

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

**Merllyn C.P. School  
Foel Gron  
Flintshire  
CH6 6BB**

**School Number: 6642003**

**Date of Inspection: 10/07/06**

**by**

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

The inspection of Merllyn C.P. School took place between 10/07/06 and 12/07/06. An independent team of inspectors, led by Jim Hewitt 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 special schools, pupil referral units and any new or amalgamated schools receive a full inspection.**

This school received a **standard** inspection.

## Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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## Context

### The nature of the provider

1. Ysgol Merllyn Primary School was built in 1927 and sits at the heart of a traditional community set in a small council-built housing estate in Bagillt, mid-way between Holywell and Flint. It is placed in a superb location overlooking the Dee Estuary. Bagillt is a semi-rural community with a varied housing and economic profile, and is an area of significant deprivation. There is a low degree of mobility both within the school and the local community. Many parents, themselves, attended the school.
2. There are currently 203 boys and girls on roll aged between 3 and 11 years. This includes a nursery class in which 18 children take up places five mornings a week. The remaining pupils are organised into seven mixed-ability classes. The number on roll has shown a slight reduction over the past four years although new mixed housing is planned for the area.
3. English is the home language of all pupils, and there are no pupils for whom English is an additional language. Less than two per cent of pupils come from non-white British backgrounds. No pupils speak Welsh as their first language although a small number of parents are Welsh speakers. Just over 16 per cent of pupils are entitled to free school meals, which is above the local authority [LA] average but below the national average. No pupils are 'looked after' by the local authority and none have been excluded in the past 12 months.
4. Children take up full-time placement in the reception class in the term following their fourth birthdays. Baseline assessment tests taken early in the reception year show that pupils match LA averages for their scores in personal and social skills but are below them in speaking, listening and number.
5. The school identifies 27 pupils (15 per cent) as having special educational needs [SEN] which is below the national average; of these, four pupils have a statement outlining their needs. The national curriculum is not modified for any pupil and no pupils are disapplied from it. All pupils participate in acts of collective worship and religious education lessons.
6. The present head teacher was appointed in September 2005.
7. The school was last inspected in June 2000.

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

8. The school accepts the aspirations for learners as presented by Flintshire County Council which are to:
  - work in a physical and emotional environment which enhances learning;
  - learn with the mind, body and emotions;
  - have fully meaningful learning experiences;
  - experience learning in a variety of different situations both structured and unstructured;
  - experience learning which matches individual needs (academic, emotional, social and cultural);
  - have lifelong learning skills and attitudes integrated into learning activities;
  - have an opportunity to be involved as partners in learning within the wider community (class, school, local, national and global);
  - have the broadest range of achievements valued and recognised; and
  - have their range of achievements assessed in a constructive way.
  
9. The school's aims are to:
  - ensure that the learning environment has an atmosphere of encouragement, acceptance, recognition and praise for achievement;
  - provide a climate of warmth, security and support for individual needs, where self-esteem can thrive so that each pupil can feel valued, reach his or her potential, and aspire to high personal standards of social behaviour;
  - involve parents in the life of their school and the education of their children, including fostering pride for Ysgol Merllyn and all it stands for; and
  - develop a stimulating and rewarding workplace for all adults associated with the school, with opportunities for career development and job satisfaction.
  
10. In particular, through its school development plan for 2005-8, the school seeks to :
  - develop high staff morale;
  - improve standards in English, particularly that of boys in key stage 2;
  - create an open working environment in the school buildings;
  - develop confidence in the use of information and communications technology [ICT];
  - raise the profile of the governing body;
  - improve facilities for children in Early Years;
  - complete thorough evaluations in all national curriculum subjects;
  - ensure consistency and manageability in curriculum planning;
  - reorganise the school's management structure in view of recent national requirements;
  - increase the school's involvement in the community; and
  - increase parental involvement.

## Summary

11. Ysgol Merllyn is an improving and forward-looking school that provides good care and support for its pupils. The school has a comprehensive and accurate picture of its priorities for development, and is introducing effective measures to raise standards and improve the quality of its provision. The new head teacher has created an atmosphere of openness and collaboration in which governors and staff, feel a renewed optimism and sense of purpose.
12. The inspection team agrees with school's overall judgements in six of the key questions. It differs from the school's judgement in key question 3 and has awarded a lower grade of 3 because of several identified curriculum shortcomings.

### Table of grades awarded

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

### Standards

#### Areas of Learning For Under-fives

13. In the early years, standards of achievement in the areas of learning are as follows:

Language, literacy and communication	2
Personal and social development	2
Mathematical development	2
Knowledge and understanding of the world	2
Creative development	2
Physical development	2

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

## Subjects

15. In key stages 1 and 2, standards in the subjects inspected are as follows:

Inspection Area	Key stage 1	Key stage 2
English	2	3
Science	2	3
Information technology	3	3
History	3	3
Physical education	2	2

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	68%	32%	0%	0%

17. These percentages exceed the Welsh Assembly Government's all-Wales targets for 2007 and show good improvement on the grades given at the previous inspection.
18. Children under five engage enthusiastically in a wide range of activities and make good progress in all areas of learning. From below LA average levels, they reach high standards in the key skills of literacy and numeracy. Good support in a stimulating and vibrant environment ensures that their personal, social and creative development is also good. As a result of having the opportunity for regular practice, pupils' bilingual skills develop well. However, although pupils make good progress in knowledge and understanding of the world, their skills in ICT are limited by the lack of opportunity to develop them.
19. Pupils in key stages 1 and 2 make good progress in their listening, reading and numeracy skills, including problem-solving, in subjects across the curriculum. However, there are shortcomings in pupils' use of ICT to support and extend learning. The development of pupils' speaking and writing skills in lessons outside English is inconsistent. Similarly, bilingual skills are underdeveloped and little Welsh is heard around the school outside the classroom. However, pupil's appreciation of Welsh culture and heritage through *Y Cwricwlwm Cymreig* is well developed. Creative development is good. Art is used effectively to illustrate work in other subjects and pupils' enjoyment and skills in dance are notable.
20. Pupils achieve the school's agreed targets and learning goals, irrespective of their social, ethnic or linguistic background. However, as the school has identified, targets in the past have been insufficiently challenging. This has adversely affected the performance of more able pupils.
21. Pupils with SEN, including those with statements of their needs, make good progress relative to their ages and abilities. Pupils who are having difficulties with learning benefit from valuable additional support provided by teaching

