

**Inspection under Section 28 of the
Education Act 2005**

A report on the quality of education in

**Llanfynydd C.P. School
Llanfynydd
Flintshire
LL11 5HG**

School number: 6642027

Date of inspection: 09 November 2009

by

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Date of publication: 14 January 2010

Under Estyn contract number: 1100409

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Introduction

Llanfynydd 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 Llanfynydd C.P. School took place between 09/11/09 and 11/11/09. An independent team of inspectors, led by Wil Williams 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.

Estyn's reports follow its guidance for the writing and editing of reports, which is available on the Estyn website (www.estyn.gov.uk). The table below shows the terms that Estyn uses and a broad idea of their meaning. The table is for guidance only.

Nearly all	with very few exceptions
Most	90% or more
Many	70% or more
A majority	over 60%
Half/around half	close to 50%
A minority	below 40%
Few	below 20%
Very few	less than 10%

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 nursery schools, 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	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
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 The school is located in the rural village of Llanfynydd which is approximately six miles east of the county town of Mold. Learners come mainly from the village itself and the surrounding area with a few opting to attend from outside the school's catchment area.
- 2 Since the school was first opened in the late 19th century numerous modifications have been made to the building and the accommodation.
- 3 There are currently 50 learners on roll which include seven part-time nursery children. The school is organised into two classes, one for key stage 1 and the Foundation Phase, and the other for key stage 2.
- 4 The school describes the area it serves as being mainly prosperous with very few instances of social or economic deprivation. Thirteen per cent of its learners are entitled to receive free school meals which is slightly lower than local authority (LA) and national averages. There are no learners who are 'looked after' by LA.
- 5 English is the predominant language for nearly all the learners. There are none for whom Welsh is their main language or who receive support teaching in English as an additional language.
- 6 Attainment of many learners on entry tends to be above the local average. Approximately fourteen per cent have been identified as having special educational needs (SEN) which is slightly below LA and national averages. Very few have a statutory statement of SEN. No learners had been excluded from school during the twelve months before the inspection.
- 7 Although there has been a steady decline in pupil numbers over the past few years, there have been no significant changes to the nature of the school since it was last inspected in November 2003. This is the head teacher's first term in her post.

The school's priorities and targets

- 8 The school's aims include the promotion of pupils' full potential in learning, social and personal, and spiritual development, and in the making of a caring community with a sense of family and ownership of the school.
- 9 Key priorities for 2009-10 include to:
 - amend curriculum planning at key stage 2 in line with 2008 Curriculum;
 - incorporate opportunities for Assessment for Learning in planning throughout the school;
 - continue to promote bilingualism and the *Cwricwlwm Cymreig*; and
 - to continue to develop portfolios for core subjects and start foundation subjects.

Summary

- 10 The skills and vision of the newly appointed head teacher have been key factors in securing the success and improvement of the school. The welfare and education of the learners are at the heart of the schools aims and values and this is reflected clearly in its ethos and daily practices.
- 11 The school's judgements in its self-evaluation report agree with the findings of the inspection team in three of the seven key questions. Where they differ in four key questions, the grades awarded by the school were lower than the inspection team's judgements.
- 12 Good progress has been made in addressing four of the five key issues identified in the 2003 inspection report. Implementing a systematic self-evaluation process continues to be one of the school's main priorities.

Table of grades awarded

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

Standards and progress

- 13 In National Curriculum assessments at the end of key stages 1 in 2009, all learners at the end of key stage 1 attained Level 2 or higher in English, mathematics and science with over a third of the cohort attaining Level 3 in all three subjects. These results are significantly better than the local authority (LA) and national performance. With the exception of 2008, attainment during the last three years has been among the highest 25 per cent of schools in the same free school meals category and has also been higher than that in the same family of similar school.
- 14 Attainment at the end of key stage 2 in 2009 in all three core subjects was similar to national and local averages in mathematics and science but was lower in English. Performance in mathematics was good with 60 per cent of learners attaining Level 5. Attainment during the last three years has generally been in either the top or bottom 50 per cent of schools in the same free school meals category. This can be attributed mainly to the small number of learners in each cohort. Performance has in the main, been equivalent to that of similar schools.

15 In the subjects inspected, standards of achievement are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	100%	0%	0%	0%

16 These percentages exceed the figures reported by Her Majesty's Chief Inspector of Schools (HMCI) in the latest annual report where standards are reported as being good or better (grade 1 and 2) in 84 per cent of lessons. They are below the published figures of 12 per cent of lessons where standards of achievement are reported as being outstanding (grade 1).

17 The overall quality of the educational provision for the under fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes.

18 Standards of achievement in the subjects inspected in key stage 1 and key stage 2 are as follows:

Subject	Key stage 1	Key stage 2
English	Grade 2	Grade 2
Science	Grade 2	Grade 2
History	Grade 2	Grade 2
Art and design	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical education	Grade 2	Grade 2

19 Learners of all ages achieve good standards in the key skills of language and communication, using and applying mathematics, and information and communication technology (ICT). Good standards are also achieved in bilingual competency and problem-solving skills.

20 Across the school, learners make good progress in their learning. They acquire new knowledge and skills effectively and are beginning to evaluate their own work. However, a minority are unsure about what they need to do to improve.

21 In all lessons, learners are well-motivated and respond extremely positively to all aspects of learning. All show great enthusiasm to get as much out of school as possible. This is an outstanding feature.

22 Standards of behaviour throughout the school is exemplary. Learners are very friendly towards each other and adults, they show great respect and kindness and get along with each other extremely well.

23 The personal, social, moral and wider development of learners is good. They have a good understanding of their role in the community and show some awareness of the workplace.

24 Average attendance over the three terms prior to the inspection was 93.9 per cent which is slightly below LA and national averages.

The quality of education and training

25 The quality of teaching in lessons observed was judged as follows:

Grade1	Grade 2	Grade 3	Grade 4	Grade 5
16%	84%	0%	0%	0%

26 The percentages are above the latest national figures where the quality of teaching is reported as being good or better (grade 1 and grade 2) in 83 per cent of lessons. They also match the published figures of 16 per cent of lessons where the quality of teaching is reported as being outstanding (grade 1).

27 Where the quality of teaching has outstanding features, teachers provide clear explanations, demonstrate excellent questioning skills and motivate all learners.

28 Features of good teaching include clear and purposeful presentation, well planned learning experiences and consistent and fair behaviour management.

29 Systems for assessing, recording and reporting learners' progress and achievements are generally good and used effectively to identify learners' progress. The need to create portfolios of learners' work has been identified as a school priority.

30 The curriculum is well matched to the needs of the full range of learners' age and abilities. Appropriate progress has been made in revising the majority of the schemes of work in key stage 2 to incorporate the new Curriculum 2008 requirements, however, work is still in progress on some schemes.

