

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

**A Report on the Quality of Education in**

**Llantysilio C.I.W. Controlled School  
Llantysilio, Llangollen,  
Denbighshire. LL20 8BT**

**School Number: 6633034**

**Dates of Inspection: 18/06/07**

**by**

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Llantysilio C.I.W. Controlled 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 Llantysilio C.I.W. Controlled School took place between 18/06/07 and 20/06/07. An independent team of inspectors, led by Edward Goronwy Morris undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

<b>Grade 1</b>	good with outstanding features
<b>Grade 2</b>	good features and no important shortcomings
<b>Grade 3</b>	good features outweigh shortcomings
<b>Grade 4</b>	some good features, but shortcomings in important areas
<b>Grade 5</b>	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. Llantysilio Primary School is a voluntary controlled Church in Wales School situated in the village of Llantysilio approximately two miles west of Llangollen. The school draws pupils from a wide catchment area stretching from Llantysilio itself to the neighbouring area of Llangollen, Eglwyseg, Rhewl, Llandynan and Pentredwr. English is the first language spoken. No pupils speak Welsh as their first language. The area served by the school is described as neither prosperous nor disadvantaged. Pupils represent the full ability range. Ten per cent of the pupils are registered as entitled to receive free school meals. This is lower than the local education authority's (LEA) average of 12.8% and the all-Wales average of 19.7%. Information from Baseline Assessments indicates that pupils' attainment on entry to school is generally below the LEA average.

2. There are currently 30 pupils on the school register from Reception to Year 6. There are no pupils of Nursery age. Six pupils have been identified as having special educational needs (SEN), including three on school action plus and two pupils with a statement of special educational need. There are no pupils who are 'looked after' by the local authority and no pupils for whom English is an additional language (EAL).

3. In addition to the head teacher, there are two full-time teachers and a teacher who works part time at the school. Pupils are arranged into two classes. The head teacher took up his post in September 1998. The school attained the Basic Skills Agency's Quality Mark and the Investors in People Award in 2005. The school was last inspected in May 2001.

4. Since January 2006 the school has been clustered with Ysgol Dyffryn Iâl, sharing the same head teacher who spends half his time in each school. A full-time teacher was appointed to the Key stage 2 class in January 2006. During the inspection, the Early Years/Key stage 1 class was taught by a supply teacher.

### **The school's priorities and targets**

5. The school aims to serve the community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its pupils.

6. The school's main priorities and targets outlined in the school development plan (SDP) for 2006-2007 include:

1. Improving standards in the key skills.
2. Reviewing schemes of work and resources for assessment, Early Years, physical education, music, art, Welsh and history.
3. Reviewing anti-bullying scheme and progressing the Healthy Schools scheme.
4. Reviewing church and community links.
5. Improving Governor-parent communication.
6. Reviewing Child protection procedures
7. Reviewing Self-evaluation.

## Summary

7. Llantysilio CiW School is a good school with many strengths. The very good relationships apparent in the school contribute strongly to pupils' sense of security. As a result, they are confident in themselves and in their ability to make positive contributions to the life of the school. They make good progress and achieve well. Good progress has been made since the last inspection. Standards in English, mathematics, physical education and religious education have improved significantly.

8. The findings of the inspection team concur with the opinion of the school in its self-evaluation report in five of the key questions. In the other two questions, the inspection team awarded a lower grade.

### 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 2
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

### Grades for standards in subjects inspected

Inspection Area	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
mathematics	Grade 2	Grade 2
information technology	Grade 3	Grade 3
design technology	Grade 3	Grade 3
physical education	Grade 2	Grade 2
religious education	Grade 2	Grade 2

9. Pupils including those with special educational needs (SEN) succeed, regardless of their ability, gender, or social background. They all make good progress and achieve agreed learning targets and goals.

10. The overall quality of the educational provision for the under-fives is appropriate to their needs and pupils make good progress towards the Desirable Outcomes for Children's Learning. They make good progress in their communication skills and in their personal and social development.

11. Standards in the key skills of speaking and listening, reading, writing and numeracy are good. Pupils' information and communications technology (ICT) skills

have good features which outweigh shortcomings. Creative and problem-solving skills develop well throughout the school.

12. Pupils have a good understanding of Welsh commands and greetings. However, they lack confidence to use the language in informal situations. Consequently, their bilingual competence and skills have good features which outweigh shortcomings.

13. Given the small number of pupils in each cohort, National Curriculum data and benchmark information needs to be treated with caution. Teacher assessments in 2006, indicate that 75 per cent of pupils in Key stage 1 achieved the core subject indicator (CSI) i.e. the expected level 2 in the three subjects of English, mathematics and science compared to the national average of 81 per cent. In the same year in key stage 2, 80 per cent of pupils attained the CSI at level 4 or above compared to the national average of 74 per cent. When these results are compared with similar schools with more than eight per cent and less than 16 per cent of pupils eligible for free school meals, the school is in the top 50 per cent. The difference between the performance of girls and boys is similar to the national average.

14. Pupils acquire new knowledge and skills with confidence. The majority work well independently and know how to improve their work.

15. Pupils throughout the school are well behaved. They are kind and caring towards each other and courteous to staff and visitors to the school. Attendance and punctuality are also good.

16. Pupils make good progress in the development of their personal and social understanding. They understand the importance of keeping healthy.

17. They show a good understanding of equal opportunities issues and of aspects of diversity within society.

18. Pupils have a good sense of community and demonstrate a good understanding of sustainable development. Their understanding of the world of work is less well developed.

### **The quality of education and training**

19. The quality of teaching was judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
6%	82%	12%	0%	0%

20. This is a significant improvement from the last inspection and compares well with the national picture reported by Her Majesty's Chief Inspector in her annual report 2005-2006. Nationally, the quality of teaching is good in 79 per cent of lessons, including 17 per cent of lessons with outstanding features.