- assistants. Pupils consistently achieve targets set for them in their individual educational programmes.
22. Analysis of the school's end of key stage statutory assessment results for 2005, show a good improvement in both key stages since the previous inspection. However, recent trends since 2003 show a fluctuating pattern in key stage 1 with improvement in mathematics and science in key stage 2.
  23. In key stage 1, the percentage of pupils gaining level 2 or higher is above LA and national averages in English and mathematics but just below them in science. When compared to similar schools across Wales (based on the number of pupils having free school meals), the school is in the upper 50 per cent for English and mathematics, and exactly midway for the core subject indicator (the number of pupils gaining level 2 in all three subjects). It is in the lower 50 per cent for science. The number of pupils gaining the higher level 3 match averages for English, is below them in mathematics and above them in science. Preliminary examination of results for 2006 indicates that the percentage of level 3s has fallen in English and science but has risen in mathematics.
  24. At key stage 2, the percentage of pupils gaining level 4 or higher is above national averages in science and mathematics but well below them in English and the core subject indicator. When compared to similar schools, results in mathematics and science are exactly midway but those for English and the core subject indicator are in the lowest 25 per cent. The number of pupils gaining the higher level 5 is below averages in English and mathematics but matches averages in science. Preliminary examination of results for 2006 indicates that the percentage of level 5s has fallen in all three subjects.
  25. Pupils make good progress in the early years and in key stage 1. However, progress is less consistent in key stage 2. Pupils make best progress where they are engaged, stretched and working at full capacity. They proceed more slowly where planning is weak and does not build on previous learning. In both key stages, there is a lack of challenge for more able pupils. Similarly, the process of setting personal targets for pupils is inconsistently developed across the school. Older pupils, in particular, feel that their targets are too general and do not help them make progress in a specific subjects.
  26. Girls generally outperform boys in both key stages although boys in key stage 1 achieved better level 3 results in mathematics and key stage 2 boys matched the girls' performance at level 5 in science and mathematics. However, boys' performance in key stage 2 English was very disappointing and way behind local and national averages and that of girls at the school for gaining level 4 or higher.
  27. Pupils' personal, social and learning skills develop well. They apply themselves well and work independently with minimal supervision. Relationships between pupils are good, especially the positive way in which older pupils in Y6 support and work with Y2 pupils. Pupils engage willingly in routine administrative tasks such as *helpwr heddiw* to assist the teacher.

They are polite and respectful to adults. Behaviour is good across the school and pupils have a clear understanding of what is expected of them. Pupils do not regard bullying to be a problem. There have been no exclusions in the 12 months before the inspection.

28. Pupils benefit from good links with the community and other schools although older pupils' understanding of the workplace is limited. Moral and spiritual development is good and pupils are very aware of equal opportunity issues. They openly express their views about a wide range of issues. They show respect for the diversity of differing races and cultural backgrounds of humankind.
29. Attendance, at 92.5 per cent, is below LEA and all-Wales averages. The school is addressing this issue. Punctuality is generally good although a small minority of pupils are consistently late.

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

30. 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>
4%	63%	33%	0%	0%

31. Percentages show good improvement on grades given at the previous inspection.
32. A high proportion of the teaching across the school is good or very good. However, a third of the lessons observed had some shortcomings. In the best practice observed, teachers completely engage the pupils through relevant, varied, interesting and increasingly demanding activities. Their expectations of behaviour and achievement are high.
33. Teachers, generally, have good subject knowledge. In the majority of lessons, they use a range of teaching resources and strategies to good effect building on previous learning. Explanations and instructions are clear and staff match work to most pupils' needs. All pupils are treated equally and have full access to the experiences and opportunities offered. Teaching assistants and voluntary and specialist support workers provide a valuable contribution to the learning, behaviour and personal development of pupils. Staff pay good attention to meeting the needs of pupils with SEN. Generally, there is a good balance between adult-led activities and those where pupils work independently. Relationships between pupils and staff are good.
34. However, in some lessons, pupils do not have sufficient opportunity to reflect on and discuss the issues raised, or enough time to complete their written work. Teachers fail to insist on high standards of accuracy and presentation and do not use ICT to best effect in developing learning. In many instances across the school, there is insufficient challenge provided for more able pupils.

35. Teachers of classes in early years and key stage 1 work closely together to ensure continuity in curriculum content and lesson planning. Year teachers in key stage 2 adopt a more individual approach. The school has recognised the need to develop more consistency in order to ensure continuity and progression.
36. The school meets all statutory requirements for assessment and reporting. Systems in the early years and in some subjects are good. However, the school recognises the need to improve the way it generates data and uses it to inform planning. The current system has several shortcomings. There is limited tracking of individual pupil's progress as they move through the years and there are no collections of graded pupils' work in subject portfolios to ensure consistency in assessment. The school's marking policy is not consistently applied and pupils are not yet effectively involved in planning for their own progress. Systems for reporting to parents and involving them in the process are generally good although some reports do not clearly indicate what pupils need to do to improve.
37. The school provides a broad, balanced and well-planned curriculum that fully meets statutory requirements at both key stages and leads to the Desirable Outcomes for Children's Learning for the under fives. All pupils regardless of ability or background, including those with SEN, have full and equal access to this.
38. Currently, the school is evaluating how effectively it provides continuity and progression across the subjects. To this end, subject leaders are conducting an evaluation of their areas of responsibility with a view to reviewing and refining curriculum policy documents and schemes of work. In particular, the school has identified the need to plan for the systematic development of pupils' basic and key skills and for bilingualism.
39. Although not cohesively planned, the personal and social education programme is effective in helping pupils to become mature and responsible. Older pupils develop independence and team-building skills during residential stays. Whole school acts of collective worship and focussed lessons on moral issues contribute well to pupils' moral and spiritual development. Pupils' learning experiences are further broadened through their involvement in a wide range of sporting and musical activities. The school provides many good opportunities for pupils to develop their knowledge and understanding of the local community, the language and culture of Wales and of the diverse range of faiths, cultures and traditions in the wider world.
40. The school has effective links with parents, other schools and the local teacher training institution. There are good arrangements to support pupils in the move to their next stage of education. Provision to help pupils develop their understanding of the world of work, of business and enterprise is not yet formally structured but is delivered as opportunities arise. The school's arrangements for pupils to learn about sustainable development and global citizenship are at an early stage.

