

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

YSGOL MAES HYFRYD

CYNWYD

CORWEN

DENBIGHSHIRE

School Number: 663-2239

Date of Inspection: 23-25 February 2004

by

MRS SYLVIA CLOUGH

Registered Inspector

Date: 28 April 2004

Under Estyn Contract Number: CT139/03P

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CURRICULUM NOMENCLATURE AND KEY STAGES

A new nomenclature to describe pupils' progress through school was introduced in 1989. This system of numbering year groups from the start of compulsory schooling to age 18 is intended to ease communication among schools, governing bodies, parents and LEAs and emphasise the importance of continuity.

The term "Reception" (R) is applied to the year group of pupils in a primary school (not a nursery class) who attain the age of 5 during the academic year. "Year 1" (Y1) is applied to the year group of pupils who attain the age of 6 during the academic year and so on to Y13, the year group who attain the age of 18 during the academic year:

{PRIVATE }	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Years	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18

Key Stage (KS) 1 of the national curriculum consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

GRADE DESCRIPTIONS

The five-point grading scale used to represent the main judgements in this report is as follows:

1. Very good: many good features, some of them outstanding.
2. Good: good features and no major shortcomings.
3. Satisfactory: good features outweigh some shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

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1. CONTEXT

The school and its priorities

Maes Hyfryd Primary School is in the village of Cynwyd, approximately two to three miles from Corwen. It serves the village and the rural area surrounding it. The numbers have fallen since the last inspection and there are 63 children on the school roll, with six of them in the nursery class. Thirty-five of the pupils are drawn from homes outside the school catchment area. The school notes that 75 per cent of the pupils come from homes which are neither prosperous nor economically disadvantaged and 25 per cent from relatively prosperous homes. Thirty-two per cent come from Welsh-speaking homes and the remainder from English-speaking homes. There are no pupils of ethnic origin in the school at present. There are 13 pupils on Code of Practice steps for special educational needs (SEN), with one boy with a statement for having a sight defect. Three per cent of pupils are entitled to free school meals.

Maes Hyfryd School is a Welsh language school. Welsh is the language used for school administration and it is the medium of teaching in Key Stage (KS) 1. Teaching is in Welsh and English in KS2.

The school's main aims are to create an atmosphere and environment where pupils can grow, develop and mature to become confident individuals who perform each activity to the best of their ability, and responsible members of a society who are aware of the importance of the consideration of the well-being of others as well as their own well-being.

2. MAIN FINDINGS

The main findings of the report

- The educational provision for the children under five years of age in Maes Hyfryd School is appropriate and promotes the Desirable Outcomes for Learning. By the time the children are five years of age, the majority exceed the Desirable Outcomes for Children's Learning. Basic assessments show that attainment at the start of school is middling for the majority of the children. The standards of achievement in the six areas of learning are as follows:

Personal and social development	Very Good
Language and literacy development	Very Good
Mathematical Development	Very Good
Knowledge and Understanding of the World	Very Good
Physical Development	Very Good
Creative Development	Very Good

- Maes Hyfryd School is a good school. It has a number of very good features and this stems from very good leadership and particularly effective teamwork.
- One of the school's assets is that it enables its pupils to express themselves confidently, and with increasing accuracy, in both languages by the time they reach Year (Y) 6 and before they transfer to secondary school.

- In the lessons observed, standards of achievement were very good in 50 per cent of the work and good in 50 per cent. Pupils' standards of achievement in National Curriculum (NC) subjects are as follows:

Subject	KS1	KS2
Welsh First Language	Very good	Very good
English	-	Good
Mathematics	Good	Good
Science	Very good	Very good
Design Technology	Very good	Very good
Information Technology	Good	Very good
History	Good	Very good
Geography	Good	Very good
Art	Very good	Very good
Music	Very good	Very good
Physical Education	Very good	Very Good
Religious Education	Very good	Very good

- Pupils with SEN make progress in line with their ability and they make good progress towards the targets for improvement, set by the school, within their Individual Education Plans (IEPs).
- Results are given according to ethnicity and gender.
- Standards of achievement in the key skills are as follows:

Speaking	Very good
Listening	Very good
Reading	Very good
Writing	Very good
Overall grade for literacy and communication	Very good
Numeracy/application of number	Good
Information and communications technology (ICT)	Good

School ethos

- The provision for pupils' spiritual, moral, social and cultural development is very good and reflects the positive ethos set by the staff, The pupils respond well to the acts of collective worship, and opportunities are given to pupils to reflect on aspects of faith, as well as the main messages of the worship.
- The staff promote very good moral standards and values throughout the school. Pupils understand what is expected of them and they appreciate the school's rules and methods of tackling any instances of bullying. They feel that sound, fair and caring standards are set by staff. One boy has been excluded from the school during the last year, and this followed every attempt by the staff to solve the behaviour problems of that pupil.
- The school is a very happy community and the attendance rates throughout are satisfactory, at 94.1 per cent last year.

Quality of education

- The quality of teaching is very good in 50 per cent of the lessons observed, good in 43 per cent, satisfactory in seven per cent. No unsatisfactory lessons were seen during the inspection. The sessions are well structured and effective use is made of time. Several

good strategies are used and the activities are sufficiently challenging, with the pupils being stretched appropriately according to their age and ability.

- The quality of recording and reporting is good. The school has an assessment policy which includes clear procedures agreed upon by staff and governors of the school.
- Pupils' work is marked regularly and there is consistency in the written comments. They provide constructive advice for improvement.
- The curriculum provided for pupils is suitable, broad and balanced and meets NC requirements and the Agreed Syllabus for religious education within the authority.
- The curriculum for children under five years of age promotes the Desirable Outcomes.
- The curriculum is socially inclusive and each child has access to the full curriculum. The teachers continue to improve the planning for the key skills across the curriculum.
- There are appropriate policies and schemes of work for each subject, including personal and social education. These schemes are effectively implemented across the curriculum.
- The support and guidance given to pupils, and the care for their welfare are very good. The management team, the teachers and support staff know the pupils and their families well and the school has a quiet, happy and caring atmosphere. Clear procedures have been recorded for pupils' welfare, health and safety while in the care of staff, be that on the school premises or on a visit. The staff use appropriate and fair measures to get rid of oppressive behaviour, including bullying.
- The provision for pupils with SEN is very good. They follow individual work programmes in withdrawal lessons, and in their class, work is modified for them. There are 13 children on the register and there are detailed records of the nature of their difficulties. The teachers provide especially well for these pupils across the curriculum and there is an example of very good practice of how to introduce a full, broad and extended curriculum for a blind pupil.
- The school has established very good partnerships with parents and the community, schools and other institutions. The school handbook conforms with National Assembly requirements.
- A 'Home-School Agreement' has been set up, which promotes the partnership with parents, and they have the opportunity to participate fully in the activities and life of the school. The school is a vital part of the village life and parents and the community contribute to the school by volunteering their service to help with extra-curricular activities and to raise money. The Parent Teacher Association (PTA) raised a considerable amount of money for the school's funds during the last school year.
- Pupils make good use of the community as an educational resource. The school has contributed well by supporting a range of social activities, holding services and concerts and contributing to charities and social activities.
- The school is twinned with a community school in Nepal. Through this link, pupils have developed their understanding of various religions, beliefs and cultures, while at the same time, developing their awareness of ethnicity and differentiation.
- The pupils are also learning about business, trade and industry links. An effective policy has been adopted to create links with the business world which strengthens pupils' good understanding of the uses and advantages of a business enterprise.