21. A particularly strong feature of the teaching is the successful way in which teachers establish very good working relationships that foster learning.

22. In both classes, pupils are challenged and motivated in a wide range of appropriate learning experiences which cater for the wide range of abilities. This ensures that all pupils take an active role in their learning.

23. The effective involvement of Learning Support Assistants (LSAs) in the learning process has a very positive impact on pupils' learning.

24. In the very few lessons where there are shortcomings in the teaching, the balance between teacher input and pupil learning activities is inappropriate and the active engagement of all pupils is not always secured.

25. Teachers' use of incidental Welsh is developing well; however, there is generally insufficient regular use of Welsh on an informal basis to develop pupils' bilingual skills progressively.

26. The quality of assessment is good. Processes and procedures meet statutory requirements. Tracking systems identifying individual pupils' progress are in place. The reports to parents and other agencies are thorough and of good quality.

27. The curriculum provided is broad and balanced, meets statutory requirements and is suitably differentiated to meet the needs of the range of pupils. The school actively encourages and enables pupils to be healthy.

28. The provision the school makes for the development of basic and key skills has good features which outweigh shortcomings. Good opportunities are provided for the development of speaking and listening, reading and numeracy. The development of handwriting, presentation and information technology skills is under-promoted.

29. The *Cwricwlwm Cymreig* is well integrated into schemes of work and is effectively promoted through various subjects. There is, however, insufficient detailed planning for the promotion of pupils' active bilingual skills.

30. The school makes good provision for the development of pupils' moral, social and cultural understanding. The school takes good account of the Personal and Social Education Framework.

31. Mutually beneficial relationships have been established between the school and parents. Partnerships with other providers and interested parties are good.

32. The school has effective policies to promote equal opportunities, tackle social disadvantage and to guard against stereotyping. All pupils have equal access to the opportunities the school provides. The School Council develops pupils' understanding of decision-making.

33. Pupils demonstrate good understanding of the importance of behaving in a sustainable way and Global Citizenship is well promoted. Currently, work related education is under-developed.

34. The school is successful in making learning enjoyable and stimulating for all pupils.

35. The quality of care, support and guidance for all pupils including children under five and those pupils who have special needs is good. Llantysilio primary school is a fully inclusive community.

36. An ethos of trust is fostered well by the school. Pupils recognise it and are happy to approach their teachers for help in resolving any problems they might have if they feel a need.

37. The school has effective measures in place to monitor punctuality, attendance and behaviour.

38. The school's provision for ensuring healthy development and the well being of all pupils is good. The child protection policy is appropriate and in line with local procedures.

39. Provision for pupils with special education needs (SEN) is good and fully meets the SEN Code of Practice. A significant aspect of the school's provision for pupils with special needs is the good quality support they get in withdrawal groups.

40. The school has well planned and documented procedures for dealing with race equality, disability discrimination and equal opportunities.

### **Leadership and management**

41. The school has a distinctive Christian ethos and explicit aims and values which actively promote shared values about learning, behaviour and relationships. These are reflected in the warm and friendly atmosphere, which is immediately evident to school visitors.

42. The head teacher provides caring and sensitive leadership. He is very well supported by the Governing Body (GB) and all members of staff. Since January 2006, the school has been clustered with another school. This has placed significant additional demands on the head teacher's time and energy. The appointment of a full-time teacher in Key stage 2 has had a very positive impact on pupils' achievements.

43. The school recognises the need to define more clearly the managerial and school-improvement roles of members of staff and to use performance management and in particular classroom observations more effectively in the light of these changes.

44. Governors are very committed to the school and supportive of the head teacher and members of staff. The chair of the GB works very closely with the head teacher. Other than a few minor omissions in the Annual Report to Parents, which have been brought to the attention of the school, statutory requirements are met.

45. Good features outweigh shortcomings in the school's procedures for evaluating and improving quality and standards. The head teacher has a good understanding of the school's strengths and areas for improvement. The school recognises the need to be more systematic and inclusive and to develop a greater focus on pupil achievement rather than provision in order to come to a firm conclusion on whole-school standards.

46. Good progress has been made since the last inspection. All the key issues have been addressed. The school recognises the need to further improve School Development Planning in the light of the head teacher's new role.

47. The school makes good use of available resources. The school is well staffed. Support staff work effectively with teachers as a cohesive team. Pupils benefit very well from this seamless partnership. While there are opportunities for members of staff to attend courses the school recognises the need for further training in some areas including child protection.

48. Learning resources are well managed. There are a variety of attractive displays which enhance the quality of the work pupils do and advance their self-esteem.

49. While the indoor accommodation is small and somewhat cramped, teachers make good use of the space available. There is however, currently no secure play area for the under-fives.

50. The GB regularly revisits and evaluates its spending procedures in order to ensure good value for money.

## Recommendations

In order to improve the school further, the head teacher, governors and members of staff need to:

- R1 raise standards in information technology and design technology in both Key stages;
- R2 continue to improve key skills with a particular focus on pupils' handwriting, ICT, and bilingual skills;
- R3 review and define clearly the managerial and school improvement roles of members of staff to reflect the head teacher's new role;
- R4 give greater focus in self-evaluation and improvement planning to monitoring and evaluating pupils' achievements and increase the number of classroom observations;
- R5 work with the LEA to improve facilities for outdoor learning.

**Note:** The school has already identified R2, R4 and R5 as priorities within its own self-evaluation report and school development plan.

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

51. The findings of the inspection team match the judgement made by the school in its self-evaluation report.

52. Pupils' standards of achievement in the lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
7%	86%	7%	0%	0%

53. These percentages are higher than the Welsh Assembly Government's all Wales targets for 2007 i.e. that 98% of standards should be satisfactory (Grade 3) or better and 65% good or better (Grade 2). They show a good improvement on the standards at the previous inspection.