31 The school offers a good range of good quality extra-curricular activities which effectively promote learning during and after the school day.

32 Provision for learners' spiritual, moral and social development is good. The quality of collective worship sessions is outstanding.

33 The *Cwricwlwn Cymreig* and learners' bilingual development feature prominently in the life and work of the school.

34 The curriculum is greatly enriched by the school's close partnership with parents, the community, other schools and institutions. Provision for work-related education and developing learners' entrepreneurial skills is at its early stages of development.

35 Sustainable development is good and well established with the school having achieved the Eco School silver award.

36 The school plans and manages its care arrangements well. Learners are confident that any concerns would be treated seriously and dealt with quickly and fairly by staff. Teachers' close relationship with learners enables them to monitor their needs and progress very closely.

- 37 The schools provision for the healthy development, safety and well being of all learners is good. They are currently working on phase three of the Healthy Schools initiative.
- 38 There are appropriate procedures and policy for child protection in line with LA guidelines.
- 39 The overall quality of provision for additional learning needs is good. Early, well focused intervention is a school practice that serves learners well.
- 40 All learners whatever their social, educational, ethnic or linguistic background is well supported and treated with dignity and respect. They have equal access to all aspects of school life.

Leadership and management

- 41 Staff and governors have a good understanding of the school's principles and priorities and play an active role in its development. Teachers undertake their curricular responsibilities conscientiously and Governors fulfil their duties thoroughly.
- 42 The recently established self-evaluation process focuses clearly on the quality of provision and standards achieved. However, it is in the early stage of development and is not yet been fully incorporated in the school processes of planning for improvement.
- 43 Learners are well-supported by an appropriate number of qualified and experienced teachers and have access to a wide range of good quality resources. The accommodation provides a suitable setting for teaching and learning.
- 44 The school's resources are managed effectively and efficiently ensuring value for money.

Recommendations

- 45 In order to move the school forward, the governing body and staff need to:
- R1 ensure that all the requirements of the 2008 Curriculum are included in key stage 2 schemes of work;
 - R2 further develop subject portfolios for core and foundation subjects;
 - R3 develop more comprehensive and systematic self-evaluation systems; and
 - R4 strengthen links with industry and improve provision for promoting learners' entrepreneurial skills.

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

- 46 The findings of the inspection team differ from the Grade 3 awarded by the school in its self-evaluation. The school had not taken sufficient account of the good standards achieved in the six subjects inspected when determining a grade for the key question.
- 47 Attainment in National Curriculum assessments at the end of key stages 1 and 2 over the past three years has been generally good although there have been some fluctuations, especially in key stage 2. These can be attributed mainly to the small number of learners in each cohort which has almost without exception, been less than ten each year.
- 48 In 2009, all learners at the end of key stage 1 attained Level 2 or higher in English, mathematics and science with over a third of the cohort attaining Level 3 in all three subjects. These results are significantly better than the local authority (LA) and national performance. With the exception of 2008, attainment at the end of the key stage during the last three years has been among the highest 25 per cent of schools in the same free school meals category.
- 49 Attainment at the end of key stage 2 in 2009 in all three core subjects was similar to national and local averages in mathematics and science but was lower in English. Performance in mathematics was good with 60 per cent of learners attaining Level 5. There have been no discernible trends in key stage 2 performance over the past three years with results fluctuating significantly for one year to the next. Performance has generally been in either the top or bottom 50 per cent of schools in the same free school meals category.
- 50 The school's performance at key stage 1 in all three subjects has been consistently better than that of the same family of schools. Key stage 2 performance has in the main, been equivalent to that of the same family of schools.
- 51 In both key stages, girls and boys perform equally well.
- 52 Nearly all learners make good progress during the Foundation Phase and through key stages 1 and 2.
- 53 In the subjects inspected, standards of achievement are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	100%	0%	0%	0%

- 54 These percentages exceed the figures in the latest national picture where standards are reported as being good or better (grade 1 and 2) in 84 per cent of lessons. They are below the published figures of 12 per cent of lessons where standards of achievement are reported as being outstanding (grade 1).
- 55 The overall quality of the educational provision for the under fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes.
- 56 Standards of achievement in the subjects inspected in key stage 1 and key stage 2 are as follows:

Subject	Key stage 1	Key stage 2
English	Grade 2	Grade 2
Science	Grade 2	Grade 2
History	Grade 2	Grade 2
Art and design	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical education	Grade 2	Grade 2

- 57 Across the school, nearly all learners achieve good standards in their knowledge, understanding and skills. Those with special education needs (SEN) make good progress and achieve their individual targets.
- 58 Learners of all ages achieve good standards in the key skills of language and communication, using and applying mathematics, and information and communication technology (ICT).
- 59 Foundation Phase children listen attentively during group or whole-class sessions and express their ideas clearly and confidently. They apply their mathematical skills effectively during practical activities and are extremely confident users of ICT.
- 60 At both key stages, nearly all learners display a mature sense of audience when presenting their work to peers demonstrating a good command of vocabulary and syntax. They have a good understanding of subject specific vocabulary and use their reading skills well when searching for information in books or on websites. They write confidently for a range of different purposes.
- 61 Learners in both key stages use and apply their mathematical skills very confidently in different curricular contexts, especially when using standard measures or interpreting and recording statistical data. They use their ICT skills purposefully and skilfully for gathering and presenting information and data. All are confident and competent users of ICT software and equipment.
- 62 Foundation Phase children make good progress in their bilingual competency. They listen and respond enthusiastically to instructions and are beginning to use simple Welsh words, greetings and expressions.