Management

- The school has a very good ethos and presents a sense of purpose in its endeavour to provide an education of the best possible quality. The school is a haven where its pupils can develop as confident individuals and responsible citizens.
- The headteacher and the deputy offer very good leadership to the school. They have a clear vision of the direction they wish the school to follow, keeping continual oversight on maintaining and improving standards, and offering the best possible opportunities to the pupils.
- The governors have a very good understanding of the life and work of the school and take their responsibilities seriously. The governing body has a clear structure for making decisions and they evaluate the impact of those decisions carefully and honestly.
- The school's financial management is very good and it is ensured that the school has value for money.
- Very effective self-evaluation methods have been formulated and detailed attention is given to planning for improvement and the school's method of working to fulfil its targets.
- The school staff make the best use possible of the available buildings and resources in order to achieve high educational results.

School improvement

- The school was last inspected in April 1998.
- Each one of the issues identified were very successfully addressed. The general quality of the educational provision has either been effectively maintained, or improved significantly with regards to the subjects, aspects and the teaching, assessment and planning.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

In the lessons observed during the inspection, standards were very good in 50 per cent and good in 50 per cent of them. This shows that the standards are maintained and developed across the curriculum.

- The 2003 NC assessment results in KS1 were good. Each pupil succeeded to attain level 2 in this year's assessments (2003) but there were no pupils on level 3 in Welsh, mathematics or science. The results in the two years 2001-2002 were better. National Curriculum results in KS1 were consistently higher than the county's average results and the national ones. The school is within the highest quartile if the tables of national benchmark information for 2003 are looked at.
- In KS2, the results show that the school lies within the highest median.
- The under-fives make very good progress and attain very good standards across the six areas of learning.
- In KS1, standards are very good in Welsh, science, design and technology, art, music, physical education and religious education and consistently good in the remainder of the curriculum subjects.

- In KS2, standards are very good in Welsh, science, design and technology, information technology, history, geography, art, music, physical education and religious education and good in English and mathematics.
- In KS2, the results show that the school, compared with other schools, lie within the highest median. One hundred per cent of the pupils gained level 4 or higher with approximately 12 per cent gaining level 5 in Welsh and mathematics and approximately 37 per cent gaining level 5 in English and science.

3.2 Standards Achieved in Key Skills across the Curriculum

The school has addressed the development of key skills across the curriculum. Oral skills have developed very well and the standards in numeracy and ICT skills are good.

- The under-fives use their early numeracy and literacy skills well, and they use well many aspects of ICT across the six areas of learning.
- The progress pupils make in listening, speaking, reading and writing skills is very good in both key stages. They use a range of books and other texts effectively for research. They make just as effective use of the skills in Welsh and English.
- They talk regularly on an abundance of topics, learning how to reason, persuade and present information in a confident and sensible manner.
- They write in various forms across the curriculum and achieve very good standards in various activities which require different styles of presenting information.
- In KS1 and KS2, pupils use their numeracy skills well in science, design and technology and geography but the use is not as effective in other subjects as yet.
- Pupils make wide use of ICT in their cross-curricular studies. Key Stage 1 pupils can use the mouse to load and work on programs, they can input pictures and information and they familiarise themselves well with word processing skills and information.
- Key Stage 2 pupils successfully use a wide range of computer programs, the Internet and the interactive whiteboard to present information on a number of cross-curricular themes.
- All pupils have equal opportunities to develop in the key skills to the best of their ability.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

The arrangements for pupils' spiritual, moral and social development is very good.

- Through the curriculum and daily life of the school, regular opportunities are provided for the pupils to learn about values and beliefs, which enable them to reflect on their own experiences in a way which develops their spiritual awareness and self-knowledge.
- The school encourages the pupils to show respect to each other, and the principles which enable pupils to know the difference between right and wrong are promoted.
- The relationships in the school are very good and the pupils co-operate well in work and play. They are polite towards each other and towards adults and they treat their environment with respect and care.
- Pupils show responsibility towards educational equipment and they partake well in the everyday life of the school, with the older pupils showing mutual loving care.

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- The collective worship process makes a positive contribution to the social and spiritual aspect and a sense of contribution is promoted in the school community. The majority of collective worship services are of Christian nature but worthy attention is given to other religions in the everyday life of the school. The provision is in line with the statutory requirements.
 - Pupils have extensive knowledge of Welsh culture and heritage and their awareness of their nation's authors and poets are developing well. Their understanding of the *Cwricwlwm Cymreig* reflects how the school deals with Welsh cultural issues.
 - Pupils have opportunities to learn about other cultures through religious education, art and music lessons. Through their link with a school in Nepal, and the cross-curricular work, pupils learn to respect and understand a variety of cultures and beliefs and consider how their faith and traditions affect their everyday lives.
 - Pupils are given the opportunity to take responsibility and respond very well showing maturity and venture. The school makes a regular contribution to charities.
 - Pupils' response to the education and the opportunities prepared for them reveal their pride and wide interest. The extra-curricular provision, including sports and outdoor education, has a beneficial effect on pupils' standards of achievement.

4.2 Behaviour and Attitudes

The general quality of pupils' behaviour in the school is very good on each occasion.