#### Grades for standards in subjects inspected

Inspection Area	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
mathematics	Grade 2	Grade 2
information technology	Grade 3	Grade 3
design technology	Grade 3	Grade 3
physical education	Grade 2	Grade 2
religious education	Grade 2	Grade 2

54. Pupils including those with special educational needs (SEN) succeed, regardless of their ability, gender, or social background. They all make good progress and achieve agreed learning targets and goals.

55. The overall quality of the educational provision for the under-fives is appropriate to their needs and pupils make good progress towards the Desirable Outcomes for Children's Learning. They make good progress in their communication skills and in their personal and social and creative development.

56. Pupils use their communication skills well. Standards of speaking, listening and reading in both key stages are good. Pupils speak confidently in discussion and offer contributions freely. They listen to others with intent.

57. Pupils' reading skills are progressing well. Pupils have a very positive attitude to reading and achieve good standards in reading a variety of texts across the curriculum. The quality of pupils' writing is good and pupils use their writing skills effectively. The school has recognised the need to improve pupils' handwriting.

58. Pupils' numeracy skills are good. They make good use of various methods of gathering information and present these in relevant and appropriate contexts.

59. Some limited effective use of pupils' ICT skills is made, for example in supporting their work in science; however, pupils' ICT skills are not consistently and progressively used to promote their learning across the curriculum. Pupils do not make sufficient independent use of ICT to further investigate topics and gather relevant information across all subjects. As a result, pupils' ICT skills have shortcomings.

60. Creative and problem-solving skills develop well throughout the school.

61. Pupils have a good understanding of Welsh commands and greetings. They respond well to questions about themselves and the weather. They use a range of sentence patterns well and express themselves clearly when ordering lunch. As yet, bilingualism is not sufficiently nor consistently integrated into the life of the school. Consequently, pupils' lack confidence and their bilingual competence and skills have shortcomings.

62. Given the small number of pupils in each cohort, National Curriculum data and benchmark information needs to be treated with caution. Teacher assessments in 2006, indicate that 75 per cent of pupils in Key stage 1 achieved the core subject indicator (CSI) i.e. the expected level 2 in the three subjects of English, mathematics and science compared to the national average of 81 per cent. In the same year in Key stage 2, 80 per cent of pupils attained the CSI at level 4 or above compared to the national average of 74 per cent. When these results are compared with similar schools with more than eight per cent and less than 16 per cent of pupils eligible for free school meals, the school is in the top 50 per cent. The difference between the performance of girls and boys is similar to the national average.

63. Pupils acquire new knowledge and skills with confidence. They have a good understanding of what they are doing in lessons and how well they are progressing. They speak confidently about the progress they make in various subjects, and have a good measure of understanding of their strengths and weaknesses. In both classes, pupils' show motivation, work productively and make good use of their time. They work well independently and in general, they know how to improve their work.

64. Pupils throughout the school are well behaved and friendly. They are kind and caring towards each other and courteous to staff and visitors to the school. There have been no exclusions from the school in the twelve months prior to the inspection.

65. Attendance is good. For the three terms prior to the inspection attendance was 96.5 per cent. This is above the national average for primary schools. Punctuality is also good and school transport is reliable and arrives in good time for the start of the school day.

66. Pupils at both Key stages are making good progress in the development of their personal and social understanding. Relationships within the school are very good. This enables pupils to feel a great sense of security. As a result, all pupils, including those with SEN, feel accepted and are confident in themselves and in their ability to make positive contributions to the life of the school. They understand the importance of keeping healthy.

67. Pupils show a good awareness of equal opportunity issues. They have a good understanding of the culture and traditions of people in other parts of the world. Older pupils are sensitive to the needs of people in poorer countries such as Africa and feel an obligation to help in some way.

68. Pupils have a good sense of community as a result of the family ethos prevalent in the school. They take part in community events such as the celebration of Harvest and Christmas. Pupils demonstrate a good understanding of sustainable development and are fully aware of the importance of sustainable energy and working with nature. Their understanding of the world of work is less well developed.

## The quality of education and training

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

#### Grade 2: Good features and no important shortcomings

69. The findings of the inspection team match the judgement made by the school in its self-evaluation report.

70. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6%	82%	12%	0%	0%

71. This is a significant improvement from the last inspection and compares well with the national picture reported by Her Majesty's Chief Inspector in her annual report 2005-2006. Nationally, the quality of teaching is good in 79 per cent of lessons, including 17 per cent of lessons with outstanding features.

72. A particularly strong feature of the teaching is the successful way in which teachers establish very good working relationships that foster learning. All children are valued and treated equally. Relationships are very positive.

73. In both classes, teachers' planning is thorough so that pupils are challenged and motivated in a wide range of appropriate learning experiences. Time limits for the completion of tasks, resources and teacher interventions are appropriate for the age and ability of all pupils.

74. Teachers stimulate and challenge pupils through lively presentations and purposeful questioning. Differentiated tasks to cater for the wide range of abilities ensure that all pupils take an active role in their learning.

75. The effective involvement of LSAs in the learning process has a very positive impact on pupils' learning.

76. Teachers have good knowledge and understanding of the subjects they teach, and are aware of recent developments. Homework is set on a regular basis, and tasks are appropriately linked to classroom work.

77. Teachers' use of incidental Welsh is developing well and promotes the development of pupils' bilingual skills. However, there is generally insufficient regular use of Welsh on an informal basis to develop pupils' bilingual skills progressively. This adversely affects pupils' confidence to use these skills fluently in informal situations around the school.

78. In the very few lessons where there are shortcomings in the teaching, the balance between teacher input and pupil learning activities is inappropriate and the active engagement of all pupils is not always secured.