41. The school provides good care, support and guidance for pupils. There are productive links with professionals from a range of agencies. Relations between staff and pupils are secure and friendly, and individual needs are quickly identified and addressed. Induction programmes for new pupils and transition arrangements for pupils leaving the school are good. Pupils confirm they feel safe and trust the adults who work there. However, although they say that teachers are always happy to help them but it is not always made clear to them how they might improve their work.
42. Systems to monitor and address concerns relating to pupils' behaviour, attendance and performance have many good features. Behaviour is good and there are effective systems for reward and sanction, which all understand and accept. There are specific lessons conducted, which relate to appropriate behaviour, healthy lifestyles and exercise. There are good policies and procedures in place relating to health, safety and general welfare and to child protection. All staff are fully trained.
43. The school makes appropriate provision for pupils with additional learning needs and all statutory requirements are fully met. Suitable identification and monitoring arrangements are in place to support pupils and there are productive links with outside agencies. However, although highly committed, the special educational needs co-ordinator [SENCo] lacks training and experience in this field. This limits her ability to play a more extended role in the development of provision.
44. There is a culture of mutual respect and tolerance in which all pupils regardless of gender, ethnic origin or ability level have equal access and opportunity to provision. The school is effectively developing strategies to address the disparities in academic achievement of boys and girls. Although at an early stage of development, the school successfully promotes pupils' positive attitudes to people of different race and culture and to those with disability. The requirements of legislation in these respects are fully met.

### **Leadership and management**

45. Governors, parents, pupils and staff all recognise the outstanding contribution the new head teacher is making. His openness, sincerity and understanding of good practice are transforming the school. However, they are also aware that the impact of recent initiatives, are not fully reflected in the school's achievements and much more is to be done.
46. The head teacher's clear initial judgements as to the school's priorities, including raising staff morale and creating an open learning environment, have been largely achieved. He is building a co-ordinated team with an increasing sense of pride and optimism, together with clear intention to improve provision and raise standards.
47. The day-to-day management of the school is good and the senior staff and the administrative staff ensure the school runs smoothly. The senior management team provides valuable support in facilitating the new initiatives. However,

despite their enthusiasm, they have had insufficient management training to enable them to do this to best effect. Performance management procedures, in line with all statutory requirements, have now been fully implemented. Teachers receive suitable monitoring and feedback on their classroom performance by the senior management team as part of this process. Training for teaching assistants is also a high priority.

48. Subject leaders are knowledgeable and are currently undertaking a thorough evaluation of the areas for which they are responsible with a view to redrafting and improving existing curriculum documentation. Whole school assessment, planning and target-setting procedures are also being improved to achieve greater consistency. Subject leaders have not yet been involved in lesson observations.
49. The governing body is fully supportive of the school. It meets regularly and has a range of appropriate sub-committees. Governors are increasingly aware of their responsibilities and their part in strategic management. One governor declared that he felt empowered since the appointment of the new head teacher. Overall, governors fulfil all their legal and statutory requirements. However, the governors' annual report to parents has several omissions.
50. Until the appointment of the new head teacher, there had been no recent up-to-date school development plan and no formal whole school self-evaluation. The head teacher has used the self-evaluation process not only to gather evidence of its performance in many areas but also to establish the culture of self-evaluation amongst staff and governors. The report is a good first attempt. However, it could be better organised to make it more accessible by highlight strengths, areas for development and evidence sources. The head teacher also acknowledges that the range of people contributing to it could be broadened. However, it is broadly accurate, and the inspection team agrees with the majority of judgements made in it.
51. Similarly, the school development plan incorporates long lists of targets under 12 main headings. It also was produced in this form as a deliberate attempt to set a climate of self-review. Now the school recognises it needs to evolve systems for prioritising the lists of identified needs and then planning, implementing and evaluating actions to address those priorities. The subject evaluation reports, for example, are an integral part of this. However, not all subject leaders have completed their reports and the degree of analysis they have undertaken in producing their evaluations is variable in quality.
52. Initially, the school was slow to respond to the recommendations of the previous inspection, but under the new leadership it is responding effectively. Good progress, for example, has been made in improving the quality of teaching and learning. A strong feature of this the well-planned provision for the education of children under five. However, many of the issues identified previously remain.

53. The provision and quality of resources for learning have improved considerably since the appointment of the new head teacher. These are well managed. An appropriate number of suitably-qualified teachers and assistants are deployed to good effect and procedures are in place to ensure their continued professional development. The school uses planning, preparation and assessment time effectively to support teaching and learning. This is monitored well by the head teacher. Administrative, caretaking, cleaning and mid-day supervisory staff provide good support.
54. Following major internal renovation, accommodation now provides a bright and open setting for teaching and learning and is further enhanced by bright and effective displays. The reception area, staff room and early years areas have been improved beyond recognition. However, some classrooms and the hall are only just adequate in size for the numbers of pupils using them. Outside facilities shared with the local community are good. The school works closely with the police and the LA to improve the general security of the site.
55. Effective procedures have been established to monitor and manage the budget. In the current period, the available budget contingency is within national recommendations. Good financial systems are in place and expenditure is increasingly being linked to planning. Pupils make good overall progress in the early years and in key stage 1. In key stage 2, they make good personal and social progress, and in year 6 are well-prepared for the next stage of their learning. The school is effectively addressing specific areas of underachievement in key stage 2. Under the new head teacher, the school has invested heavily in creating an environment, which promotes a good atmosphere for teaching and learning. The school provides good value for money.

## Recommendations

In order to move the school forward the staff and governing body need to:

- R1 Continue to raise standards in subjects where there are identified shortcomings with a particular focus on the performance of key stage 2 boys in English and improving the performance of more and less able pupils generally.
- R2 Continue to refine school self-evaluation procedures and ensure that all governors, staff, parents and pupils are involved in achieving identified priorities for development.
- R3 Review the roles and professional development of the senior management team and subject leaders to improve further the quality of teaching and learning.
- R4 Ensure continuity and progression in the planning and delivery of the curriculum, with particular reference to developing the key skills of speaking, writing and information and communications technology.
- R5 Improve assessment of pupils' performance and progress (including pupils own self-evaluation) and use the data generated more effectively to inform planning and target-setting.
- R6 Ensure that all statutory requirements are met in the Governors' Annual Report to Parents.

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 3: Good features outweigh shortcomings.

56. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
57. From generally lower than average starting points, children in the early years and key stage 1 achieve good standards in their acquisition of knowledge, understanding and skills. Progress is less consistent in key stage 2 and, although they are showing improvement, end of key stage assessment results, are disappointing. Pupils with SEN achieve suitable standards relative to their age and ability.
58. Pupils successfully achieve the school's agreed learning targets and goals irrespective of their social, ethnic or linguistic background. However, as the school has identified, previous systems for the analysis and use of assessment information to set the targets have not been sufficiently challenging.
59. Pupils' standards of achievement in the lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	68%	32%	0%	0%

60. These percentages exceed the Welsh Assembly Government's 2007 all-Wales targets for 98 per cent of lessons to be grade 3 or above and 65 per cent to be grade 2 or above. They show good improvement on the grades given at the previous inspection.
61. In the early years, standards of achievement in the six areas of learning are as follows:

Language, literacy and communication	2
Personal and social development	2
Mathematical development	2
Knowledge and understanding of the world	2
Creative development	2
Physical development	2

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

63. In key stage 1 and key stage 2, standards of achievement in subjects inspected are as follows:

Inspection Area	Key stage 1	Key stage 2
English	2	3
Science	2	3
Information technology	3	3
History	3	3
Physical education	2	2

64. Overall, in the five subjects inspected, pupils have good standards in physical education at both key stages and in English and science at key stage 1. Good features outweigh shortcomings in information technology and history at both key stages, and in English and science at key stage 2. The performance of boys in English at key stage 2 has been of concern. However, recent data indicates that this is being addressed.
65. Under-fives in the nursery and reception classes make good progress in all areas of learning. They reach good levels in the acquisition of the key skills of literacy and numeracy. They also make good use of bilingual words and phrases during their daily routines. However, despite overall good progress in their knowledge and understanding of the world, lack of opportunity to use computers has limited their progress in ICT. Children quickly settle into school and engage enthusiastically in a wide range of well-planned and carefully organised activities in a stimulating and vibrant environment. Personal, social and creative skills develop well in this atmosphere.
66. In both key stages 1 and 2, pupils' reading, listening and mathematical skills are good. The majority listen to and follow instructions and explanations carefully. Pupils' reading skills are well developed and by year 6 they read a wide range of books for pleasure or to gain information. Pupils use their knowledge of number and other aspects of mathematics, including problem-solving, regularly when studying various subjects. However, pupils' skills in the use of ICT to support and extend learning in other subjects is limited.
67. The development of pupils' speaking skills is inconsistent across the school. Where pupils are encouraged to reflect on what they are going to say, use appropriate subject specific vocabulary and speak in whole sentences, progress is good. Similarly, when writing in other subjects, the quality of pupils' spelling, punctuation and grammar is inconsistent. In both key stages, pupils' bilingual skills are underdeveloped. Pupils lack confidence and opportunity to use Welsh outside of the lesson. However, they are developing a good basic knowledge and awareness of the heritage and culture of Wales through *Y Cwricwlwm Cymreig*.
68. Creative development is good, particularly the use of art to illustrate themes and topics in other subjects. Dance features prominently in the school's curriculum and pupils demonstrate a good ability to interpret, perform and appraise their dance sequences and movements.

69. Pupils with SEN including those with statements of special educational need make good progress in relation to their ages and abilities. When withdrawn for additional support with reading, pupils enjoy the sessions, understand the need for support and comment positively on their progress. Targets identified in individual educational programmes are regularly and consistently achieved. However, there are shortcomings in the standards achieved by more able and talented pupils.
70. Analysis of 2005 key stage 1 statutory assessment data shows a significant improvement on the results of the previous inspection. In the core subjects of English, mathematics and science and in the core subject indicator (the number of pupils gaining at least level 2 in all three subjects) percentages have risen considerably. Recent trends since 2003 show a fluctuating pattern with results for English and mathematics slightly down on the preceding year.
71. The school's results for pupils gaining level 2 or higher are just above LA and national averages in English and mathematics and just below the averages in science. The results for pupils gaining the higher level 3 match the averages for English, are below them in mathematics, and above them in science. The core subject indicator is above LA and national averages.
72. When compared to similar schools across Wales (in the same free school meals category), the school is in the upper 50 per cent for English, mathematics and the core subject indicator and in the lower 50 per cent for science. Girls generally outperform the boys although boys' level 3 mathematics results are higher. Preliminary examination of results for 2006 indicates that the percentage gaining levels 3s has fallen in English and science but risen in mathematics.
73. End of key stage 2 statutory assessment results for 2005 show a significant improvement on those gained at the previous inspection. Recent trends since 2003 show continuing improvement in mathematics and science but falling results in English.
74. The school's results for pupils gaining level 4 or higher are above LA and national averages in science and mathematics but well below averages for English and, consequently, the core subject indicator (the number of pupils gaining level 4 in all three subjects).
75. When results are compared to those of similar schools across Wales the school is exactly mid-way in science and mathematics but in the lowest 25 per cent in English and the core subject indicator. The results for pupils gaining the higher level 5 are just below averages for English, well below averages for mathematics and match them for science.
76. In mathematics and science, girls generally outperform boys in gaining a level 4 or better but the results for boys and girls gaining the higher level 5 are broadly similar. Boys' performance in English at key stage 2 is well below averages and far behind that of the girls. Preliminary examination of results for 2006 shows that the gap in performance has narrowed considerably.

However, the percentage of pupils gaining level 5 has fallen in all three subjects.

77. The school has a clear understanding of the learning needs of children pupils on entry and they make good progress during their time in the nursery and reception classes. They make a smooth transition to key stage 1 where they build successfully on the good foundations laid in early years. Less able pupils benefit from good quality support and activities are thoroughly tailored to meet their needs. However, more able pupils are not consistently provided with activities and tasks to extend and challenge them.
78. In key stage 2, pupils acquisition of new knowledge, understanding and skills in individual lessons and across subjects is not consistent. Good progress is made in lessons where pupils are engaged and working at full capacity; where stimulating tasks and activities demand their effort, concentration and perseverance. They make less progress where the lesson is insufficiently planned and does not build on their previous learning in a structured way. As with key stage 1, there is a lack of challenge for more able pupils. Good features outweigh shortcomings, therefore, in the overall progress that pupils make in fulfilling their potential and moving on to the next stage of learning.
79. Pupils are familiar with the concept of setting personal targets for improvement. This is very well established in some classes where pupils correctly use terms such as 'peer evaluation' and 'action plan/points'. Pupils are familiar with their own targets for improvement but older pupils, correctly, consider these to be too general rather than helping them in making specific progress in a subject. Pupils appreciate it when teachers put written comments and questions in their workbooks as it helps them to make progress. All pupils willingly accept and positively respond to constructive criticism from their classmates and adults.
80. The development of pupil's personal, social and learning skills has good features with no important shortcomings. Generally, pupils concentrate very well on their work in lessons. Once pupils have been told what they are to do, they quickly get on with their work. They can be relied upon to work with the minimum of supervision. A very good example of this was seen where a group of year 6 pupils read stories to year 2 pupils. The stories had been written by the older pupils for the younger ones. All listened very carefully to each other and then gave very sensible evaluations of the stories. No adults directed pupils what to do once the activity was underway. These planned activities have a positive effect on pupils' overall progress.
81. Pupils of all ages are very caring for each other in their work and play. The positive way in which the older pupils relate to and support the younger pupils is a particularly good feature. Pupils do not have to be prompted by adults and examples of these very good relationships are many. Pupils are polite and respectful to adults. They have a keen understanding of the negative effects, which can result from a lack of respect for personal and public property.