- Pupils' attitudes towards learning are very good. They concentrate well and show interest in their work.
- Staff expectations are high and discipline is fair, formal and consistent.
- Pupils show respect and courtesy towards each other and towards adults. The respect towards equipment and property contributes to an orderly atmosphere and positive learning environment. There is a discipline policy and behaviour policy in place, and they create a basis for the good standards of behaviour throughout the school. Clear objectives are outlined within the school's 'General Behaviour Code'.
- Due attention is given in the policies to the importance of promoting by example and encouraging links based on kindness, respect and understanding of the needs of others.
- The importance of thorough planning and effective learning is emphasised and contributes towards good behaviour. The importance of resource management and effective classroom arrangement is also noted, as well as the development of independence and personal venture.
- There is a close partnership between the school and the home.
- Pastoral advice and 'circle time' is a vital part of how the whole school deals with personal management and behaviour.
- Appropriate procedures have been formulated to prevent and to get rid of bullying, sexism, racism and other forms of differentiating in error.

4.3 Attendance

Attendance rates are satisfactory.

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- Attendance figures for the three terms prior to the inspection show an attendance average of 94.1 per cent.
 - Good attendance is encouraged by the presentation of a certificate at the end of the year for pupils with full attendance.
 - Registers are kept correctly in line with the statutory requirements.
 - Pupils are punctual at the start of the day and for lessons. Teachers ensure that lessons start promptly.
 - Attendance levels are reported to parents in the handbook and also in the governors' annual report.
 - Despite the school's good efforts, one boy has been permanently excluded during this academic year. The school has followed the relevant guidelines and has co-operated with the local education authority (LEA) when dealing with this matter.

5. QUALITY OF EDUCATION

5.1 Teaching

In the lessons observed during the inspection, the quality of teaching was very good in 50 per cent of the total, good in 43 per cent and satisfactory in seven per cent. The quality of teaching for the children under five is very good.

- Teachers plan activities in detail and set clear aims at the start of lessons.
- Teachers possess a sound knowledge of the subjects and are enthusiastic when presenting lessons. They retain the pupils' interest by skilfully encouraging them to take part in lessons, to ask relevant questions and to respond sensibly.
- They use a wide range of techniques and learning aids. They extend pupils' understanding through skilful questioning and discussion.
- Teachers have good-quality language and they use that language to strengthen pupils' communication skills.
- The majority of the lessons are well paced and clear targets are set for each individual pupil. The work has been differentiated effectively to match pupils' age and ability.
- Teachers make effective use of praise and honest and constructive opinions are given when measuring pupils' success in different activities.
- Teachers correlate work across the curriculum effectively.
- The school is working on developing key skills more effectively across the curriculum.

5.2 Assessment, Recording and Reporting

The quality of assessment, recording and reporting is good, with some very good features.

- The procedures for assessment, recording and reporting were reviewed during the spring term 2004.
- The main principles and purpose of assessment are clearly outlined – the main aim is to promote pupils' learning through assessment that develops, evaluative assessment, diagnostic assessment and record assessment.

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- Some comments for assessment are included within subject policies, marking policies and policies on feedback to pupils.
 - There is evidence within the 'Recording Curriculum 2000 (Support) Assessments' booklets that the monitoring of pupils' development by class and groups of ability is done on a regular basis.
 - The assessments are analysed and formal comments are included on the development of groups of pupils of different abilities to plan the next steps in the learning and teaching strategies.
 - This process promotes higher standards through feeding the planning for the future effectively.
 - The assessment is of very good quality in the core subjects.
 - Teachers use a range of assessment tools to decide upon pupils' level of work, such as structured observation, task setting, self-assessment sheets and standard tests.
 - It is noted in the new policy that it is intended to develop the assessment of the foundation subjects to the same high standard through implementing the objectives outlined in that policy accurately and regularly.
 - Good diagnostic assessment is done of the work of pupils with special needs.
 - Short-term targets are given in pupils' workbooks to show the way forward in the subjects in question.
 - An attainment record and examples of individuals' work are kept across KS1 and KS2.
 - Information is presented orally to parents about pupils' achievements and progress and this is done effectively throughout the year.
 - The annual reports presented to parents are detailed and comprehensive.

5.3 Curriculum

The school offers a broad and balanced curriculum.

- A good-quality curriculum is provided for KS1 and KS2 pupils.
- Current evidence shows that policies for each subject and schemes of work cover each area.
- Teachers' planning in the short, medium and long term is good, fully appropriate and conforms with the statutory requirements.
- There was good evidence of inclusive provision which ensured equality of access and opportunity for each pupil. Every opportunity was given to a blind pupil to follow the curriculum areas completely.
- The pupils are arranged into three classes of mixed groups. Good use is made of staff expertise by exchanging classes. Year 2 pupils divide their time between KS1 and KS2 mixed-age classes. This arrangement works well.
- Good-quality policies and schemes of work have been formulated. The work, from reviewing it to meet Curriculum 2000 requirements, is being completed.
- There is reference to how the key skills are developed across the curriculum in the schemes of work.

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- The school arranges a good range of extra-curricular courses which enriches the curriculum well.
 - The external educational visits and visitors to the school extend and support the work of the school. A good display of pupils' work and photographs taken on a visit to Erddig in the infants' class has been made.
 - Homework supports the classwork and promotes pupils' independent learning skills.
 - Good attention is given to the development of the *Cwricwlwm Cymreig* across the curriculum. Welsh artists' work is studied very well in art.
 - Specific opportunities are given to teach the General Requirements – by nurturing and using communication and mathematical skills, information technology, problem-solving skills and creative skills.
 - The quality, scope and balance of the curriculum for the under-fives is very good. The skilful contribution and talents of the nursery nurse lead the children to the early development of the Desirable Outcomes in the six areas of learning – particularly in the language skills and literacy and communication skills in the Welsh language.

5.4 Support, Guidance and Pupils' Welfare

The support and guidance provided for pupils is very good.

- The educational support and guidance are consistently good.
- Appropriate attention is given to pastoral care and issues related to bullying.
- There is a good range of policies and procedures to provide guidance in health and safety, child protection, sex education and equal opportunities. The school has adopted a "healthy schools" plan and the arrangements for child protection are appropriate.
- The arrangements for pupil support and social inclusion are very successfully implemented. It was good to see the care given to the blind pupil in Y4 by the rest of the pupils and staff.
- The relationship between staff and pupils is very good and the school is a happy and safe environment.
- The quality of the personal and social education is very good and the pupils respond positively to the activities organised for them.
- Pupils are appropriately supervised at lunch time and break time.
- All school staff – those who administer and support and those who teach – know the pupils well and contribute very well to their general development.

5.5 Provision for Pupils with SEN

The provision for pupils with SEN is very good throughout the school. The school has addressed thoroughly the comments of the last inspection and has raised the standard of provision in a way which matches the new Code of Practice.