79. The quality of assessment is good. Processes and procedures meet statutory requirements. Teachers keep a good overview of pupils' progress through the standard and quality of the marking they do of pupils' work in their books. They make good use of the frequent conversations they have with pupils, to celebrate their achievements and to discuss with them what they need to do to improve. They effectively use a range of tests to supplement and refine this detailed knowledge. Assessment information is well used in their planning and assures the good progress pupils make. Teachers use of end of Key stage assessment papers purposefully to determine the progress pupils make at the end of each Key stage. Through analysis of the results, teachers moderate the achievement of their pupils against the achievements of pupils in other schools in the locality and across Wales.

80. Tracking systems identifying individual pupils' progress are in place at Key stage 1 and at Key stage 2. They are, however, not sufficiently well integrated with one another to be fully effective in tracking pupil's progress across the age range.

81. Baseline assessment is used effectively when children first enter school. It offers a good starting point for children's personal and academic development and is used well to identify the additional needs of specific children.

82. Pastoral and academic records are of a good quality. They maintain a good overview of the progress made by pupils in their learning. Pupils understand the relevance of assessment and what it seeks to achieve. Generally they are aware of areas of learning where they need to improve and have some responsibility for setting their own targets for improvement.

83. The quality of school reports is good. The contents of the reports clearly indicate what pupils, know, understand and can do. Targets for improvement are less well defined. Parents are able to respond both in writing and also during the more formal occasion when parents meet their children's teachers. Should parents have concerns about their children's progress, the school welcomes the opportunity to discuss them without waiting for the formal event.

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

#### **Grade 2: Good features and no important shortcomings**

84. The findings of the inspection team match the judgement made by the school in its self-evaluation report.

85. Through its curriculum, the school provides good stimulating learning experiences that meet the needs of all pupils including those with special needs.

86. The overall quality of the educational provision for the under-fives is appropriate to their needs and pupils make good progress towards the Desirable Outcomes for Children's Learning.

87. Overall the school provides a broad and balanced curriculum for all pupils. The schemes of work and medium-term and short-term planning that underpin the delivery of the curriculum are now comprehensive and of good quality.

88. Curricular provision is flexible. Teachers use this facility well to provide differentiated work for pupils of varying ability. The flexibility in the curriculum ensures that pupils build upon the success of previous learning enabling them to make good progress in core and foundation subjects.

89. The provision the school makes for the development of basic and key skills has good features which outweigh shortcomings. Good opportunities are provided for the development of speaking and listening, reading and numeracy. The development of handwriting, presentation and information technology skills is under-promoted.

90. The *Cwricwlwm Cymreig* is well integrated into schemes of work and is effectively promoted through various subjects. Teachers' use of incidental Welsh is developing well, however, there is insufficient detailed planning for the promotion of pupils' active bilingual skills, to ensure that Welsh and English are used effectively as media in teaching and learning.

91. Pupils benefit from visits arranged to support topic work in school. The personal and social skills of older pupils are significantly enhanced through the residential visit they make to the Urdd camp at Bala and through participation in various sporting events including Dragon Sports. No extra-curricular activities are currently offered to pupils on the school site.

92. The school makes good provision for the development of pupils' moral, social and cultural understanding. Pupils are encouraged to co-operate effectively with one another and take responsibility for their own action. Teachers nurture community values and positive relationships very effectively. Visits arranged by the school to the International Eisteddfod in Llangollen enable pupils to gain a good understanding of the culture of Wales and of the wider world. Pupils' understanding of and respect for diversity is further enhanced through religious education lessons when pupils study non-Christian faiths such as Islam and Judaism.

93. Mutually beneficial relationships have been established between the school and parents. There is an active parent-teacher association (PTA), which gives good support to the school. Parents appreciated the school's "open door" policy and the opportunities they have to visit the school on open evenings. Partnerships with other providers and interested parties are good. There are good links between the school and the local cluster of schools. The links with Ysgol Dinas Bran, the local secondary school are also good. Pupils have had the opportunity to visit the school to use gymnastic equipment on a weekly basis. Students taking an A level course in physical education have supported some activities, further enhancing pupils' experiences. Much emphasis is placed upon enabling a smooth transition of pupils from Year 6 to Year 7. Year 6 pupils are currently involved in a transition project on Africa. The school has good partnership arrangements with initial teacher training institutions. Placement of students at the school enhances the quality of learning experiences for pupils.

94. The school takes good account of the Personal and Social Education Framework. The local police liaison officer gives good levels of support to the school's health education objectives. Through him pupils gain a good insight into issues such as substance misuse and personal safety. The school nurse makes a significant contribution to pupils' understanding of the process of growing up. In all other respects, curricular provision complies with legal and statutory requirements including those relating to the National Curriculum.

95. Currently work related education is under-developed as pupils having few opportunities to experience the world of work. Efforts to establish links with employers have generally been unsuccessful.

96. The school has effective policies to promote equal opportunities, tackle social disadvantage and to guard against stereotyping. Pupils have good understanding of the issues relating to these aspects of community life. All pupils have equal access to the opportunities the school provides.

97. Pupils demonstrate good understanding of the importance of behaving in a sustainable way. Initiatives in school include paper recycling and an advertising campaign reminding pupils to turn off the lights. Pupils are aware that taps in school are of a type that avoids the waste of water.

98. Global Citizenship is well promoted, the school having received the Impetus award in 2005. Pupils attend Children's Day at the International Eisteddfod each year. This gives them a good perspective of the world being a family of nations. On one occasion they participated in the delivery of the annual peace message.

99. Entrepreneurial skills are at an early stage of development. The school council has been involved in decision-making regarding the internal decoration of the school. Involvement in fundraising is an area in which they have expressed an interest.

100. The school is successful in making learning enjoyable and stimulating for all pupils. During the inspection pupils affirmed this to be the case. It is clear that pupils have developed positive attitudes towards learning that are likely to stay with them into adulthood.

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

##### **Grade 2: Good features and no important shortcomings**

101. The findings of the inspection team do not match the judgements made by the school in its self-evaluation report. Inspectors did not identify outstanding features that would warrant a grade 1.