- 63 At key stage 1 and key stage 2, learners have a positive attitude towards learning Welsh and make good progress in their bilingual competency. Key stage 1 learners respond to structured questions in full sentences and talk about their well-being with increasing confidence. Further progress is made in key stage 2 as learners extend their vocabulary and use more complex sentences. They make appropriate progress in their Welsh reading and writing.
- 64 From the Foundation Phase onwards, particular focus is put on developing thinking skills. This enables learners of all ages to tackle problem-solving activities in a confident and systematic manner.
- 65 Learners of all ages make good progress in their learning. They acquire new knowledge, understanding and skills very effectively and face new challenges confidently. The whole school practice of sharing lesson objectives and setting individual targets contributes well towards developing learners' ability to come to realistic judgements about their performance during lessons. However, a minority are unsure about what they need to do to improve.
- 66 Learners of all ages make good progress towards fulfilling their potential and moving onto the next stage of learning. Very few instances of underachievement were seen by the inspection team.
- 67 In all lessons, learners are well-motivated and respond extremely positively to all aspects of learning. They fully engage with the task at hand, listen attentively, answer questions confidently and join in eagerly in the range of activities provided. All show great enthusiasm to get as much out of school as possible. These are outstanding features.
- 68 Learners' behaviour throughout the school is exemplary. They are very friendly towards each other and adults, they show great respect and kindness and get along with each other extremely well. In discussions learners are adamant that everyone is very friendly, bullying is extremely rare and they feel safe in school. There have been no exclusions in the last twelve months.
- 69 Throughout the school, nearly all learners make good progress in developing the capacity to work independently. In the Foundation Phase, a good degree of the learning is instigated by the children who choose their own activity and fetch and put away resources themselves. This is further developed in key stage 1 where learners begin to plan and organise their own work with very little supervision and are not over-dependent on the adults around them. As they mature in key stage 2, nearly all learners develop effective problem-solving, decision-making skills and other important skills which are necessary for life-long learning.
- 70 The personal, social, moral and wider development of learners is good. They work well together showing respect and concern for each other. Personal and Social Education and collective worship provide good opportunities to explore moral and spiritual values. Support for numerous local and national charities reflects learners' awareness of those less fortunate than themselves.

- 71 Across the school, all learners show good awareness of equal opportunity issues and respect for other faiths and cultures.
- 72 All learners develop a good understanding of their role in the community. They have some awareness of participation in the work place but this aspect is not fully developed.
- 73 Average attendance over the three terms prior to the inspection was 93.9 per cent which is slightly below LA and national averages. All absences can be accounted for. Punctuality is good and lessons start on time.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

74 The findings of the inspection team differ from the judgement made by the school in its self-evaluation. The team identified several good aspects in this key question and so awarded a higher grade.

75 The quality of teaching in lessons observed was judged as follows:

Grade1	Grade 2	Grade 3	Grade 4	Grade 5
16%	84%	0%	0%	0%

76 The percentages are above the latest national figures where the quality of teaching is reported as being good or better (grade 1 and grade 2) in 83 per cent of lessons. They also match the published figures of 16 per cent of lessons where the quality of teaching is reported as being outstanding (grade 1).

77 Where the quality of teaching was judged to have outstanding features, teachers:

- provide clear explanations and demonstrate excellent questioning skills;
- provide highly effective intervention strategies to meet learners' needs;
- ensure learning is founded upon excellent working relationships;
- challenge, enthuse and motivate all learners; and
- use of the interactive whiteboard effectively to enhance learning.

78 Where the quality of teaching was judged to be good with no important shortcomings, the good features include:

- tasks that are interesting and challenging;
- clear and purposeful presentation of aims and lesson objectives which are shared well with learners;
- teachers have good subject knowledge;
- learning experiences are well planned and structured to meet learners' individual needs;
- consistent, firm and fair behaviour management; and
- teachers establishing effective partnerships with teaching assistants and other adults.

79 The good quality of teaching in the Foundation Phase provides children with a wide range of learning experiences and there is a good balance between teacher-led and child-initiated activities. These experiences are well planned and promote the skills and knowledge and understanding necessary for learning.

- 80 Overall, teachers have good subject knowledge and are familiar with recent developments in primary education such as Foundation Phase requirements and Curriculum 2008. Detailed planning of activities in nearly all lessons ensures that teachers set tasks which match learners' age, ability and stage of development. All teachers use a wide range of successful strategies to ensure learners apply themselves positively to their work. Class organisation is highly effective in creating a positive working atmosphere in which learners working individually, in pairs, groups or as a whole class create a sense of enthusiasm for new learning.
- 81 Planning takes good account of daily assessment and tasks are adapted well to enable learners to build successfully on prior learning.
- 82 Teaching assistants have a good understanding of learners' needs and work effectively to promote their esteem and to consolidate and extend their understanding and skills.
- 83 All teachers promote equal opportunities extremely well. Every learner is treated equally irrespective of race, background, gender or disability and every opportunity is taken by teachers to celebrate what each learner has to offer.
- 84 The school's policy and systems for assessing, recording and reporting learners' progress and achievements are good with no important shortcomings and fully meet statutory requirements.
- 85 The quality of assessment in the Foundation Phase is good. Observational and baseline assessments are used effectively to identify children's learning needs and to guide further planning.
- 86 Assessment systems in the core subjects provide useful information about learners' achievements. The progress of different groups of learners are identified and carefully tracked. The school is yet to establish a system in the foundation subjects for assessing and levelling learners' work at the end of each key stage.
- 87 The school is a member of a cluster which meets regularly to moderate work in subjects. The need to create portfolios of learners' work in the core subjects has been identified as a priority in the current school development plan.
- 88 Overall day to day marking of learners' work by teachers is good. It is particularly effective where teachers indicate clearly what individual learners need to do to improve. Learners are beginning to evaluate their own work and that of others but this is at its early stage of development.
- 89 The annual reports to parents are of good quality and comply with statutory requirements. They clearly identify learners' achievements and what they need to do in order to improve.

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

Grade 3: Good features outweigh shortcomings

- 90 The findings of the inspection team match the judgement made by the school in its self-evaluation.
- 91 The curriculum is well matched to the needs of the full range of learners' abilities, providing a variety of rich and relevant activities. The curriculum is suitably accessed by those who are gifted and talented or with SEN and fully meets statutory requirements.
- 92 Foundation Phase children receive a variety of stimulating experiences that develop their interests well, actively encouraging them to make choices and become independent learners.
- 93 Appropriate progress has been made in revising the majority of the schemes of work in key stage 2 to incorporate the requirements of the 2008 Curriculum. The work completed thus far ensures that new experiences are skill based and relevant with new learning building progressively on previously acquired skills and knowledge. However, work is still in progress on some schemes.
- 94 Provision for the development of key skills across the curriculum is good. Key and basic skills feature strongly in teachers' planning. Learners' problem solving, numeracy and investigative skills are also promoted well.
- 95 Personal and Social Education is a well established part of the curriculum. The school follows national guidelines well, successfully promoting healthy lifestyles and giving appropriate attention to sex and relationships education, substance misuse and personal safety.
- 96 The school offers a good range of well attended, good quality out of hours clubs which effectively promote learning during and after the school day. These include cross-country sports activities, gardening club and cookery. Learners state how much they enjoy them.
- 97 All learners have equal opportunities to participate in sporting and creative activities. Inter school games and competitions are a valuable part of school life offering good opportunities for learners to extend their talents as well as contributing greatly to health and in promoting self-esteem and teamwork.
- 98 The shared expertise and experience of visitors from the local community and officers from the emergency services have stimulated learners' understanding and enhanced the standards achieved. Residential courses for learners in Years 3, 4, 5 and 6 offer good opportunities for the development of responsibility, consideration of others and social skills as well as developing subject specific skills.