- The pupils attend SEN lessons, where they make good progress and gain self-respect within a homely atmosphere.
- The school has an effective policy for helping pupils with SEN and the provision is monitored carefully.

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- The SEN co-ordinator is well qualified and experienced for the job and she has good oversight of the provision. She ensures that the Code of Practice is fully implemented.
 - The individual work programmes are thorough and detailed and ensure the needs and skills of every individual are developed effectively through progressive and attainable steps. The school is also willing to experiment with new methods to support and promote learning among its pupils.
 - Reviews of pupils' progress are held regularly during the year and parents are given the opportunity to make comments on the IEPs, to discuss progress and to sign agreed statements, wherever appropriate.
 - Pupils have a positive attitude to learning and they use a number of strategies to overcome difficulties they have in language, numeracy and mathematics. They receive purposeful help in class in all subjects across the curriculum. They have full access to all aspects of the curriculum and to the life of the school.
 - A number of software/computer programs are used well to strengthen the learning.

5.6 Partnership with Parents and Community, Schools and Other Institutions

The partnerships with parents and the community, schools and other institutions are very good.

- Parents receive regular information from the school about a number of organised activities. The parents appreciate the information they receive, especially the comprehensive reports on the progress of their children. The prospectus and the governing body's annual report are of good quality and fully conform with the statutory requirements.
- Parents are very willing to help out when educational visits and extra-curricular activities are organised.
- The PTA raises significant sums of money which are used to increase resources and to contribute to the costs of educational visits.
- The school has very good links with the local community. Pupils take part in a number of community activities such as the eisteddfod, services in the church and chapel and entertaining the elderly people of the village.
- The educational visits which pupils frequent and the visitors who come to the school, such as artists, musicians and people from overseas make a very good contribution to the life and work of the school.
- There are good links with the group 'Ti a Mi' which meets in the hall and links with primary schools in the area are very good. The transfer arrangements with the secondary schools the pupils intend on going to are also good. Pupils' horizons are broadened through the school's international policy and the close link the school has with a school in Jaleshwary, Nepal.
- The school works in partnership with local schools and colleges to provide work experience for students. The school benefits from good support which it receives from advisers and LEA officials, and also from the partnership with initial teacher training institutions.

5.7 Partnership with Industry

The school makes good efforts to develop links with industry and business.

- The school has a policy on partnership with industry and business.
- Pupils' awareness of the world of work is enhanced through regular visits to local industries and businesses.
- Members of the local community are invited to the school to talk about their work in relation to the school's termly topics.
- Local companies and businesses show their support for the school through financial contributions, sponsorship or goods.
- Local links have been taken advantage of to design the millennium garden in the school.
- Pupils have ventured into the business world through creating their own produce by working out a system of costs and profit through using a simple spreadsheet and using their computer skills to keep record of expenditure and sale.

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

The school's arrangements for self-evaluation have long been established and the planning for improvement is very good.

- The headteacher and the school co-ordinators have worked very diligently, with the help and agreement of the governors, to set strong foundations for school development for the future. The honest and thorough method they use to measure success in each area up to now and to identify which aspects and subjects need to be further developed ensures that the targets set by everyone who has the plan for improvement are relevant and attainable.
- The staff and governors monitor the results and analyse them to identify any common shortcomings in aspects of work, giving priority for them to be addressed further.
- The key issues noted in the last inspection have been addressed and as the findings of this report show, each one of them was successfully implemented effectively.
- The school has a clear policy on monitoring and evaluation. The staff work as an exceptionally effective team and attention is given to issues such as the quality of teaching and learning, schemes of work, resources, staff development and ensuring value for money.
- Regular reports are presented to the governors by the headteacher on the success of the school development plan (SDP) and the plan of improvement which has arisen from the self-evaluation.
- The SDP includes the priorities and sets targets for the staff and pupils to reach. Information on pupils' achievement and NC test results are analysed to identify common mistakes and to discover which aspects of the work and which skills should be developed further.
- The governors have a very good awareness of their responsibilities and play an active part in the self-evaluation process and planning for improvement. Different members have

responsibility for different subjects and they visit the school to discuss development with co-ordinators and to see the school at work.

6.2 Leadership and Efficiency

The quality of school leadership is very good.

- The school's positive ethos creates an atmosphere of purpose whilst endeavouring to fulfil its main aim, that is to provide education of the best possible quality within an atmosphere where pupils can grow, develop and mature to become confident and responsible individuals who are aware of the welfare of others.
- The headteacher offers very good leadership. She has a clear vision with regards to the direction of the development of the school as an educational establishment and an essential part of the local community and beyond. She leads by example instilling enthusiasm into staff and pupils.
- A culture of happy, effective and purposeful collaboration has been established among all school staff. They all work diligently ensuring the best possible provision for each pupil. The governors are very hard-working and are extremely proud of the school's success. The members have a very good understanding of the work and life of the school and they have developed a sound structure for decision-making. They evaluate those decisions effectively and honestly.
- The budget is managed effectively by the sub-panel and there is regular reporting back to the full governing body. The SDP expenditure priorities are linked appropriately to the educational objectives and governors evaluate their decisions in the light of value for money.
- Day-to-day administrative procedures are very good.
- Good use is made of all resources, buildings and the available facilities within the school.

6.3 Staffing, Accommodation and Learning Resources

There is evidence that the school administers the educational process and manages the resources well.

- The school has very good resources to teach NC subjects and religious education.
- The school makes effective use of the resources and they are managed efficiently.
- The provision and the use of resources have a positive effects on pupils' standards of achievement.
- The number of school staff is sufficient and good use is made of teachers' qualifications.
- An appropriate job description has been provided for the majority of school staff.
- The support staff and the administration staff make very good contributions to the efficiency of the school, as well as the quality of education provided for the pupils. All school staff work well as a team.
- Appropriate arrangements are made to enable teachers to attend in-service training (INSET) courses in the subjects they have responsibility for and the positive effect of the evaluation and continuous professional development can be seen in the quality of the teaching and learning.
- The school budget is managed effectively by the governors' finance sub-committee. Money is set aside in the school funds to ensure that the level of staffing is maintained favourably if the number of pupils falls in the coming years.