102. The quality of care, support and guidance for all pupils including children under-five and those pupils who have special needs is good. Llantysilio primary school is a fully inclusive community where the head teacher and the members of staff care deeply about the academic and pastoral welfare of the children and pupils in their charge.

103. Relationships are consistently good and well promoted by the quality of the care arrangements that are in place. The very good relationships contribute strongly to pupils' sense of security and engender the confidence and self-esteem shown by them.

104. Appropriate support programmes ensure that the specific needs of pupils are well met. The school draws upon the expertise of a good range of external services when required.

105. The school is well supported by an active PTA that organizes events and raises money for the school. The school operates an "open door" policy, which is appreciated by parents. Parents are welcome to play a part in the life of the school. Currently, however, few of them do.

106. The induction programmes for settling children entering the school for the first time are good. The head teacher is pro active in visiting local playgroups where he encourages parents of the under-fives to visit the school. Older pupils transferring from other schools settle quickly because of the friendly and accepting attitudes of established pupils towards them.

107. The school fully takes into account the Personal and Social Education Framework in its care and guidance arrangements. An ethos of trust is fostered well by the school. Pupils recognise it and are happy to approach their teachers for help in resolving any problems they might have.

108. The school has effective measures in place to monitor punctuality, attendance and behaviour. Parents are reminded each year of the importance of regular attendance. They are encouraged to telephone the school when their child is absent. Appropriate outside agencies are called in should it be necessary.

109. The school's provision for ensuring healthy development and the well being of all pupils is good. As part of the Healthy Schools Initiative a water cooler has been installed. From this pupils fill their own plastic water bottles before lessons start. Discussions with the school council indicate that pupils are aware of the importance of healthy lifestyles, which includes exercise. The school has a person qualified in

first aid. Good arrangements are in place for pupils who have specific physical needs.

110. The head teacher is the designated person with responsibilities for child protection and has undergone the necessary training. The child protection policy is appropriate and in line with local procedures. Training for other members of staff and the governor with responsibility for child protection is planned.

111. Provision for pupils with special education needs (SEN) is good and fully meets the SEN Code of Practice. Teachers use the good knowledge they have of their pupils to identify early those who have learning or personal difficulties. They resolve many problems through the well differentiated teaching they use on a daily basis. If more specific help is needed pupils are entered onto the SEN register and Individual Education plans (IEPs) are written by the class teacher and the member of staff responsible for pupils with SEN. IEPs are of good quality and set the pupils clear targets for improvement. The school works positively with parents and enlists their support and keeps them well informed about the progress their children make.

112. A significant aspect of the school's provision for pupils with SEN is the good quality support they get in withdrawal groups. Sessions are carefully structured and pupils are kept well focused upon their tasks. The quality of this support contributes strongly to the good progress they make in achieving the targets set for them.

113. Although the school has no pupils who demonstrate high levels of challenging behaviour it has good procedures in place to ensure positive behaviour management. They ensure that behaviour is not allowed to either disrupt opportunities for learning or impede the progress pupils make.

114. The school makes good provision for equal opportunities. All pupils have equal access to every aspect of school life. The school is careful to avoid stereotyping through the resources and activities it provides. No pupil is discriminated against as a result of his or her gender or disability. Good provision is made for pupils with physical disabilities. The individuality of pupils is well celebrated by the school.

115. Effective measures are in place to eliminate racial discrimination, bullying and harassment. Pupils are confident that any concerns they have in relation to these would be dealt with promptly and fairly by members of staff.

116. The school successfully promotes racial equality. Pupils in discussion demonstrate sensitive understanding of issues surrounding racial discrimination. They recognise the need for harmony among all members of any community, including their own.

## Leadership and management

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

#### Grade 2: Good features and no important shortcomings

117. The findings of the inspection team match the judgement made by the school in its self- evaluation report.

118. The school has a distinctive Christian ethos and explicit aims and values which actively promote shared values about learning, behaviour and relationships. These are reflected in the warm and friendly atmosphere, which is immediately evident to school visitors.

119. The head teacher provides caring and sensitive leadership. He is very well supported by all members of staff. There is a strong sense of, and a commitment to, teamwork. Relationships between members of staff and between members of staff and pupils are very positive and impact well on pupils' personal, social and educational development.

120. Since January 2006, the school has been clustered with another school. This has placed significant additional demands on the head teacher's time and energy. The appointment of a full-time teacher in Key stage 2 has had a very positive impact on pupils' achievements. The school recognises the need to define more clearly the managerial and school-improvement roles of members of staff in the light of these changes.

121. The school takes full advantage of local and national initiatives. Close co-operation exists between the local schools, for example, promoting Healthy Living and in supporting the Physical Education and School Sports project. The school has gained accreditation through the Basic Skills Agency Quality Mark and Investors in People.

122. Whole-school targets set for pupils at the end of Key stages are challenging and realistic and are based on an assessment of the likely performance of each pupil.

123. Performance Management (PM) arrangements have been introduced and appropriate performance objectives agreed, but classroom observation is not a regular feature of school life. Opportunities have been made available for members of staff to attend courses and to receive support from the LEA advisory team. The head teacher recognises the need to use classroom observations and opportunities to share good practice more effectively as tools to raise standards.

124. The school meets statutory requirements for reducing teachers' workloads. All members of staff have appropriate time during the school week for planning, preparation and assessment (PPA) and this is used effectively. The head teacher ensures that the teachers have a fair workload and administrative tasks are kept to a minimum.

125. Governors are very committed to the school and supportive of the head teacher and members of staff. The chair of the GB works very closely with the head

teacher. There are several relatively new governors and they are keen to attend training courses in order to enable them to fulfil their responsibilities.

126. Governors were consulted and given the opportunity to contribute to the School Evaluation Report. The GB made the decision to support the head teacher in his current role of head teacher of a cluster group of schools. Governors continue to monitor this role and the impact on performance.

