the school should:

- address the shortcomings identified in the subjects where standards are satisfactory and raise pupils' standards of achievement from satisfactory to good;
- develop a whole-school system for assessing and recording pupils' progress and achievement in all areas of learning;
- make use of the information stemming from assessments to plan differentiated work and to promote higher standards;
- develop further whole-school self-evaluation procedures within a specific timetable and develop the role of co-ordinators in that process;
- formulate a SDP for the year 2004/5 together with an outline of the issues to be addressed over a further period;
- work with the appropriate authority to deal with the shortcomings in the accommodation referred to in the report.

APPENDIX

A. Basic Information About the School

Name of School	Llanfair Dyffryn Clwyd Controlled School
School type	Community
Age-range of pupils	3-11
Address of school	Llanfair Dyffryn Clwyd Ruthin Denbighshire
Post-Code	LL15 2RU
Telephone Number	01824 703169

Acting Headteacher	Mrs Llinos Ann Hughes
Date of appointment	September 2003
Chair of Governors	Mr Geraint Lewis Jones
Registered Inspector	Mr D Gwynfor Evans
Dates of inspection	14-06-04 to 16-06-04

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	6.5	9	6	5	10	9	9	12	66.5

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	3	1	3.4

<i>Staffing information</i>	
Pupil : teacher (fte) ratio excluding nursery and special classes	17.6:1
Average class size, excluding nursery and special classes	20
Teacher (fte) : class ratio	1.13:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Spring 2004	97.1	94.2	94	94.8
Summer 2003	93.6	96.7	95.3	95.3
Autumn 2003	94.9	95.2	94.3	94.6

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

END OF KEY STAGE 1: 2003

National Curriculum Assessment KS1 Results: 2003			Number of pupils in Y2: 10					
Percentage of pupils at each level								
			D	W	1	2	3	2+
ENGLISH	Teacher Assessment	School	0	25	0	75	0	75
		National	0	4	13	63	20	83
WELSH	Teacher Assessment	School	0	0	17	50	33	83
		National	0	2	11	63	24	87
MATHEMATICS	Teacher Assessment	School	0	0	40	60	0	60
		National	0	2	9	61	26	88
SCIENCE	Teacher Assessment	School	0	0	30	70	0	70
		National	0	2	10	68	20	88

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school:	70	In Wales:	79

- D Pupils who have been disapplied under sections 364 and 365 of the Education Act 1996 or, in the case of the Task/Test were absent.
- W Pupils who are "working towards" level 1, but have not yet achieved the standards needed for level 1.

END OF KEY STAGE 2: 2003

National Curriculum Assessment KS2 Results: 2003		Number of pupils in Y6: 9	
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			

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school:	77	In the school:	89
In Wales:	70	In Wales:	71

D. The Evidence Base of the Inspection

- The school was inspected by a team of three inspectors who were present for six inspector days.
- Thirty-three lessons or part-lessons were inspected.
- A sample of pupils in both key stages was heard reading. Discussions were held with a number of pupils and they were questioned about aspects of their work in NC subjects and religious education.
- A sample of their written and practical work was scrutinised in all subjects.
- School policies and documents were studied before the inspection.
- Inspectors held discussions with teachers during the inspection period on a wide range of issues relating to their responsibilities and school work. Consideration was given to the school's planning documents and its various files and records.
- Attendance registers were scrutinised.

- Inspectors were present for every one of the morning assemblies.
- Fifteen parents attended the pre-inspection meeting and 22 questionnaires were completed.
- The Registered Inspector met with the governors before and after the inspection.
- A pre-inspection meeting was held with staff and they were provided with an oral feedback following the inspection.

E. Composition and Responsibilities of the Inspection Team

Inspector	Type	Aspect Responsibilities	Subject Responsibilities
Mr D G Evans	Rgl	1. The school and its priorities 2. Main findings 3.1 Standards achieved in subjects and areas of learning 3.2 Standards achieved in key skills across the curriculum 4.1 Pupils' spiritual, moral, social and cultural development 5.1 Quality of teaching 5.3 Curriculum 6.1 Quality of self-evaluation and planning for improvement 6.2 Leadership and efficiency 8.1 Progress since the last inspection; 8.2 Key issues for action	Welsh science information technology geography physical education religious education
Mrs M Meredith-Jones	Team	5.2 Assessment, recording and reporting 5.4 Support, guidance and pupils' welfare 5.5 Provision for pupils with special educational needs 6.3 Staffing, accommodation and learning resources	English mathematics design and technology history art music under-fives
Miss E Edwards	Lay	4.2 Behaviour and attitudes 4.3 Attendance 5.6 Partnership with parents and community, schools and other institutions 5.7 Partnership with industry	

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.