82. Across the school, pupils are well behaved at all times during the school day. Pupils appreciate the need for rules and have a very clear understanding of what is expected of them. Pupils have been involved in drawing up 'class rules' and are very familiar with the effective rewards and sanctions policy in school. Several pupils look forward to the Friday assembly when the work and attitudes of pupils are celebrated. Bullying is not seen as a problem by either pupils or parents. Pupils feel very strongly that should bullying occur, staff will deal with it swiftly and effectively. There have been no exclusions in the last year.
83. Pupils of all ages willingly take on routine administrative tasks to help teachers. They successfully take turns in being the *helpwr heddiw* for the class, which in turn promotes their bilingualism. The year 6 pupils are most efficient in recording routine events involving pupils during break times. This activity significantly contributes to all pupils' welfare and self-control.
84. Pupils benefit from good links with the community and other schools. They appreciate the events they are involved in, such as at the local church or performances in school by visiting musicians. Their involvement in understanding the workplace is limited overall, but developing well with the youngest pupils. Pupils show good respect for the diversity of differing races and cultural backgrounds of humankind. Pupils' moral and spiritual development is good. They have a good awareness of equal opportunity issues. Pupils express their views openly with older pupils considering issues ranging from school-based ones, such as what is sold in the school shop, to world issues such as whale hunting.
85. Attendance for the three terms prior to the inspection is on average 92.5 per cent. This is below both the Wales and LA average. The school is aware of the reasons why several pupils do not attend regularly and works closely with the Education Social Worker and parents in an attempt to resolve this. Punctuality is generally good, but a small minority of pupils do not arrive at school on time. The school takes suitable account of the Welsh Assembly Government circular 3/99.

## The quality of education and training

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

Grade 3: Good features outweigh shortcomings

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

87. In the lessons observed during the inspection, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
4%	63%	33%	0%	0%

88. A high proportion of teaching across the school is good, and sometimes very good in the early years classes. These percentages show a good improvement on the grades given at the previous inspection. However, a third of the lessons observed had some shortcomings.

89. In the lessons which have outstanding features, members of staff:

- have very high expectations of behaviour and achievement;
- incorporate relevant, varied and interesting problem-solving activities which completely engage the pupils, making learning fun; and
- gradually increase the complexity and challenge of tasks.

90. In the majority of lessons teaching is good, members of staff:

- use a good range of resources which are appropriate to pupils' age and ability;
- make learning objectives clear at the outset and consolidate them during the lesson;
- build effectively on previous learning;
- use well-considered questions to challenge thinking;
- give clear instructions and explanations and provide positive feedback;
- deliver lessons with good pace to meet deadlines;
- deploy support staff well to keep pupils focussed and on task;
- use effective strategies to overcome inappropriate behaviour;
- have a positive working relationship with pupils;
- incorporate pupils' own experiences and contributions effectively into the lesson; and
- use outside agencies and voluntary support to good effect.

91. In those lessons which have some shortcomings, members of staff **do not**:

- give pupils opportunity to discuss or consider the issues raised;
- allow sufficient time for pupils to complete written tasks or participate in an effective plenary session;
- challenge pupils sufficiently;
- insist on good standards of accuracy and presentation;

- fully involve adult helpers; and
  - take advantage of opportunities to develop pupils' skills through ICT.
92. Teachers demonstrate secure knowledge of the subjects they teach, and effectively use their specialist knowledge and the resources available to enhance the quality of lessons. Throughout the school, teachers treat all pupils equally, consistently and fairly, and ensure that everyone has access to all the opportunities and experiences offered. However, the teaching of bilingual skills is inconsistent. Teachers have received training but some fail to take advantage of incidental opportunities to develop skills as they arise. Similarly, opportunities are missed to develop pupils' key skills because these are not sufficiently highlighted or considered in planning.
93. Teaching assistants have a good understanding of pupils' needs, especially those with more complex difficulties. They show good awareness of the subjects that are taught and generally contribute effectively to the progress that pupils make in learning, behaviour, personal development and social skills. They are a valuable additional teaching resource.
94. In the majority of classes, good and effective attention is paid to meeting the needs of pupils with SEN. In particular, specialist intervention using commercial schemes has helped to improve standards in literacy. Generally, work is appropriately planned to engage and challenge the majority of pupils and there is a good balance between activities that are adult-led, and those in which pupils work independently. Individual and small group work is of a good standard. However, the needs of more able and talented pupils are not consistently met across all classes and subjects.
95. Teachers of classes in the early years and key stage 1 work closely together to ensure continuity in curriculum content and lesson planning. This collaboration is also helping them prepare for the introduction of the Foundation Phase. However, the school has correctly identified the need to develop consistency in key stage 2 where teachers currently adopt a more individual approach to planning. The forthcoming review of the school's schemes of work is an essential element in this. An interesting example of good practice across the key stages was a series of joint literacy sessions held with combined year 2 and year 6 pupils over a brief period. This provides good professional development for the teachers working with age groups with which they are unfamiliar and it helps develop good attitudes to learning amongst pupils.
96. Overall, the school meets the statutory requirements for assessment and reporting but, as it recognises, current systems have several shortcomings. In the early years, the quality of assessment, recording and reporting is comprehensive and thorough. Staff collect and use information well to prepare rich and meaningful experiences for all pupils and to identify and plan for children with SEN.
97. There has been recent improvement in assessment and recording in the core subjects of English, mathematics and science where teachers appropriately

include the results of standardised testing and observations in lessons. In most other subjects, however, class teachers use their own systems to assess pupils' progress. Overall, however, the processes are insufficiently rigorous, systematic and consistent and do not enable comprehensive and detailed tracking of individual pupils' progress as they pass through the school. In particular, procedures for assessing pupils' knowledge, understanding and skills in the non-core subjects are limited.