- 99 Provision for learners' spiritual, moral and social development is good. Learners are helped to become mature and considerate by thinking deeply and reflecting on issues that affect their own and other people's lives. They are very effectively encouraged to distinguish right from wrong and to support those less fortunate than themselves. Learners are actively encouraged to take responsibility for their actions, to play a significant role in improving the school and to share in the decision-making process.
- 100 The quality of collective worship sessions is outstanding. They are devout and meaningful occasions during which learners are active participants and given exceptional opportunities to reflect upon some of the issues of the day. They comply fully with statutory requirements.
- 101 The promotion of learners' cultural experiences is good. Through various projects, they learn about the food, clothes, work, traditions and cultures of the wider world and this helps them become responsible global citizens.
- 102 The *Cwricwlwn Cymreig* and learners' bilingual development feature prominently in the life and work of the school.
- 103 The school's partnership with learners, parents, the community, other schools and institutions is good and a major strength. The curriculum is greatly enriched by these effective partnerships as they present opportunities for learners to extend their learning experiences.
- 104 Parents are very supportive of the school and in the pre-inspection meeting with the inspectors and resulting questionnaires they state that they are happy with the quality of education their children receive. Parents and friends help with various classroom activities, and their expertise is used to support specific projects, such as the creation of a school garden.
- 105 The quality of information provided for parents is of a good standard. The school prospectus, the home/school agreement and the governors' annual report to parents, comply fully with statutory requirements.
- 106 Links with other primary schools and the local secondary school are good; the cluster transition plan promotes effective working relationships between all local schools. The close links with colleges of further education lead to effective partnerships with these institutions for the benefit all learners.
- 107 The very strong links with the community broaden and enrich learning experiences well. The school is actively involved in village life and has close links with local groups, the church and small businesses.
- 108 There is some work-related education through visitors such as community police, school nurse and the fire service coming into school to talk to learners. There are also strong links with the local post office. However this is an area identified for further development.

- 109 Sustainable development is good and well established. The school has achieved the Eco-School Silver Award and is currently working towards the green flag. There are facilities for recycling paper, plastic bottles, and cardboard and there is a composter and water butts. There are also water saving devices in all the toilets. Global citizenship is an area identified as in need of further development.
- 110 Shortcomings outweigh good features in the provision for the development of entrepreneurial skills. Although a few opportunities such as running the stalls at the Christmas Fayre, are provided for developing learners enterprise skills, this aspect is underdeveloped.
- 111 The wide range and variety of learning experiences provided by the school lay firm foundations for enabling its learners to acquire the appropriate knowledge, understanding, skill and attitudes that are necessary for lifelong learning.

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

Grade 2: Good features and no important shortcomings

- 112 The findings of the inspection team match the judgement made by the school in its self-evaluation.
- 113 The school plans and manages its care arrangements well. In discussion with learners and the school council individuals were confident that any concerns would be treated seriously and dealt with quickly and fairly.
- 114 Good use is made of specialist support services and the school works closely with parents in any matters relating to the welfare of their child.
- 115 The school council is run effectively and in accordance with regulations. They were instrumental in instigating the new pelican crossing and railings outside the school.
- 116 Induction programmes to help new learners settle in are good. Those arriving outside normal admission times are encouraged to visit and spend some time in school prior to starting. They quickly settle down in this small friendly school.
- 117 Teachers know each individual well which enables them to monitor their needs and progress very closely. Personal and Social Education, collective worship and 'golden time' all contribute to the high standard of personal support and guidance offered by the school.
- 118 The monitoring of attendance, punctuality and behaviour is good. High, but realistic targets are set and although not met last year there was a justifiable reason for this. Registers are well kept and accurate, the majority of absences being medical. Behaviour monitoring is consistent with appropriate strategies in place and external agencies involved where necessary.

- 119 The school's provision for the healthy development, safety and well being of all learners is good. They are currently working on phase three of the Healthy Schools initiative. There is a choice of healthy dinners, learners are encouraged to bring healthy packed lunches and there is a healthy tuck shop at break time. Water fountains provide chilled water which is available throughout the day. Midday supervisors have attended a workshop to promote healthy eating. A new pelican crossing and safety railings were installed in the summer term to improve the safety of all those who use the school.
- 120 There are appropriate procedures and policy for child protection in line with LA guidelines. All teachers, support staff and governors are fully aware of their responsibilities.
- 121 The overall quality of provision for additional learning needs is good and fully complies with the Code of Practice and framework for inclusive education. Early, well focused intervention is a school practice that serves learners well. Staff organise appropriate teaching strategies and through individual education plans, work is clearly adapted to meet individual needs. They ensure that learners with SEN are fully integrated into the life of the school.
- 122 Individual education plans are written jointly by the class teacher and Additional Learning Needs Co-ordinator (ALNCo) and where appropriate, learners themselves are involved in setting learning targets and making self assessments. Parents and carers are suitably involved in the production of these plans. In the best practice, targets reflect small measurable steps that are assessed at regular planned intervals.
- 123 Learners with SEN are well supported within mainstream classes. Those who under-achieve in literacy and numeracy benefit greatly from targeted intervention. The expertise of the teaching assistants in this area is a strength of the school. More able learners are identified and given an appropriate level of challenge.
- 124 Good use is made of outside agencies including educational psychologists, occupational therapists and the health authority. All specialist input is incorporated into individual programmes and has a very positive impact on learning.
- 125 High quality support is provided for learners whose behaviour might impede their progress or that of others. A system of rewards and sanctions underpins an atmosphere of understanding, negotiation and discussion about inappropriate behaviour. Individual plans are in place for learners whose behaviour causes concern.
- 126 All learners whatever their social, educational, ethnic or linguistic background are well supported and treated with dignity and respect. They have equal access to all lessons and activities and stereotyping is challenged by staff. Good race relations are promoted.

- 127 The school has suitable measures in place to eliminate oppressive behaviour, including racial discrimination, bullying and all forms of harassment – this is evident in the learners' outstanding behaviour. Parents who returned the pre-inspection questionnaires were unanimous in their agreement on the high standards of behaviour and values and attitudes promoted by the school.
- 128 All reasonable steps are taken to ensure equal treatment for disabled learners. Disability access to the site is good and there are very good disabled facilities. There is appropriate Disability Equality Scheme and action plan.