- Maes Hyfryd School is situated in a fine position near the village. The Y3 and Y4 class is located in a demountable and the children have to take advantage of the toilet and storage facilities in the main building. This creates difficulties in the bad weather.
- The facilities for displaying products in design and technology and art are not sufficient and the room where musical instrument lessons take place is small. However, the quality of the displays is very good in all parts of the school and they have a positive impact on the quality of provision and standards of achievement.
- Resources for the under-fives are adequate and the school hall is used for the nursery and reception class every afternoon to facilitate play with large moving toys.
- The school hall is used by the local community in the evenings.
- There is a good-sized playing field and hard surfaces around the school but there is no designated area for the children under five. Two attractive gardens were designed and provided within the school yard by a local gardener. Help was given to him in the work by the school's pupils.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

The educational provision for the under-fives is very good and promotes the Desirable Outcomes for Pupils' Learning successfully.

Three-year-old children attend part-time and are taught within the reception class and KS1. A nursery nurse works part-time within the class and helps the teacher by supervising small groups of children.

The standards achieved in both classes are very good in personal and social development, mathematical development, language, literacy and communication skills, knowledge and understanding of the world and physical and creative development.

Language, Literacy and Communication Skills

Good features

- Early reading and writing skills are well developed. The children see and use books and other forms of writing regularly. Good guidance is given to them in early reading and writing skills.
- Younger four-year-old children recognise sounds and letters, name words and arrange objects according to initial sounds. They sit quietly and listen attentively responding confidently to questions relating to a story, knowing that there is a meaning to words and pictures. The children hold conversations, although they are not fluent in Welsh, and they can discuss the main characters in books, in simple terms.
- They enjoy a number of interesting conversations and role-play sessions, where they have the opportunity to refine their language with the help of their friends and the nursery nurse.
- Four-year-old children can recall previous work and they recognise sounds well. They form letters accurately and enjoy handling books, and they do this carefully. The children

respond to stories and rhymes and choose sentences to match a text. The children begin to build sentences and they make an effort to write words and sentences independently.

Shortcomings

- There are no significant shortcomings.

Personal and Social Development

Good features

- Nursery and reception children play well with each other and enjoy role-playing activities, when they develop effective relationships with adults and peers. They demonstrate enthusiasm to explore new learning and they begin to develop ideas and solve problems.
- Four-year-old children work well as part of a group or independently. They can concentrate and persevere in their learning and ask for help when it is required. The children are sensitive to the needs of their peers and respond positively to a range of experiences. They express feelings and behave well, taking their turn and sharing fairly.

Shortcomings

- There are no significant shortcomings.

Mathematical Development

Good features

- Nursery children arrange objects according to size, colour and type. They count confidently to five and 10 and explain how many objects they can see. The children recall numeracy rhymes and songs, and they enjoy working on simple counting games. They are aware of shape and they begin learning their names. The children also develop good vocabulary for comparing objects according to size and shape which they find in the environment.
- Four-year-old children count backwards and forwards up to 10 and continue to count to 20 at least by the end of the year. They count forward from a specific number.
- Four-year-old children describe two and three-dimensional shapes and name them, noting simple properties and arranging and pairing shapes. They link shapes with objects in everyday life and in the environment.
- Older children understand the concepts 'more/less', 'add/take away', 'less/numerous', 'lighter' and 'heavier', 'longer' and 'shorter'. They use ICT skills to develop number skills and to draw pictograms and simple graphs, demonstrating good control of the mouse and practical understanding.

Shortcomings

- There are no significant shortcomings.

Knowledge and Understanding of the World

Good features

- All the children have developed good, basic research skills.
- Nursery children name young animals, talk about pictures in a big book, understand that different materials have a different strength and use, and they are familiar with everyday

objects and places. They take part in role-play in several familiar situations and learn about the world beyond their locality.

- Four-year-old children talk about work they have done on reflections, playing shadows and noise. They take part in practical activities showing increasing care and control. The children make very simple conclusions and ask appropriate questions.
- The children know the importance of places and know the importance of the help provided by the ambulance service, police, fire brigade and the postman.

Shortcomings

- There are no significant shortcomings.

Physical Development

Good features

- Nursery children move with confidence and imagination, with increasing control and co-ordination. They use a range of small and large apparatus carefully, showing progress in balance and control. The space within the school does not allow climbing equipment to be erected permanently, but the children do have the experience of climbing.
- Four-year-old children show good control when tracing and cutting shapes, by using small and large equipment and when climbing and keeping balance. They begin to respond to suggestions for dance, imitating movements and enjoying role-play and drama.

Shortcomings

- There are no significant shortcomings.

Creative Development

Good features

- The children make good progress in creative work, by learning a good range of techniques and wide range of skills.
- Nursery children produce pictures, controlling the brush and pencils effectively. They use paint and glue with care and they express their ideas and feelings through art. The children work with flexible materials and they create simple shapes on paper, in sand and in clay.
- Four-year-old children express their ideas through painting, drawing, modelling, dance, movement and role-play. Some of their work is of very good quality, especially their portraits and pictures of a view through a window.

Shortcomings

- There are no significant shortcomings.

Welsh

Standards of achievement in Welsh are very good overall across the school and it is used for various purposes within the context of the school's theme.

Good features

- In KS1, pupils' communication skills are developing very well as they listen attentively to the good quality language of their teachers, and imitate them when checking their vocabulary and their syntax.

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- They listen attentively to stories and respond enthusiastically to their contents. They are aware of the sequence and order of a story and they can describe the main events. They talk about characters and events, and when dealing with simple poems, they recognise rhyming patterns.
 - They read aloud clearly and meaningfully. They know the main characteristics of a book such as the cover, title and author. They use phonic and spelling strategies to understand the meaning of a word and they use pictures and context to guess the meaning of new words and to make simple predictions.
 - The pupils make good progress in their writing work. By the end of the stage, they can write in a variety of forms and the work shows good use of imagination and increasing awareness of spelling and punctuation rules.
 - In KS2, pupils can read correctly, fluently and with appropriate expression.
 - Pupils can respond orally and in writing to texts of increasing difficulty and the large majority of them understand implicit meanings as well as explicit meanings.
 - The pupils write in a variety of forms for different purposes and audiences. There are examples of work across the curriculum, such as in history, geography, science and religious education, which extend their reading and writing skills.
 - Pupils discuss their work, re-draft it and present it appropriately, where required.
 - The standard of spelling is good and the majority of them understand how to punctuate correctly.
 - Pupils can turn to books for information with increasing understanding and they use the web to search for information and adapt it.
 - Pupils work conscientiously on improving the standard of their spelling, grammar and punctuation. They use an abundance of idioms, metaphors and good use of adjectives to create an atmosphere within a piece of work.
 - Pupils are more certain of literary terms through working on different projects and through studying a text in novels, poems and a number of different texts. They read and interpret information across the curriculum, recording with increasing care and reaching a good standard matching their age and ability.