98. The school has not developed subject portfolios, which include assessed and graded samples of pupils' work with detailed comments to help teachers achieve consistency. Consequently, judgements about pupils' standards of achievement, is open to interpretation and variable between classes.
99. The school has a marking policy, which highlights the need for positive and encouraging comments on pupils' written work. However, this is inconsistently applied and, in some classes, does not help pupils to understand how to improve their work. Where marking is critically constructive, it is done well, giving pupils clear guidance on how to progress.
100. The school's target-setting process is not yet effectively applied. Individual targets are shared with pupils in the core subjects and these are reviewed over each term. However, pupils regard these as too general and ineffective in enabling them to evaluate their own progress and plan for improvement.
101. The school provides written reports to all parents at the end of the summer term. These give a clear picture of attainment and achievement but do not give a clear indication of what each child needs to do to improve. However, parents appreciate that they have ready access to teachers if they need further information on their child's progress and formal meetings are regularly scheduled with parents. The procedures for reviewing and reporting on the progress of pupils with SEN meet all requirements.

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

Grade 3: Good features outweigh shortcomings

102. The findings of the inspection team differ from that of the school in its inspection report in which it awarded a grade 2 for this key question. The team recognised many good features but identified shortcomings in certain areas and so awarded a lower grade.
103. The school provides a broad, balanced and coherent curriculum, which fulfils statutory requirements and meets the needs of all pupils, including those with SEN. All pupils have equal opportunity to access the curriculum offered and to take part in all areas of school life whatever their ability or background.
104. The overall quality of the educational provision for under-fives is appropriate to their needs and children are making good progress towards the Desirable

Outcomes for Children's Learning. Recent improvements to the accommodation have already had a considerable impact on standards and progress, ensuring that children receive a good start to school life.

105. To improve the learning experiences of its pupils, the school is currently evaluating each subject to see how effectively and systematically it builds on pupils' previous learning to achieve agreed targets as they pass through the school. To this end, it has begun the process of subject evaluation leading to the full review of its curriculum policy documents and schemes of work. In the short term, the school has accorded an appropriate emphasis to the core subjects and this has led recently to more effective learning in these areas. However, the school has not addressed the issue of how pupils' knowledge, skills and understanding are systematically developed within other subjects.
106. In particular, although pupil's basic and key skills are generally identified in individual lessons, opportunities to develop speaking, writing and ICT skills are frequently missed through lack of planning for their effective implementation. There is no comprehensive up-to-date policy document to guide teachers in developing these and other skills such as bilingualism, creativity, and independent learning across the full range of subjects. The school has identified this as an important priority.
107. To broaden and enrich their learning experience, all pupils are offered a wide range of sporting, musical and other activities. Visits to the community, to museums, castles and places of worship, and visitors such as artists and musicians further enhance learning. There is a good range of well-supported extra-curricular activities available, to which all pupils have equal access.
108. The overall provision for pupils' spiritual, moral, social and cultural development is good and teachers plan suitably for this particular aspect. Pupils know that their opinions and views are valued and this helps to raise their self-confidence and esteem. Staff provide good role models; they are caring, friendly and supportive and help pupils to become mature and responsible. Older pupils have developed good independence and team-building skills as a result of residential stays at outdoor pursuits centres. Teachers expect good behaviour and this is reflected in the high levels of self-discipline that are evident in even the youngest pupils.
109. The school is aware of the need for pupils to learn about the cultures and faiths of the wider world, and this is included in religious education and geography. However, opportunities for pupils to discuss and debate issues arising from living in a multi-cultural society are less well developed. An action plan to address this issue is currently being produced. Whole school acts of collective worship led by the head teacher provide opportunities for pupils to reflect on issues in their own lives and the world around them, make a good contribution to their moral and spiritual development.
110. Pupils' learning is further enriched by the school's partnerships. Parental links are good. Parents speak enthusiastically about the school and feel they are well informed about its life and work, the curriculum and the progress their

children make. A small number of parents said that they would like more information about their children's progress, events in the school, and the topics their children would be covering in the oncoming term.

111. The school works closely with other schools as part of a consortium that provides professional training and resources. It has a very close link with the local high school and this facilitates smooth transition for the children. The school has productive links with other partners such as the local teacher training institution.
112. The development of pupils' bilingual skills is still at an early stage and is not consistently promoted in all lessons across the school. Where it is a regular feature of daily activities, such as in the early years, pupils naturally and effortlessly develop their skills. The school effectively promotes pupils awareness of the heritage and culture of Wales through *Y Cwricwlwm Cymreig*.
113. Currently, pupils develop their understanding of the world of work, of business and enterprise in a non-structured way. Pupils in some classes have undertaken visits to local businesses and industries linked to the topics they study, but there is no cohesive strategy to develop their understanding systematically as they move through the school. No staff placements have been undertaken. An enthusiastic school council has very recently been set up, and older pupils help to sell healthy snacks at break time. But, overall, the school is in the early stages of developing pupils' entrepreneurial and life-long learning skills. The school has rightly identified all these aspects as areas for development.
114. The school's arrangements for pupils to learn about sustainable development and global citizenship have good features that outweigh shortcomings. Pupils are involved in a number of re-cycling initiatives, and older pupils have been involved in drawing up plans to improve the outside environment of the school. Suitable attention is given to global citizenship in the geography scheme of work. However, many of the initiatives are very recent and have not yet had time to make a full impact on the development of pupil's knowledge and skills.
115. There are good arrangements to support pupils when they move to the next stage of education at the end of Year 6; this reflects well the Welsh Assembly Government's recent national focus.

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

Grade 2: Good features and no important shortcomings

116. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
117. Overall, the school provides good care, support and guidance for pupils. It has developed good links with parents and consults with them regularly about

all arrangements. At the pre-inspection meeting, parents expressed the view that the school provides well for their children. The school also works with a number of professionals from a wide range of agencies to ensure that pupils with specific needs are well looked after. Adults within the school know the pupils well and provide good day-to-day care and support based upon secure and friendly relationships. Both in lessons and throughout the school day, pupils' individual needs are identified and quickly addressed. Pupils also confirm they feel safe and trust all adults who work there.