127. Other than a few minor omissions in the Annual Report to Parents, which have been brought to the attention of the school, statutory requirements are met.

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

#### **Grade 3: Good features outweigh shortcomings**

128. The findings of the inspection team do not match the judgment made by the school in its self-evaluation report. The inspection team identified shortcomings in the way performance is monitored and evaluated and in the effectiveness of planning for improvement.

129. Elements of the self-evaluation process have been in place in the school for some time and have been used to inform school development planning. The head teacher has a good understanding of the school's strengths and areas for improvement. Detailed self-evaluation has been carried out by members of staff in a number of subject areas. In the best examples, it carefully considers provision and is supported by evidence of pupil achievements. The practice is not consistent across the age range. The school recognises the need to be more systematic and to develop a greater focus on pupil achievement rather than provision in order to come to a firm conclusion on whole-school standards.

130. Good use is made of the school's own assessment data and National Curriculum assessments to identify areas for improvement.

131. Members of staff and governors were involved in producing the self-evaluation document. There is currently no formal mechanism for seeking the views of parents. The School Council provides valuable opportunities for pupils to make their views known on a number of issues.

132. The self-evaluation report produced by the school before the inspection considers each of the seven key questions of the inspection framework and identifies strengths and areas for development. It is not sufficiently explicit about what needs to be improved. It matches the grades awarded by the inspection team in five of the key questions. In the other two, the inspection team awarded a lower grade.

133. The School Development Plan (SDP) sets out a three year programme covering the period 2005 – 08. The plan has been kept under review and identified priorities adequately resourced. The link between the self-evaluation document and the priorities listed in the SDP is not evident. The plan makes no reference to the significant changes in school organization in January 2006. Consequently it does not provide a clear strategic direction to the life and work of the school.

134. Good progress has been made since the last inspection. All the key issues raised during the last inspection have been addressed. There have been significant improvements in standards and in the use made of assessment. New toilet facilities have been provided. The school recognises the need to further improve School Development Planning in the light of the head teacher's new role.

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

#### **Grade 2: Good features and no important shortcomings**

135. The findings of the inspection team match the judgements made by the school in its self-evaluation report.

136. The head teacher is effectively supported by well-qualified and enthusiastic teachers. They use their experience well to address the needs of all pupils including the under-fives and those with special needs.

137. LSAs make a significant contribution to the good quality learning experiences provided for pupils. They work effectively with teachers as a cohesive team. Pupils benefit very well from this partnership.

138. The professional development of members of staff is linked to the performance management process in place at the school. While there are opportunities for members of staff to attend courses the school recognises the need for further training in some areas including child protection.

139. While the indoor accommodation is small and somewhat cramped, teachers make good use of the space available. There is currently no secure play area for the under-fives which is an important provision for the development of physical skills. The development of a play area for the under-fives has been correctly identified as a priority in the school's self-evaluation report.

140. Teachers and LSAs work hard to ensure that the various indoor areas are bright and colourful. There are good displays of work pupils have completed across curriculum subjects. These displays enhance the quality of the work pupils do and advance their self-esteem.

141. The school caretaker is effective in keeping indoor areas clean in the short period of time allocated to her for this task each week.

142. The quality and quantity of resources to support work in the curriculum are good. Resources are used well by teachers to enrich lessons and to provide a focus for pupils' learning. Resources are regularly audited. Where shortfalls in resources are identified or worn out resources need replacing, funds are made available for new purchases.

143. The school budget is kept under review by the governors and is annually audited by the LEA. The school regularly revisits and evaluates its spending procedures in order to ensure good 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

144. Pupils in Key stage 1 make good progress in their speaking and listening skills. They listen to their teacher with careful attention and accurately carry out the instructions they are given. They answer questions with increasing confidence and share their ideas clearly in the conversations they have with one another.

145. In Key stage 2 pupils of all abilities listen to their teacher and to one another intently. They show appreciation for the finer aspects of work read to them by individual pupils. They make positive and constructive comments in response. On such occasions, younger pupils express their thoughts in meaningful sentences. Older pupils speak more fully using extended speech. All show high levels of confidence in their skills of speaking and listening including those pupils with SEN.

146. Pupils in Key stage 1 are enthusiastic readers. They use word-attack skills effectively when encountering unfamiliar words. They use the punctuation marks they see in their books to create expression when reading out loud.

147. Younger pupils in Key stage 2 read independently and accurately. They read with enjoyment and give good reasons for their choice of books to read. Pupils in this age group distinguish between fact and fiction and understand the purpose of the index and content page in information books. Older pupils respond well to the challenge of complex texts in the books they read. They identify authors of fiction they have enjoyed reading and highlight the different genres of writing which give them the most pleasure. They have good understanding of plot development in works of fiction. They make sensible and sometimes novel suggestions as to what might happen next in the story line of their reading books.

148. Pupils in Key stage 1 develop their skill of writing well. They write in complete sentences and often link them together to make greater meaning. They increasingly write for different purposes and are beginning to develop a personal style in writing.

149. Pupils have a good understanding of the need for punctuation when they write, and use it effectively in the stories, poetry and non-fiction writing they produce.

150. Younger pupils in Key stage 2 have increasing understanding of the importance of structure in their writing, particularly in the stories they create. They are beginning to be aware of more advanced conventions of writing such as paragraphing. They are well aware of the importance of impact and difference in text openings. Older pupils write effectively in a variety of forms including poems, letters and reports. Prior to writing they plan their stories well. They take good account of the audiences for which they write and use adjectives and clauses to create impact and effect. Pupils have a good understanding of the need for mood and atmosphere

in their writing. Their understanding enables them to skilfully alter the mood in passages of prose they encounter. More-able pupils write in extended form. They use creative ideas well in such writing. They pay close attention to paragraphing and punctuation and sequence and structure ideas and events successfully.