Leadership and management

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

Grade 2: Good features and no important shortcomings

- 129 The findings of the inspection team differ to the Grade 3 judged by the school in its self-evaluation. The school had been too self-critical in its self-evaluation and had not paid due regard to the numerous good features in the quality of its leadership and strategic management.
- 130 The skills and vision of the newly appointed head teacher have been key factors in securing the success and improvement of the school and ensuring that, within a short space of time, good progress has been made in the quality of leadership and strategic management. The school has a clear set of aims that firmly puts the welfare and education of the learners at its heart and this is reflected in its daily practices.
- 131 Staff and governors have a good understanding of the school's principles and priorities and play an active role in its development. Teachers undertake their curricular responsibilities conscientiously and their views are taken fully into account by the head teacher when making key decisions. This contributes substantially towards fostering a strong team ethos.
- 132 The school's day-to-day procedures are based on explicit principles and values. Equal opportunities are provided for all and the contributions of learners, parents, governors and staff are appreciated. Staff are actively involved in the formulation of policies and their views are highly valued.
- 133 The day-to-day running of the school is managed effectively by the head teacher, and the school clerk.
- 134 Appropriate attention is paid to national and local priorities. The school has gained the Basic Skills Quality Mark accreditation on two occasions and is currently on the third phase of the Healthy Schools Initiative. Sustainable development, thinking skills and assessment for learning all feature highly in the school's programme of work.
- 135 As an LA beacon school for trialling ways of integrating the early years and key stage 1 into one Foundation Phase, a significant amount of good work has been carried out in terms of planning and provision for this age range.
- 136 The school collaborates well with a number of partnerships which include colleges, teacher-training establishments and other primary schools in the area. Learners and staff benefit substantially from these partnerships.
- 137 LA officers, advisers and advisory teachers work closely with the school and make a key contribution to its development.

- 138 The targets set at the end of the key stage are challenging and realistic and take appropriate account of learners' current and potential attainment. Individual groups are carefully identified and given additional support to help them achieve their targets.
- 139 Staff development is a strong priority for the school and has a positive impact on teaching and learning. The training opportunities provided through school-based training, staff meetings and attendance at externally organised courses, are of good quality.
- 140 Performance management procedures are securely in place throughout the school. The objectives agreed upon take into account both the needs of the individuals and the school's priorities.
- 141 Governors have a thorough understanding of the school's developmental needs and, in close collaboration with the head teacher, are very influential in setting the strategic direction of the school. Individual governors are all members of a range of committees which play an important role in supporting school development. Governors fulfil their duties conscientiously and appreciate the importance of their role as critical friend to the school. They fulfil their monitoring and evaluation responsibilities effectively.
- 142 The head teacher has worked closely with the governors in order to ensure that all regulatory and legal requirements are fulfilled thoroughly.
- 143 There is a policy and clear procedures that any person should follow if they wish to make a complaint about the school. The guidelines include detail of the course of action to be followed, and sets specific time limits for resolving any complaint.

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

Grade 3: Good features outweigh shortcomings

- 144 The inspection team's judgements match the school's findings in its self-evaluation report.
- 145 The head teacher and staff use the information gathered through self-evaluation effectively to raise standards and make improvements. The school's judgements in its self-evaluation report agree with the findings of the inspection team in three of the seven key questions. Where they differ in four key questions, the grades awarded by the school were lower than the inspection team's judgements.
- 146 The recently established self-evaluation processes focuses clearly on the quality of provision and standards achieved. They draw on direct evidence from a number of sources that include learners' work, lesson observations, curriculum audits and benchmarking information. However, self-evaluation is in

its early stage of development and is not as yet, fully incorporated in the school processes of planning for improvement.

- 147 Members of staff contribute regularly to self-evaluation processes. However, their roles and responsibilities as subject co-ordinators have not yet been fully developed.
- 148 Although the overall quality of communication between school and parents is effective, there are no clear procedures for providing opportunities for parents to express their views about various aspects of school life. The School Council is an important forum for learners to discuss matters which affect their daily lives in school and to influence the decision-making process.
- 149 The school's self-evaluation report is relatively short and precise and of good quality. It has a clear focus on standards and performance and the comments made are generally evaluative rather than descriptive. The judgements made are clear, honest and evidence based. Both the strengths of the school and the areas for improvement are identified in the report.
- 150 There are clear links between the outcomes of self-evaluation and the priorities included in the School Development Plan. The plan is a collaborative effort involving staff and governors, it is based on objective evidence and is closely linked with self-evaluation outcomes. It provides a clear strategic direction for the work of the school and identifies both immediate and long-term priorities for action. Detailed development plans are drawn up which are monitored against clear targets and success criteria. Specific tasks are identified and individual members of staff are assigned to put the plans into action.
- 151 Good progress has been made in addressing four of the five key issues identified in the 2003 inspection report. Standards in music have improved significantly, teaching and learning is now monitored effectively by the head teacher and both the quantity and quality of resources are good. Planning for the development of key skills is now good.
- 152 Implementing a systematic self-evaluation process continues to be one of the school's main priorities.

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

Grade 2: Good features with no important shortcomings

- 153 The inspection team's judgements differ to the Grade 3 deemed by the school in its self-evaluation report. As in previous key questions, the school has been over-cautious in its evaluation of these aspects.
- 154 Learners are well-supported by an appropriate number of qualified and experienced teachers who have the knowledge and expertise to teach all aspects of the school curriculum. They have an increasingly clearer

- understanding of their roles and responsibilities and regularly update their knowledge and skills through in-service training.
- 155 Classroom support assistants make an invaluable contribution to the teaching and learners' progress. Weekly planning meetings with the class teachers enable them to have a good understanding of the work to be undertaken to support pupils in their learning.
- 156 The school secretary, caretaker, cleaners, cook and mid-day supervisors are all valued members of staff and make a positive contribution to the school community.
- 157 The head teacher and governors have responded positively to the requirements of workforce remodelling and are in the process of reviewing the roles and responsibilities of all the teaching staff.
- 158 Learners have access to a wide range of good quality resources that match their learning experiences. There is an appropriate supply of books in the central library and provision for learning and teaching ICT is good. Teachers and learners use these resources effectively.
- 159 The accommodation provides a suitable setting for teaching and learning and is adequate for the number of learners. Recent adaptations led by the governors, to the way classrooms are used, has allowed a better environment for the Foundation Phase and key stage 1 learners and given them direct access to the outdoor area. Displays of learners' work enhance the environment and although small, the hall provides ample room for physical and other class activities.
- 160 An interesting and stimulating outdoor area has been provided for the Foundation Phase and practitioners take every opportunity to teach the children outdoors.
- 161 All the school's resources are managed effectively and efficiently. The careful budgetary arrangements ensure that specific sums of money have been earmarked to support the school's main priorities and reasonable funds are kept in reserve in order to respond to any unexpected eventuality.
- 162 Staff are used efficiently and effectively. Arrangements for teachers' planning, preparation and assessment time are effectively managed providing the head teacher with regular opportunities to monitor progress in each class. This is having a positive impact on teaching and learning.
- 163 The school regularly reviews its use of resources, thus securing value for money.