118. Induction programmes are good. There is good liaison with the nearby playgroup and this ensures that transition arrangements for pupils starting in the nursery class are effective. Procedures at the end of the school year for pupils to transfer to their new class are equally good.
119. Systems to monitor and address any concerns related to pupils' behaviour, attendance and performance have good features but some shortcomings. Pupil's performance is monitored well in lessons. Adults provide good support and guidance, which enables pupils to understand their work. Pupils confirm that their teachers help them and they are happy to ask for help although it is not always made clear to pupils how they might improve their work.
120. There is good liaison with the educational social worker when the school has concerns regarding pupil's attendance. However, although the school is in the process of establishing systems to improve pupil's punctuality, there is a small group who are consistently late.
121. Pupils behaviour is generally good and well monitored throughout the school with strong relationships formed based on respect and understanding. There are effective strategies of reward and sanction which pupils clearly understand and consider fair. No misbehaviour was observed during the inspection. The school has had no exclusions in the past 12 months although pupils whose behaviour gives rise for concern are well supported and advice is sought from the LA's behaviour support team. The school is currently in the process of reviewing how it monitors and promotes good behaviour throughout the school.
122. Some classes have specific lessons relating to personal, social and health education including group discussion (Circle Time) about behaviour-related issues. Suitable attention is given to healthy lifestyles and exercise. Since the appointment of the current head teacher, new initiatives have been introduced to promote healthy lifestyles. Pupils now enjoy healthy snacks at break time and cooled water to drink during the day. The school has very recently elected to take part in the LA's healthy schools project. Despite these good features, personal and social education is not cohesively planned for throughout the school.
123. There are clear policies and procedures to ensure everyone's health, safety and welfare. Welfare routines, should any pupils hurt themselves or become unwell whilst at school, are well established. Suitable risk assessments are regularly carried out. The school is currently working with a multi-agency team

in an attempt to resolve the health, safety and security concerns, which exist in relation to the school's extensive site.

124. Child protection procedures are good with no important shortcomings. The issues identified at the time of the previous inspection have been addressed. Procedures are well documented and known to all who work in the school. The recently drawn-up policy reflects current recommended practice. Staff are fully aware of what they should do if they have any concerns about the pupils in their care. All staff have recently received suitable training in relation to this aspect.
125. The school generally makes appropriate provision for pupils with additional learning needs and all statutory requirements are fully met. Suitable procedures have been established to identify pupils with SEN early and classroom teachers apply a broad range of strategies to ensure that pupils with SEN are fully engaged in the learning process. Information gained from baseline assessments and monitoring of individual needs is particularly effective for pupils with SEN in the early years classes.
126. The SENCo provides support for class teachers in devising and producing individual educational programmes for pupils. She is a committed professional who is working hard to develop her own skills in this field. However, the lack of training and experience in this specialised field limits her ability to play a more extended role in providing training for other staff; in curriculum planning and in rigorously monitoring the progress of individual pupils. She receives good support from her assistant in all special needs related administrative matters.
127. Links with other agencies such as the educational psychology service, the behaviour support team, the physiotherapy and medical services are good. However, despite the large number of referrals, input from the speech and language therapy service is limited. The school has also previously received support for pupils with English as an additional language although no pupils currently require input.
128. Some pupils need intensive support for literacy and numeracy. The deputy head teacher provides valuable additional support for groups of pupils in years 3 and 4. Additional support is also provided through the school's 'Catch Up' scheme for pupils who are experiencing problems with reading. This is proving effective and records show good progress.
129. The needs of pupils with statements of special educational need are appropriately met. All pupils are fully included in lessons but occasionally they are withdrawn for intensive support from teaching assistants and specialists. Management of withdrawal sessions is carefully planned to ensure that pupils have full access to the whole curriculum. However, there are no formal procedures for identifying, supporting and extending more able and talented pupils. The lack of challenge for this group of pupils is evident both in lessons and in planning.

130. The quality of provision for equal opportunities has many good features. For example, it has identified a need to stimulate the performance of boys in English and successfully improved their standards by the introducing new learning materials and other strategies. The school successfully promotes pupils' positive attitudes to peoples of different race and culture through the formal curriculum, assemblies and special events. Consistently applied procedures to promote good behaviour and discipline ensure that potential problems of harassment, bullying or racial intolerance are dealt with immediately and fairly. Parents and pupils have confidence in these procedures, particularly in the anti-bullying strategies.
  
131. All pupils, regardless of their social, academic or cultural background, have appropriate and full access to everything the school offers. The principles of equal opportunity appear consistently and correctly throughout the school's policies. The requirements of the *Disability Discrimination Act (2004)* are appropriately met.

## Leadership and management

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

Grade 3: Good features outweigh shortcomings

132. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
133. The new head teacher is successfully strengthening the leadership and strategic management of the school. However, he is fully aware that the impact of the initiatives he has implemented have still, to be fully reflected in the school's achievements and that there is much more to be done.
134. The head teacher's input has been outstanding. His open, sincere, and inclusive approach is based on a thorough and professional understanding of good practice. The head teacher's appointment followed a difficult period for the school and he quickly recognised that his first priorities were to raise staff morale, create an open learning environment, raise the profile of the governing body, and improve links with parents and the community. This he has largely achieved.
135. The head teacher's strong and effective leadership and total commitment have given the school a very clear direction for the future to which staff, governors, parents and pupils subscribe. The head teacher is building a co-ordinated team with the common purpose of improving provision in all aspects of school life and raising standards. There is an increasing sense of purpose, pride and optimism in the school.
136. The day-to-day management of the school is effective. Routines are established and the school runs smoothly and efficiently. The senior management team are very supportive of the head teacher and are working hard to implement recent initiatives. However, they have not yet had appropriate or sufficient professional development and training in leadership and management to enable them to provide the best support for the head teacher. The current development of the early years unit is well led and changes are being systematically introduced. Changes in the leadership and management of special education needs are working well but, similarly, the SENCo has had insufficient specialist training to enable her to fulfil her role to best effect.
137. Managerial systems to support, develop, and improve the performance of individual staff and departments have been introduced since the head teacher's appointment. The school successfully implements performance management procedures in line with statutory requirements. Procedures are being developed to ensure that individual staff members share their professional development opportunities with others. There has not yet been opportunity to assess the impact of this on standards. Additionally, the head

teacher has set a high priority on developing training and appraisal for teaching assistants.

138. Although several are recently appointed, subject leaders are knowledgeable about their areas and committed to developing their expertise. They are currently undertaking a thorough evaluation of the subject areas for which they are responsible and translating priorities for development into planning. As part of this process, the school has identified that it needs to review its curriculum policy documents and schemes of work, many of which have not undergone regular review and do not indicate clearly how pupils progress in their knowledge, understanding and skills.
139. Scrutiny of teachers' planning, pupils' work and analysis of national curriculum and other assessment information is variable across the subjects, but has improved in the core subjects since the previous inspection. The monitoring of teaching and learning in lessons has been undertaken by the senior management team as part of the performance management process but subject leaders have not yet had the opportunity or training to support their colleagues in this way when focussing on their specific subjects. Furthermore, subject leaders have not yet developed portfolios of pupils' work to demonstrate the standards achieved by pupils in a way that will bring consistency to assessment.
140. The school is aware of the importance of improving its target-setting processes in order to raise standards at all levels of school life. The many targets identified in the school development plan are insufficiently prioritised and lack clear indication of how they are to be achieved. Targets previously produced for cohorts of pupils and for individual pupils have not been based on accurate and rigorous assessment and have not proven sufficiently challenging for teachers or pupils.
141. The school is taking increasing account of national priorities such as sustainable development, the development of bilingualism, healthy schools, *Y Cwricwlwm Cymreig* and these are being integrated into its overall development.
142. The governing body is supportive of the school and is regularly provided with good quality information about the school's performance and activities by the head teacher. Governors meet regularly and have an established and effective committee structure.
143. They are becoming increasingly aware of their roles and responsibilities with link governors being appointed for some subjects, for SEN, and for child protection. Their role in monitoring the effectiveness of the school's provision and in helping to set the strategic direction of the school is developing well. However, governors recognise the need for continued training. One member of the governing body said that since the appointment of the new head teacher he felt empowered as a governor.