### **Shortcomings**

151. There are no important shortcomings; however, pupils' handwriting and presentation skills are inconsistent.

<b>Mathematics</b>
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**Key Stage 1: Grade 2: Good features and no important shortcomings**

**Key Stage 2: Grade 2: Good features and no important shortcomings**

### **Good features**

152. Pupils of all ages including those with SEN make good progress in mathematics.

153. In Key stage 1, pupils have a good grasp of basic number processes. They count forwards and backwards confidently and arrange numbers in numerical order. They add up single digit numbers accurately and recognise patterns in number. They are developing appropriate mathematical language, including odd and even, fewer and more than.

154. By the end of the Key stage, they have good knowledge of number bonds to 20 and understand the connection between addition and subtraction. They add and subtract number and money accurately and discuss their work using appropriate language. They demonstrate a good understanding of place value, shape, time and comparison of quantities. They recognise halves and quarters and tell the time confidently using half-hours and quarter-hours using both digital and analogue times. They know the name of properties of simple two-dimensional and three-dimensional shapes including the number of sides and corners.

155. In Key stage 2, pupils demonstrate a range of mental strategies and answer questions relating to the multiplication tables quickly and accurately. Younger pupils write in hundreds, tens and units correctly. The majority show good understanding of number bonds to 20 and of simple multiplication and division. Most demonstrate an appropriate understanding of fractions, measure, shape and space.

156. By the end of the Key stage, pupils have a good knowledge of place value. Most use the four rules of number confidently and accurately and demonstrate a quick recall of table facts. They count on quickly and correctly in twos, threes and sixes and sevens and understand the link between multiplication and division. More-able pupils use their knowledge of multiplication and division effectively to solve problems. They understand the relationship between fractions, decimals and percentages.

157. Pupils understand and use the different units of measurement for time, weight, length and capacity accurately. They identify and classify two-dimensional and three-dimensional shapes using appropriate vocabulary. They recognise and name the key features of a graph and interpret correctly information presented in the form of graphs and charts.

## Information technology

**Key Stage 1: Grade 3: Good features outweigh shortcomings**

**Key Stage 2: Grade 3: Good features outweigh shortcomings**

### Good features

158. In both Key stages, pupils make increasing use of a range of programmes to develop their basic skills in English and mathematics.

159. Pupils in Key stage 1 use the mouse effectively to click on icons, to follow prompts and drag items displayed on the screen. Their keyboard skills are developing. Older pupils use word processing, graphics and data-handling packages successfully and with support, save and print out their work.

160. In Key stage 2, the majority of pupils log on, access programs, save and retrieve and print their work confidently. They are developing their ability to communicate, share and exchange ideas and information in different forms including graphs and pictures.

161. Pupils use different fonts, borders and backgrounds for example when producing character portraits in the form of wanted posters. They add images successfully to the text.

162. They are beginning to explore how information is stored in a simple database and produce simple bar charts to show children's favourite fudge. They are beginning to understand that information can be organised using a simple spreadsheet.

163. They use simple graphics programs successfully to create wrapping paper designs and to draw a plan of the classroom.

164. They find out specific information from the Internet to support their work in a number of subjects.

### Shortcomings

165. In both Key stages, pupils' development of their IT skills is within a limited range and their ability to work independently varies across the age range. A significant minority has limited keyboard skills.

166. In Key stage 2, pupils' ability to select, process and interrogate information in the form of databases is limited. Their use of ICT based models and simulations to explore patterns and relationships are under-developed.

167. Older pupils do not make sufficient independent use of the Internet to develop their interpretation and analytical skills.

## Design technology

**Key Stage 1: Grade 3: Good features outweigh shortcomings**

**Key Stage 2: Grade 3: Good features outweigh shortcomings**

### Good features

168. Pupils at both Key stages take ownership of the planning for and execution of their designing and making activities. They treat the tools and materials they use with respect and are mindful of the need to act in a safe way at all times.

169. Pupils in Key stage 1 show good levels of control over tools they use and identify the materials and equipment they might need. In puppet making activities, pupils demonstrate a developing skill in assembling and joining the component parts of finished pieces of work.

170. Prior to practical activities, pupils discuss their ideas using the appropriate vocabulary. They are beginning to identify possible problems in the methods they use to carry out their tasks. In their work, such as the making of panpipes, pupils make a good record of the methods they use to create the instrument. The evaluations they carry out once the artefact is made are perceptive.

171. In Key stage 2, pupils including those with SEN, use their imaginations well in generating a wide range of ideas for possible use in their work. They have good insights into the way their products will look once made and plan their work with these insights in mind. Their evaluations of finished products are good. They share the evaluation process with one another and discuss aspects that worked well and those that did not. The effectiveness of their evaluations enables them to identify possible changes they might make in their work.

172. Pupils use their entrepreneurial skills well in designing and making activities. They accurately cost their fudge making activities, the finished product being presented to their mothers.

### Shortcomings

173. In both Key stages, pupils' knowledge of simple mechanisms including wheels, axles and joints is limited. They are not sufficiently aware of control technology.

174. In Key stage 2, pupils' understanding of how electrical circuits can be used to achieve functional results 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

175. Pupils in both Key stages work hard, listen carefully to instructions and carry them out to the best of their ability. They show good levels of perseverance in the development of their own skills and performance.

176. They dress appropriately for physical activities and carry, move and set out equipment carefully when asked to do so. They act responsibly when collaborating in pairs or in groups.

177. Pupils in Key stage 1 show good spatial awareness during warm up activities. They demonstrate good levels of control when running and avoiding others. In gymnastics, pupils have good awareness of their own bodies. Using their imagination they make good body shapes to fit the requirements of instructions they are given.

178. Pupils in Key stage 2 consolidate the skills they have learnt in the previous key stage. They understand that in order to prepare their bodies for exercise they need to carry out warm up activities at the beginning of the lesson. Pupils show good levels of understanding of the part exercise plays in maintaining healthy bodies.