Standards achieved in subjects and areas of learning

English

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

Key stage 2: Grade 2 – Good features and no important shortcomings

Good features

- 164 All learners are confident communicators both with adults and other children. They listen very attentively to their teachers and other adults and quickly realise the need to adapt their spoken language and intonation of voice in different situations. Throughout the school, learners eagerly explain their chosen tasks and very effectively discuss their choices with their peers and teachers.
- 165 Nearly all learners in key stage 1 read well at levels appropriate to their age and ability and make good progress in phonics and basic word recognition. Learners use appropriate strategies to arrive at meaning, for instance building words up phonetically or using illustrations or the context of the story to help. Most display a real interest in books and talk confidently about those they have read.
- 166 Good progress is made by nearly all key stage 1 learners in writing. Most form letters, space words and write simple sentences using appropriate punctuation. They recognise that writing comes in a variety of forms and is used for different purposes and audiences. By year 2, they are beginning to develop and use widening vocabulary and spell common words correctly with many using more complex sentence construction effectively.
- 167 Throughout key stage 2, the majority of learners continue to make good progress in reading clearly and accurately. Most demonstrate good understanding, discussing characters, plots and their favourite authors sensibly. Nearly all use content and index pages effectively, identifying relevant information on a range of subjects including myths and legends. Learners visit the school library regularly and use the Internet for research purposes.
- 168 Key stage 2 learners produce a wide variety of creative and factual work, including diaries and letter writing both in terms of content and the conventions of writing. By year 6, most use paragraphs effectively. Across the ability range, learners write legibly, demonstrate a recognisable style and clearly take pride in their work. Most have a good knowledge of biographical and autobiographical writing and write at length using correct punctuation marks.

Shortcomings

- 169 There are no important shortcomings.

Science

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

Key stage 2: Grade 2 – Good features and no important shortcomings

Good features

- 170 Key stage 1 learners make good progress in their scientific enquiry skills. During their investigation of the properties of some of the materials found in toys, they ask questions such as 'how' and 'why' very confidently and use simple criteria for classification purposes. They produce their own ideas, make their own suggestions on how to conduct an investigation and make sensible predictions of the expected outcomes. They have an increasing understanding of the requirements of fair testing and conduct a good variety of investigations making detailed observations and measurements. They communicate their findings in appropriate pictures, graphs, tables and 'concept cartoons.'
- 171 Learners in key stage 1 use the correct scientific terminology when naming parts of the human body, they have a good understanding of how to keep healthy and are able to identify the foods that are a crucial part of a healthy diet.
- 172 Key stage 2 learners search for, access and select relevant scientific information from a range of sources including ICT, very skilfully during the planning stage of investigations. They communicate their findings clearly by writing, diagrams, tables and charts.
- 173 Learners in key stage 2 use their previous knowledge very effectively when investigating how light travels through materials and what materials reflect light. They turn the focus of investigations into their own ideas, outline their planned approach and make informed predictions of the expected outcomes. They demonstrate a thorough understanding of the requirements of fair testing, identify which variables need to be kept constant and which to change, and identify the equipment required for their enquiry. During the investigation, they make careful observations and accurate measurements and are quick to identify any inconsistencies in their results.
- 174 When reflecting upon the outcomes of their investigations, nearly all learners in years 5 and 6 form simple generalisations by explaining the links between cause and effects and make suggestions on how their approach could have been improved.

Shortcomings

- 175 There are no important shortcomings.

History

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

Key stage 2: Grade 2 – Good features and no important shortcomings

Good features

- 176 Key stage 1 learners make good progress in their historical enquiry skills as they use a range of sources such as photographs, illustrations and artefacts to find out about the past. They ask and answer questions about the past and are beginning to make some informed judgements based on historical evidence.
- 177 All learners in key stage 1 make good progress in their historical knowledge and understanding. When investigating toys from different historical periods, they use their observation skills very effectively to suggest whether or not they are old or new citing particular features such as the materials they are made of, to support their judgement. Having arrived at their own conclusions, they meticulously place the toys on a timeline and judge whether a particular toy was played with by their parents or grandparents.
- 178 By Year 2, the chronological awareness of nearly all learners develops well. They realise that the past can be divided into different periods and use appropriate historical vocabulary when describing events in the past.
- 179 During a class discussion on which objects in the home were invented during the Victorian period, learners in years 3 and 4 make intelligent distinctions between the living conditions during the Victorians and those of today. They demonstrate a good sense of chronology as they describe how everyday objects have changed with the passage of time.
- 180 All learners in years 5 and 6 use historical information very effectively when placing household items on a timeline made by them. They give reasoned arguments for their decisions and use a range of sources such as books and ICT, when researching for information. Most make informed suggestions on how some important inventions have changed people's lives.
- 181 Visits to local places of historical interest by key stage 2 learners have contributed substantially towards deepening their understanding of the past and developing their good ability to interpret different sources of historical evidence.

Shortcomings

- 182 There are no important shortcomings.

Art and design

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

Key stage 2: Grade 2 – Good features and no important shortcomings

Good features

- 183 Throughout the school, the quality of learners' displayed work is good. In key stage 2, learners benefited from working with a media artist to produce simple animations in two-dimensional and three-dimensional form depicting 'Art in Nature'. The use of the digital camera with detailed drawings produces work of a good standard, with learners carefully observing features such as colour, shape, line and tone.
- 184 In key stage 1, most learners confidently select colours appropriate to the visual aid presented. Nearly all make appropriate choices about colour and medium using a range of techniques to create texture in drawings and paintings. Most learners achieve good standards when painting their own picture of selected toys before gluing onto a piece of recycled jeans.
- 185 All key stage 2 learners enjoy experimenting with a good range of media and materials. Most confidently understand the process of mirror image repeating patterns, confidently drawing simple shapes before transposing their design onto a grid. They discuss repeating patterns and how these are effective in producing pieces of art, very intelligently. Higher attaining learners confidently investigate mirror image patterns, flipping images through 180 degrees, imaginatively repeating the process with precision until the entire grid has been filled.
- 186 Learners in key stage 2 produce many good quality large scale pieces of artwork, including portraits of people wearing Tudor costumes. Most show a good knowledge of scale and perspective, confidently using the local environment as inspiration.
- 187 The majority of learners have a good understanding of the work of contemporary Welsh artists, craft workers and designers working through a range of media. The majority confidently and accurately identify good features in their own work and offer constructive comments about how it might be improved.

Shortcomings

- 188 There are no important shortcomings.