Shortcomings

- There are no significant shortcomings.

English

Standards of achievement in English in KS2 are good.

Good features

- Pupils take good advantage of the opportunities to develop understanding and skills in the English language.
- Pupils' listening skills are developing well. Pupils oral communication skills are also good. The majority of pupils express themselves confidently in a range of contexts. They express their opinion clearly and discuss enthusiastically when responding to comments and opinions of others on contemporary issues.

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- Pupils read a good range of fiction and non-fiction. The majority of them read fluently and show a good understanding of the text in question. Pupils make increasing use of the information technology facilities to gather information across the curriculum.
 - Through the “Anthology” scheme, pupils use a wide range of writing styles in creative and effective ways. There is evidence that pupils arrange information effectively in writing and in response to tasks on work sheets. Pupils write well factually and creatively, using a range of vocabulary, sentence patterns and punctuation.
 - Pupils take advantage of opportunities to write for a range of audiences and for a different purpose well. Skills using the syntax and punctuation of work are developed accurately across the subject work. They use dictionaries and personal vocabulary books regularly during the lessons. Their spelling skills are developing increasingly.
 - Overall, the written work is presented neatly and skilfully. The joined handwriting is clear, neat and legible. There are examples of a good range of different forms of handwriting for different purposes across the subject books.

Shortcomings

- There are no significant shortcomings.

Mathematics

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

Good features

- Pupils develop mathematical concepts and skills well across KS1. They use “Clwyd Mathematics Project” books for infants with success. Key Stage 1 children use mathematical language and discuss numbers confidently.
- Pupils in KS1 and KS2 listen and respond well to instructions and work well in pairs and in groups. They practise their number bonds to confirm knowledge and refine concepts effectively. They respond well to the short-term targets which lead them forward to the next steps in the learning.
- Pupils use and apply mathematics and develop mathematical reasoning effectively. Overall, there is a balance of work of standard across the programmes of study in the exercise books and class focus books in KS2.
- Children respond well to mental arithmetic. Pupils can discuss standard metric units for mass in many contexts. Pupils show interest in the use of mathematics and solve numeracy problems well when playing mathematics games.
- In line with a numeracy strategy, CD-ROMs are used effectively by pupils to raise standards in KS2. Their knowledge and skills of calculating with the four operations to deal with fractions, to tell the time, to find area and to handle data are increasing well.
- The majority compare, interpret and analyse data, which has been put in an appropriate context, successfully. Purposeful questions are asked about data on a bar graph by Y5 and Y6 pupils.
- Pupils respond well to practical mathematics work by contributing to discussion on the work effectively. Pupils develop skills to estimate weight in relation to everyday situations well. Pupils undertake research work increasingly well.

Shortcomings

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- There are no significant shortcomings.

Science

Pupils' standards of achievement in science are very good in KS1 and KS2.

Good features

- Key Stage 1 pupils undertake aspects of planning investigations, by thinking for themselves how to carry out a fair test.
- They make sensible predictions and they make a good effort to explain simply and with increasing accuracy the reason for conclusions.
- The rest of the pupils show a very good understanding of aspects of the natural world and they understand a life cycle.
- They can sort materials according to simple properties and they can tell how water and other things affect them. They use scientific terms such as 'flexible' and 'rigid' accurately.
- Pupils observe scientific experiments where vehicles travel down different surfaces, and they record the importance of a fair test.
- Pupils use scientific terms increasingly to describe and record their observations.
- Pupils show responsible attitudes towards safety and respect towards living organisms and their environment.
- Pupils can respond well to the teachers' questioning and they make simple predictions.
- In KS2, pupils can plan a systematic investigation and carry out experiment work safely and purposefully. They make careful observations and they offer a sensible explanation of behaviour observed.
- They can make effective use of ICT to gather, store, process and present information.
- They can ensure a fair test and make sensible predictions arising from previous experience. They give sufficient attention to the purpose of the experiment and to what they have carried out, when making conclusions and when analysing results.
- They use the conditional tense when experimenting.
- Pupils make systematic observations and measurements, by presenting their work in the form of diagrams, graphs, tables and charts and written report. Their work shows maturity when recording, presenting pictures, tables and graphs extremely neatly.
- They use scientific terms regularly to discuss life processes and to discuss and sort living things and materials and their properties, and to explain and describe physical processes.
- They use equipment, including a computer microscope with increasing care and understanding.

Shortcomings

- There are no significant shortcomings.

Design and technology

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

Good features

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- Pupils use opportunities to receive and use information in the field well.
 - Pupils develop design and making skills as well as an understanding of technological processes effectively – by building on previous experiences. There is a clear progression of learning and teaching strategies from KS1 to KS2 which lead to high standards in the subject.
 - Clear expectations are noted by the end of KS1 and KS2. At the end of KS2, pupils research more independently using accuracy when measuring, marking, cutting, joining and combining a variety of materials. They also understand electrical and mechanical systems and more complex constructions. Their efforts in making models of the houses of “The Tudors” are very good.
 - Pupils take advantage of good opportunities to develop a variety of skills when working with a range of materials and processes. They use language, communication skills and safe work practices. They are aware that it is necessary to consider dangers and risks and the importance of following rules when undertaking activities.
 - The sheets pupils use to note opinion on their finished work lead to an awareness of judgements and targets to improve work in the future.
 - Pupils take advantage of the close relationship between the school and the secondary school, through sharing facilities and resources to carry out accurate and thorough tests.

Shortcomings

- There are no significant shortcomings.

Information technology

Pupils’ standards of achievement in information technology are good in KS1 and very good in KS2.

Good features

- In both key stages, pupils use information technology equipment and software with confidence, and they show that they have good control of the mouse when changing text and moving images on the screen.

KS1

- Pupils show an increasing amount of independence and they can print their work.
- They use information technology to process and record information. They are able to input information and store it, save it and interpret it simply when required.
- Pupils understand the importance of accuracy when inputting information and instructions into a database.
- They use the roamer in their lessons and they demonstrate the ability to control it with increasing skill.
- Pupils use models and simulations based on information technology to test things and to investigate aspects of real or imaginary situations, such as using the mouse to move objects on the screen.