179. They are developing successfully the skills of sending, receiving and striking a ball. Older pupils demonstrate good hand-eye co-ordination and use their hands appropriately when they catch balls at different levels.

180. Pupils have good awareness about the ways in which their skills are developing. They show composure and good levels of confidence when demonstrating their accomplishments in throwing and catching activities to the rest of the class.

181. In gymnastics, pupils show good levels of balance and control when using different methods of travelling on apparatus and on the floor.

## Religious 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

182. Pupils have a good understanding of the beliefs and practices of Christianity. They are aware of the importance of Christian values and relate them to everyday life. They are very well informed concerning the major Christian festivals and of the significance of certain days. They recognise and understand the meaning of the symbols of the cross and candles and the distinctive worship cloth. They respond well to Anglican greetings and responses.

183. In Key stage 1, pupils understand about things that are special to them and develop positive attitudes towards themselves and others. They have a good knowledge of appropriate stories from the Bible.

184. In Key stage 2, pupils talk with authority about religious leaders and the practices, beliefs and values of the Christian religion. They discuss abstract concepts making links with their own experiences and feelings. They are increasingly aware of

the questions and issues raised by their experience and of the ways religious beliefs and practices influence human relationships.

185. Pupils extend their knowledge of stories and parables from the Bible and explain their relevance to contemporary life. They are increasingly aware of the use of signs and symbolism in religion for example the symbolism of water in baptism. They understand why early Christians used the sign of the fish.

186. They are familiar with elements of other religions such as Judaism and Islam and discuss their significant features well.

187. They demonstrate good levels of moral and cultural awareness and are acquiring a range of skills which enable them to explore religion and to express their own responses to questions that are raised.

### **School's response to the inspection**

Staff and Governors have considered the outcomes of the inspection and conclude that they do reflect the overall work of the school. We are very pleased with the report.

The inspection was thorough, wide ranging and professional, and recognised positive elements of pupils' attitudes, behaviour and involvement in their learning.

The report notes the care and support systems that underpin our curricular provision. It additionally notes the skill and dedication of our teachers and the care and talent of support staff.

The focus on standards and attainment clearly recognises those areas in which further attention is needed. Further development and improvement will certainly follow as we act on the recommendations made. The recommendations for developing the school are appreciated.

Staff and Governors will work to ensure that the recommendations are put in place and addressed, providing a challenge for us all to work together to make Ysgol Llantysilio an even better school.

The Inspection contributed significantly to our recognition of the strengths of our school and identified clear areas for further improvement and development. We will work on the Action Plan and will respond fully to the recommendations listed.

Governors are pleased that the inspection report recognises the positive impact of developments since January 2006.

## Appendix 1

### Basic information about the school

Name of school	Llantysilio C.I.W. Controlled School
School type	Nursery and Primary
Age-range of pupils	3-11
Address of school	Llantysilio Llangollen Denbighshire
Postcode	LL20 8BT
Telephone number	01978 860551

Headteacher	Mr Gordon Hughes
Date of appointment	September 1998
Chair of governors/ Appropriate authority	Mr Roger Cragg
Registered inspector	Mr Goronwy Morris
Dates of inspection	18-20 June 2007

## Appendix 2

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	0	5	1	3	8	4	3	6	30

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2.5	1	2.8

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	11:1
Pupil: adult (fte) ratio in nursery classes	N/A
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	15
Teacher (fte): class ratio	1.4:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2006	N/A	100%	95.8%
Autumn 2006	N/A	93.7%	95.1%
Spring 2007	N/A	95.7%	96.0%

Percentage of pupils entitled to free school meals	10%
Number of pupils excluded during 12 months prior to inspection	0

## Appendix 3

### National Curriculum Assessment Results End of key stage 1:

<b>National Curriculum Assessment KS1 Results 2006</b>	Number of pupils in Y2	8
As the number of pupils eligible for assessment at the end of key stage 1 was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	75%	In Wales	81%

D Pupils who have been disapplied from the statutory arrangements  
W Pupils who are working towards level 1

### National Curriculum Assessment Results End of key stage 2:

<b>National Curriculum Assessment KS2 Results 2006</b>	Number of pupils in Y6	5
As the number of pupils eligible for assessment at the end of key stage 2 in was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) according to teacher assessment			
In the school	80%	In Wales	74%

D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum  
A Pupils who have failed to register a level because of absence  
F Pupils who have failed to register a level for reasons other than absence  
W Pupils who are working towards level 1

## Appendix 4

### Evidence base of the inspection

Three inspectors and a peer assessor spent six inspection days at the school.

The inspectors visited:

- 16 lessons or parts of lessons
- every class
- daily acts of collective worship

Members of the team met as a team at the start of the inspection and with:

- members of staff, governors and parents prior to the inspection;
- the head teacher, teachers, support staff, the school council and groups of pupils during the inspection.

The team also considered:

- the school's self-assessment report;
- 12 responses to a parents' questionnaire;
- comprehensive documentation prepared by the school prior to and during the inspection;
- a wide range of pupils' previous and present work.

After the inspection, meetings were held with members of staff and governors.

## Appendix 5

### Composition and responsibilities of the inspection team

<b>Team Members</b>	<b>Responsibilities</b>	<b>Subjects/ Areas of learning</b>
Mr.Goronwy Morris Registered Inspector	Context, Summary and recommendations Key questions 1,2, 5 and 6	mathematics information technology religious education
Mrs Justine Barlow Lay Inspector	Contributions to Key Questions 1, 3, 4 and 5	
Mr Kerry Knapper Team Member	Key question 3,4 and 7; and contributions to Key Questions 1 & 2	English, design technology physical education
Mrs Dorothy Davies Peer Assessor	Contributions to all key questions	

### Acknowledgement

The inspection team would like to thank, the governors, the head teacher, the staff, pupils and parents for their co-operation during the inspection.

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