Music

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

Key stage 2: Grade 2 – Good features and no important shortcomings

Good features

- 189 Good standards are achieved in singing across the school. At both key stages, learners sing an appropriate repertoire of songs which include hymns, popular music and the music of Wales. They sing with increasing control of breathing, diction, dynamics and pitch.
- 190 Nearly all key stage 1 learners correctly identify high and low notes and loud and soft. They demonstrate a good sense of rhythm as they clap and stamp to the steady beat of a familiar Welsh nursery rhyme.
- 191 Key stage 1 learners achieve good standards when creating a sequence of sounds with combinations of metallic instruments and sound makers to illustrate the movements of a robot. They follow the directions of the conductor carefully and improve their performance with practice
- 192 Learners in key stage 2 listen to a wide range of music critically making discrete distinctions within the musical elements. They recognise and describe musical characteristics very adeptly explaining in detail the sounds made by the different families of instruments in an orchestra. The majority of the learners speak knowledgeably about the music of others from different times and cultures, including the music of Wales.
- 193 Good standards are achieved by nearly all key stage 2 learners as they explore, combine and organise sounds for composing and arranging their own music. They plan and make decisions about which instrument is best suited to portray a crashing sound maintaining a part as a member of a group very effectively. They use a number of playing techniques which they practise and evaluate in order to improve their performance.

Shortcomings

- 194 Although there are no important shortcomings, the ability of key stage 2 learners to sing simple part songs is limited.

Physical education

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

Key stage 2: Grade 2 – Good features and no important shortcomings

Good features

- 195 Throughout the school, all learners develop good physical skills and achieve well in various indoor and outdoor activities. The majority evaluate their activities well.
- 196 All learners understand the importance of warming up and cooling down activities and have a good understanding of the beneficial effects of exercise upon their bodies. The majority recognise the importance of safety when taking part in physical activities both in the hall and on the hard playing surfaces outside.
- 197 In key stage 1, most learners demonstrate good control of body movements as they perform a series of rhythmic dance patterns. They produce a good variety of marching movements, nearly all confidently march on the spot, then move forwards and backwards for counts of eight, finishing with a salute. Nearly all learners demonstrate a range of appropriate, well controlled movements with straight arms and legs.
- 198 Key stage 2 learners display good co-ordination and control when performing a range of activities relating to travelling to and from various strategic locations around the perimeter of the play-ground. They follow verbal instruction and respond appropriately with high levels of enthusiasm and fairness. They make simple judgements about their own and others' performance and use this information effectively to improve their own efforts.
- 199 Levels of health and well-being are greatly enhanced by whole school fitness sessions.

Shortcomings

- 200 There are no important shortcomings.

School's response to the inspection

The staff, governors and pupils of Ysgol Llanfynydd would like to thank Mr Wil Williams and his team for the courteous, pleasant and professional manner in which they conducted the inspection. The report presents a fair representation of our school during this period of change in leadership at Ysgol Llanfynydd.

As a staff, we felt that the inspection was a positive experience and are pleased that the inspectors recognised that progress has been made. We are pleased with the statement which comments that the welfare and education of the learners is at the heart of the school's aims and values which is reflected clearly in its ethos and daily practices.

We are particularly proud of the children whose behaviour was described as 'exemplary' and they show great respect and kindness towards each other and adults. We were also pleased that it was recognised that our learners are well-motivated and respond extremely positively to all aspects of learning. We are extremely proud of the level of good quality teaching identified throughout the school, which is above the national average.

We pride ourselves on our 'family' atmosphere and our strong relationships with parents, governors and the community. We are pleased it was recognised that the staff know each individual child well which enables them to monitor their needs and progress very closely.

The head teacher, staff and governors agree with the recommendations which had already been identified in our School Development Plan. An Action Plan will be produced and a summary shared with parents using the recommendations within the report to improve and develop the school.

We consider the final report to be a true reflection of the hard work of the staff, pupils, parents and governors. We are now looking forward to the future, moving the school, as a team, into its next phase building on its strengths.

Appendix 1

Basic information about the school

Name of school	Llanfynydd C.P. School
School type	Primary inc Foundation Phase
Age-range of learners	4 – 11 yrs
Address of school	Llanfynydd, Wrexham, Flintshire
Postcode	LL11 5HG
Telephone number	01978 760351

Head teacher	Mrs Elizabeth Knight
Date of appointment	1 st September 2009
Chair of governors	Mr Mark Davies
Registered inspector	Wil Williams
Dates of inspection	9 – 11 November 2009

Appendix 2

School data and indicators

Number of learners in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of learners	7	6	6	4	8	8	2	9	50

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	1	2.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	17.2:1
Pupil: adult (fte) ratio in nursery classes	7:1
Pupil: adult (fte) ratio in special classes	Not applicable
Average class size, excluding nursery and special classes	22.5
Teacher (fte): class ratio	1.25:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2008	84.9	95.6	93.5
Spring 2009	90.1	93.0	92.9
Summer 2009	86.5	94.5	93.7

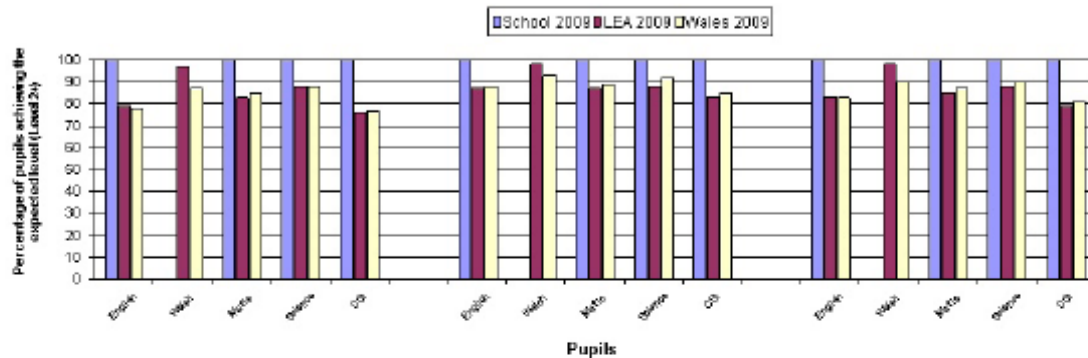
Percentage of learners entitled to free school meals	13%
Number of learners excluded during 12 months prior to inspection	None

Appendix 3

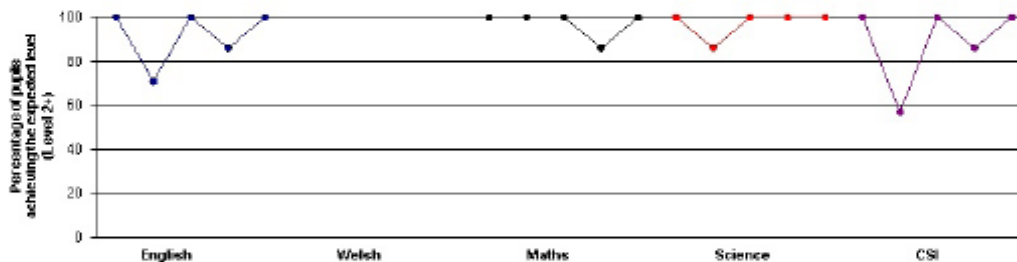
School comparative information: National Curriculum Assessments 2009 with benchmarking Key Stage 1

Percentage of boys, girls, and pupils achieving at least the expected level (Level 2+):

	Boys			Girls			Pupils		
	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009
English	100	79	78	100	87	88	100	83	83
Welsh	-	97	87	-	98	93	-	98	90
Maths	100	83	85	100	87	89	100	85	87
Science	100	88	88	100	88	92	100	88	90
CSI	100	76	77	100	83	85	100	79	81



School Performance over time (2005 - 2009)



Contextual Information

Benchmarked against schools with a similar percentage of pupils eligible for free school meals.