KS2

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- Pupils build on previous knowledge of understanding and skills in KS2. They are able to interpret, analyse and check the credibility of information found on information technology systems, and select the relevant elements for specific purposes.
 - They search for information on the Internet or on CD-ROM to support investigations in history, language, science and geography. The pupils were observed searching for and selecting information about the local area and India on the Web, and then presenting it by using the interactive whiteboard to present information to the rest of the class.
 - They use a processing program to present information, laying it out neatly within borders, and they use pictures to decorate their work.
 - The pupils are confident when changing the size and colour of letters. They input information to the database, integrating it accurately.
 - Pupils make increasing use of the computer as a learning aid and presenting information across the curriculum.
 - The remainder of them are confident when modelling and they investigate the impact of changing variables in simulations and packages such as Logo and Lego Dacta.
 - Pupils have experience of control packages in science and in their design and technology lessons. They enjoy talking about their work and display willingness to carry on with a project to do further and more extended experiments. They use the Web and books to investigate problems and to find new information.

Shortcomings

- There are no significant shortcomings.

History

Standards of achievement in history are good in KS1 and very good in KS2. Pupils follow comprehensive schemes of work which give purposeful aims and objectives to the work, and build on previous experiences.

Good features

- Pupils develop historic concepts through the termly topics successfully.
- Key Stage 1 pupils talk confidently about their study of old and new toys. Pupils took good advantage of the opportunities to develop general requirements through their study of history, for example, communication skills – speaking, listening and expressing ideas orally and in writing.
- Key Stage 1 and KS2 pupils develop linguistic skills and communication skills well through the subject. They take advantage of suitable opportunities to gather information from a variety of sources including reference books, CD-ROMs, e-mail and the Web.
- There is photographic evidence that pupils benefit from taking part in activities and visits outside school and the local community, for example, a visit to Erddig. Pupils' historic understanding is enriched well by these experiences.
- Key Stage 2 pupils benefit from the experiences and learning opportunities which have been planned on topics such as 'The Tudors' and they produce work of good quality, extending their analytical skills well.
- Pupils develop an increasing understanding of key elements which are relevant to the areas of study – art work is seen showing a kitchen of years ago and a kitchen of today

and this shows a good understanding of the subject in question. Good written descriptions are given of life 'at that time' and life 'now'.

Shortcomings

- There are no significant shortcomings.

Geography

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

Good features

KS1

- Pupils have a good knowledge and understanding of locality and the simple features and character of places. They note what type of place Cynwyd is and express their opinion simply on the location of local features and the use made of the land.
- Pupils have an appropriate understanding of human and physical geography patterns and processes. They are able to recognise physical and human features of the area around the school when they create a map and plan of the village and they demonstrate mapping skills appropriate to their age and ability. They can create keys and locate features using a simple grid.
- Pupils recognise symbols and use sketch maps and simple maps with increasing accuracy. They can record a journey on a map and they can describe geographical features which they have observed.

KS2

- Key Stage 2 pupils use a range of maps, aerial photographs, satellite images and different data successfully. They locate features on maps using a four and six-figure grid.
- They use their information and skills well in field work and they use their orienteering skills and follow geographical instructions through using Llysfasi facilities.
- Pupils use an increasing range of geographical terms with increasing accuracy. They record information in a number of ways, such as a written report, information booklets for visitors, diagrams and tables.
- Pupils have a knowledge of the character and identity of Wales and they use the knowledge to compare Wales with other countries such as Lesotho and Nepal.
- They understand the problems which arise when developing an area and a piece of land and they can discuss the advantages and disadvantages of such activities.
- They are able to recognise features on a map and use them to find information on economic activities in a region.
- They know that maps of different scales can give different information on a region's features

Shortcomings

- There are no significant shortcomings.

Art

Standards of achievement are very good in KS1 and KS2 in art. Pupils benefit from policies and comprehensive schemes of work which are closely linked to NC targets.

Good features

- Pupils develop a range of interesting activities and experiences which give them opportunities to continually develop art and design knowledge, understanding and skills within the cross-curricular topics framework. They produce pieces of work of high standard regularly during the year.
- Pupils take good advantage of opportunities to observe, study and simulate the work of famous artists including some from Wales. They have a good record of judgement of the work of John Meirion Morris – a painting to remember the villagers of Tryweryn.
- Pupils develop an awareness of world-wide cultures when developing art and design skills across the curriculum subjects.
- The work produced by pupils shows development of the elements tone and light, pattern, texture, shape and very good space. They develop a wide range of compulsory and optional techniques.
- There is evidence of the use of a range of materials and the results are of a very high standard. Pupils create interesting collage work and examples of artwork and working on cloth and cotton are of very good quality.
- Pupils make good use of websites to gather ideas before creating a piece of work.

Shortcomings

- There are no significant shortcomings.

Music

Standards of achievement in music are very good throughout the school.

Good features

- Pupils in KS1 learn to control breathing and create high and low, soft and hard sounds effectively. They can maintain rhythms well, experimenting with more than one type of beat by using words and percussion instruments.
- They learn about music elements and their understanding of dynamics is increasing gradually throughout both key stages. Pupils' ability to sing with expression and to hit a note correctly and hold it is exceptionally good.
- Key Stage 2 pupils control their voices and handle instruments with increasing confidence when performing. They give sufficient attention to dynamics and they use imagination when experimenting with sounds, when arranging a poem whilst composing, and when performing their work.
- In KS2, pupils have interesting opportunities to listen to music and state their opinion on pieces of music, composers and artists, for, example, the work of Vivaldi or "Melodrama" being sung by Andrea Bocelli.
- They have a variety of musical experiences through visiting Llangollen to see the drummers "Mugenkyo Taiko" performing. They have an opportunity to listen to and evaluate folk songs, classical music and other musical cultural traditions and they do this by demonstrating increasing musical understanding.
- Pupils further enhance their understanding of music from different cultures and world-wide traditions, for example, India and Africa. They enjoy 'Key Strings' performances and African drummers.

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- Pupils' ability to recall subject vocabulary is increasing and they demonstrate willingness when discussing their work with the teachers and when evaluating.

Shortcomings

- There are no significant shortcomings.

Physical Education

Standards of achievement in physical education are very good across the school.

Good features

- In KS1, pupils have a very good awareness of space. They move around the room fairly easily showing increasing control of early dance and gymnastics movements. They change direction carefully and show imagination when working on a sequence of movements.
- They follow rules carefully but they are very willing to discuss their own ideas and they evaluate their performances simply.
- They have adequate control to be able to work on patterns and a sequence of movements.
- They develop skills controlling a ball and they demonstrate enthusiasm when learning how to throw, pass and aim a ball at a target.
- In KS2, they understand the importance of warm-up before exercise.
- The remainder of them move gracefully, giving good attention to balance and safety.
- They make shapes and clear gymnastics movements giving worthy attention to body tension, height when jumping and a pattern sequence of movements.
- They use equipment such as a box, climbing frames, mats and benches carefully, landing lightly and surely and with good shape. They change direction and body tone easily.
- They evaluate their own work regularly offering suggestions on how to improve their performance.
- The boys and girls take part in a wide range of team games, athletics and swimming. They enjoy the element of competing against other schools, succeeding in taking pride in their performances, and accepting that they need to be able to win or lose with nobility.

Shortcomings

- There are no significant shortcomings.

Religious Education

Standards of achievement in religious education in the school are very good.

Good features

- Pupils develop a knowledge and understanding of the beliefs and customs of Christianity and other religions such as Judaism and Hinduism.
- Through the use of artefacts, pupils become aware of the use of symbolism in the Christian religion and other religions. They understand and show sympathy with ways different believers express their faith.

- Pupils become familiar with the stories of the Bible and other religious texts and they are able to interpret the different moral lessons which arise from them.
- Pupils are aware of the ways in which different peoples' way of life are affected by beliefs and they understand what the significance of this is on the wider life of different ethnic groups.
- Pupils know why and how the believers of different religions worship, pray and celebrate their faith. They have knowledge of various places of worship and of festivals and celebrations of the different religions. Pupils' knowledge is strengthened by work done in art, geography and personal and social education.
- Pupils' knowledge is secure and they show willingness to reflect and wonder on their own accord.
- Pupils enhance their collaborating skills, and show progressiveness when discussing spiritual aspects of the subject.

Shortcomings

- There are no significant shortcomings.

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

Seven key issues were listed in the last inspection for the school to implement. The school has made good progress when addressing each one of them.

1. **Maintain the standards and good practices which exist in much of the school work.**
 - Standards across the curriculum have been maintained or improved since the last inspection. The school is honest and thorough when self-evaluating and this ensures that criteria are used to measure how effective the SDP is and the procedures used to fulfil the plans in it.
2. **Address the shortcomings identified where standards are satisfactory in English and information technology.**
 - The plan to introduce English in Y3 has been implemented and is financed by the Basic Skills Agency. It is a thorough plan and in it there are different strategic targets to be implemented. The school has noticed that spelling standards have risen from 15 per cent to 43 per cent in the first year and it is intended to keep the plan.
 - There was more planning and training for information technology. It is ensured that it is cross-curricular and the school has ordered more resources.
3. **Complete the schemes of work in English, design and technology and physical education as guided by the SDP.**
 - New schemes of work have been created for English, design and technology and physical education.
4. **Strengthen the arrangements for homework.**

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- The homework arrangements have been tightened with a more regular and strategic link with parents.
5. **Ensure that the space and the building facilities are adequate for the number of pupils in the school.**
 - Better use is made of space and buildings but the school has to continue to store equipment in the village hall.
 6. **Consider further aspects relating to the arrangements for nursery and SEN education.**
 - Special education arrangements have been tightened. There is a class assistant working regularly with those who need one-to-one attention.
 7. **Ensure that the Annual Report for Parents and the school prospectus meet with statutory requirements.**
 - A check list is followed when creating the governing board report for parents and it conforms with statutory requirements.
 - Evaluation is given on extra-curricular activities, business venture, citizenship, the Nepal link and the condition of the building and the site.

8.2 Key Issues for Action

In order to maintain and build on the good and very good standards which is evident in the work of the school, there is a need to:

1. build on the good achievements identified in some subjects in order to have excellence in all areas, although there are no significant shortcomings.
2. continue to further address the development of key skills where numeracy and ICT are used.
3. tighten methods of assessment by following the new assessment policy which was formulated in the recent term.

APPENDIX

A. Basic Information About the School

Name of School	Ysgol Maes Hyfryd
School type	Primary
Age-range of pupils	3-11
Address of school	Cynwyd Corwen Denbighshire
Post-Code	LL21 0LG
Telephone Number	01490 412 500

Headteacher	Mrs Eirian Owain
Date of appointment	September 1988
Chair of Governors	Mrs Diane Davies
Registered Inspector	Mrs Sylvia Clough
Dates of inspection	23-25 February 2004

B. School Data and Indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	9 part-time	5	10	8	2	9	14	9	63

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	3	1	3.5

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	19:1
Pupil : adult (fte) ratio in nursery classes	6:1
Average class size, excluding nursery and special classes	19
Teacher (fte) : class ratio	1:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Summer 2003	93	84	95	94
Spring 2003	93	87	92	97
Autumn 2003	88	94	98	96

Number of pupils excluded during 12 months prior to inspection	1
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C. Results of National Curriculum Assessments and Public Examinations

National Curriculum Assessment KS2 Results: 2003	Number of pupils in Y6: 8
As the number of pupils eligible for assessment at the end of Key Stage 2 in was greater than four but fewer than 10, overall performance indicators only are included	

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school:	100	In the school:	100
In Wales:	79	In Wales:	79

D. The Evidence Base of the Inspection

- The school was inspected by a team of three inspectors, who were present for 2.5 inspection days.
- Twenty-eight lessons or part-lessons were inspected.
- A sample of pupils were heard reading in both key stages. Discussions were held with a number of pupils and they were questioned about aspects of their work in NC subjects and religious education. Aspects of the general life of the school and extra-curricular activities were discussed.
- Samples of work from each class across the school classes were scrutinised.
- School policies, schemes of work and documents were studied.
- Inspectors held discussions with teachers during the inspection period on a wide range of issues relating to their responsibilities and school work.
- Consideration was given to the school's planning documents and assessment documents.
- School registers and management documents were scrutinised.
- The school's morning services were attended.
- Twenty-two parents attended the pre-inspection meeting and 19 questionnaires were completed.
- The Registered Inspector met with the governors before and after the inspection.
- A pre-inspection meeting was held with staff and they were provided with a report of the main findings following the inspection.

E. Composition and Responsibilities of the Inspection Team

Inspector	Type	Aspect Responsibilities	Subject Responsibilities
Mrs S Clough	Rgl	The school and its priorities Main findings of the report Educational standards achieved by pupils Pupils' spiritual, moral, social and cultural development Teaching Provision for pupils with special educational needs Self-evaluation and planning for improvement Leadership and efficiency School improvement	Early years Welsh science information technology geography physical education religious education
Miss E Edwards	Lay	Attendance Partnership with parents and community, schools and other institutions Partnership with industry	
Mrs Nan Williams	Team	Behaviour and attitudes Assessment, recording and reporting Curriculum Support, guidance and pupils' welfare Accommodation, staffing and resources	English mathematics design and technology history music art

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