School's results shown in greyed boxes. Column headings refer to...

Quartile 1 School is in the top 25 per cent.

Free School Meal Group

Quartile 2 School is in the top 50 per cent but not the top 25 per cent.

Quartile 3 School is in the bottom 50 per cent but not the bottom 25 per cent.

Less than 8 percent eligible for FSM

Quartile 4 School is in the bottom 25 per cent.

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
English		88		92		100	
Welsh		85		100		100	
Maths		88		96		100	
Science		92		100		100	
CSI		82		90		100	

Notes:

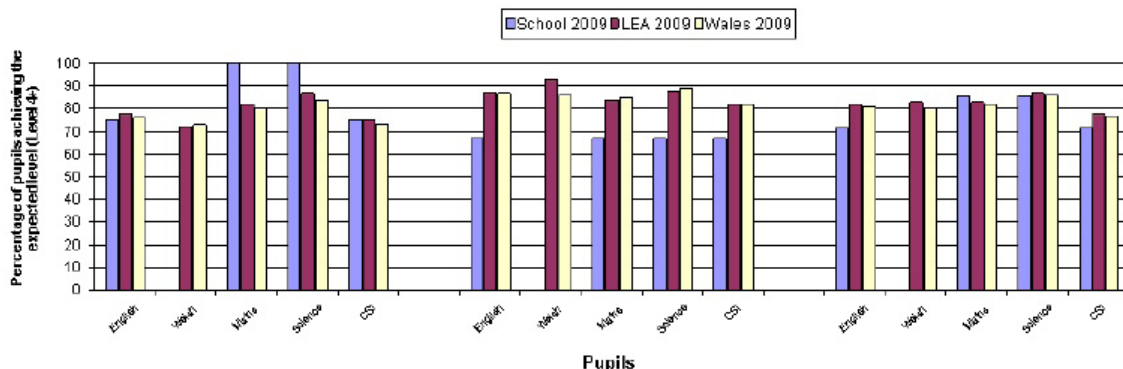
1. Figures for Welsh refer to attainment in Welsh first language only.
2. CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 2 in both Mathematics and Science and either English or Welsh first language.

3. If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

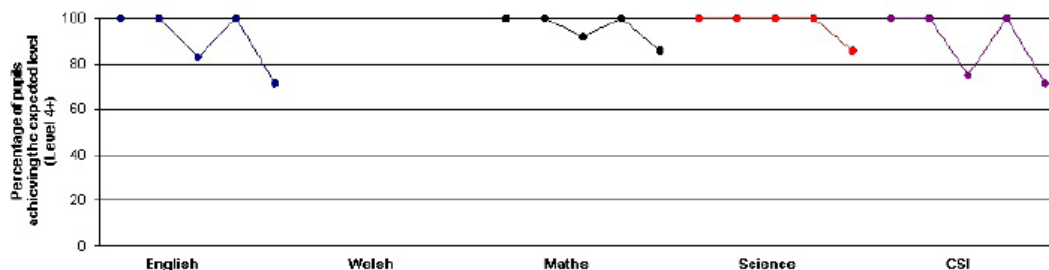
School comparative information: National Curriculum Assessments 2009 with benchmarking Key Stage 2

Percentage of boys, girls, and pupils achieving at least the expected level (Level 4+):

	Boys			Girls			Pupils		
	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009
English	75	78	76	67	87	87	71	82	81
Welsh	.	72	73	.	93	86	.	83	80
Maths	100	82	80	67	84	85	86	83	82
Science	100	87	84	67	88	89	86	87	86
CSI	75	75	73	67	82	82	71	78	77



School Performance over time (2005 - 2009)



Contextual Information

Benchmarked against schools with a similar percentage of pupils eligible for free school meals.

School's results shown in greyed boxes. Column headings refer to...

Quartile 1 School is in the top 25 per cent.

Free School Meal Group

Quartile 2 School is in the top 50 per cent but not the top 25 per cent.

Quartile 3 School is in the bottom 50 per cent but not the bottom 25 per cent.

Less than 8 percent eligible for FSM

Quartile 4 School is in the bottom 25 per cent.

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
English	71	84		90		100	
Welsh		75		88		100	
Maths		84	86	92		100	
Science		89		97		100	
CSI	71	80		88		96	

Notes:

1. Figures for Welsh refer to attainment in Welsh first language only.

2. CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 4 in both Mathematics and Science and either English or Welsh first language.

3. If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

Appendix 4

Evidence base of the inspection

Three inspectors, and the school's nominee, spent the equivalent of six inspector days in the school and met as a team before the inspection.

These inspectors visited:

- sixteen lessons or part lessons, fifteen of which were in the subjects inspected; and
- registrations, assemblies and acts of collective worship.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection;
- senior managers, teachers, support and administrative staff;
- groups of learners representing each year group; and
- the school council.

The team also considered:

- the school's self-evaluation report;
- sixteen responses to parents' questionnaire;
- documentation provided by the school before and during the inspection;
- a wide range of learners' past and current work; and
- samples of learners' reports.

After the inspection, the team held meetings with teachers, senior managers and governors.

Appendix 5

Composition and responsibilities of the inspection team

Inspector	Type	Aspects
Wil Williams	Registered Inspector	Context; Summary; Recommendations; Annexes; Key questions 1, 5, 6 and 7 Science, history and music
Peter Clarke	Team Inspector	Key questions 2, 3a and 4b English, art and design, and physical education
Justine Barlow	Lay Inspector	Contributions to key questions 1c, 3b, 4a and 4c
Elizabeth Knight	Nominee	Provision of information

Contractor

Evenlode Education Ltd,
Little Garth,
St John's Close,
Hawarden,
Flintshire,
CH5 3QJ

Acknowledgement

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