144. In almost every area of their work the governing body fulfils its legal and statutory requirements. However, the governors' annual report to parents has several omissions in the information it is required to produce.

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

Grade 3: Good features outweigh shortcomings

145. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
146. Until the appointment of the new head teacher, at the start of the present school year, there had been no formal process of whole school self-evaluation and there had been no up-to-date school development plan for some time. The school did not have formal systems to find out and take note of the views of staff, pupils, parents and other interested parties. Immediately from appointment, the head teacher sought the opinions of staff and governors on how they wanted to see the school develop. This led to the production of both the self-evaluation report and the current school development plan.
147. The school's self evaluation report provides a detailed commentary of matters relating to the seven key questions in the Common Inspection Framework and takes suitable account of the associated guidance. The grades given by the school match those of the inspection team in six of the seven key questions. The team awarded a lower grade for key question 3.
148. Through the process of analysing the key questions, the head teacher has not only tried to gather evidence of its performance in many areas but also to establish in the school a culture of critical self-evaluation. However, he recognises that, in this first attempt, the report does not fully incorporate the views of all interested parties, including parents and pupils. The report itself provides much detailed information but is not presented in a way, which makes clear where evidence is to be found, or what the particular strengths and main priorities for development are in the key questions.
149. Similarly, as the head teacher acknowledges, the school development plan is very ambitious and tries to incorporate long lists of targets in twelve main focus areas. The strategy behind this was to set the scene for a climate of self-review and for a staff and governor ownership of the school's priorities, which had not existed before.
150. Direct observation of teaching and learning by the head teacher as part of performance management, and input from the LA looking at standards, learning and teaching and learning in several subjects, have further highlighted areas for improvement and have given subject leaders greater confidence in their own skills.

151. Some of the priorities identified in the school development plan have been successfully met in a short period of time. Resources have been effectively used to bring about changes. For example, the accommodation has been radically improved, particularly in the provision for the under-fives. Parents state they are made welcome in the school which was not the case previously. Most importantly, there is now a good ethos to support self-criticism and planned, corporate improvement.
152. The school is evolving structured systems to identify the needs of the school, to prioritise these needs and then plan, implement and evaluate action to address the priority areas. To this end, subject leaders have been requested to produce a report of their analysis of the development priorities in their areas of responsibility, which will feed into the next more-refined school development plan.
153. Subject leaders are given agreed and sufficient blocks of time to carry out this work. However, not all subject leaders have completed their reports, and the degree of analysis and consultation in producing their evaluations is variable in quality. Where this process has been completed effectively, some of the identified issues have been improved and evaluated quite quickly as illustrated in the methodical work carried out by the leader for science. Similarly, a thorough analysis of the use of literacy to support learning in science carried out by the English subject leader provides a rich source of guidance.
154. Governors are now taking an active role in finding out what is going on in school and making their views known. This aspect is being progressed well through the activities of a working group of parent governors. A school council has recently been established with one of its purposes being to represent the views of pupils in the developmental process. Pupils and governors have clear ideas about the school's strengths and weaknesses.
155. The school has established a timetable to bring the views of these interested parties together and prioritise them. It has also set a date to review the progress made against the current school development plan and consider whether further action is needed. By these means, the new school development plan will be formulated. The head teacher is aware that the current school development plan lacks measurable criteria for success and needs to be made realistic in what it tries to do in a stated time.
156. Initially, the school was slow to respond to the recommendations of the previous inspection, but under the new leadership it is responding effectively. Good progress has been made in improving the quality of teaching and learning. A strong feature of this is the well-planned provision for the education of children under five. However, several of the issues identified previously remain, including improving the school development plan, improving assessment, and developing the key skills.

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

Grade 2: Good features and no important shortcomings

157. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
158. The overall provision for staffing, accommodation and resources is good. The school is well staffed with suitably qualified and experienced teachers who are well supported by an appropriate number of effective teaching assistants. Staff are deployed to good effect overall and careful consideration is given to using planning, preparation and assessment time efficiently and productively. This is monitored carefully by the head teacher. There is good support for different groups of pupils who require additional input. All pupils have equal access to the full range of the school's activities.
159. Administrative, caretaking, cleaning and catering staff are valued members of the school team and make an effective contribution to its smooth running. All members of staff have job descriptions, which are reviewed annually and professional development activities for teaching and support staff are directly linked to the school's priorities and the budget.
160. The provision and quality of resources for learning have improved considerably since the appointment of the new head teacher. This has been a high priority for the school. The school has invested heavily, for example, in expanding and improving its reading resources in the attractive new 'Readarium'. This is helping promote the development of pupils' independent learning and research skills. Supervision and management of this facility is being transferred to the pupils. The school has an adequate range of software and hardware, including an interactive whiteboard in the computer suite, to meet pupils' needs.
161. The inside of the building has undergone many recent improvements and now provides a welcoming, warm and open environment. Attractive displays of work celebrate pupils' achievements in subjects across the curriculum. In particular, the building has been sympathetically adapted to meet the needs of the children in the early years and now provides a stimulating learning area for them. However, some classrooms and the hall are only just adequate in size for the numbers of pupils using them. Outside, the grassed areas, hard surface playing areas and the enclosed sports area shared with the community provide good facilities. The school is working carefully with the local community, the LA and the police to improve the general security of the site.
162. Since appointment, the head teacher has worked closely with the governors to establish effective procedures to monitor and manage the budget. A recent audit indicates that the school's finances are managed efficiently and effectively. In the current financial period, the available budget contingency is within the level recommended nationally. Expenditure is increasingly being

directly linked to planning as the school refines and costs the priorities identified in its school development plan.

163. The processes to ensure good value for money are in place. Under the new head teacher, the school has invested heavily in creating an environment, which promotes a good atmosphere for teaching and learning. Pupils make particularly good progress in their learning across the early years and in key stage 1. In key stage 2, they make good progress in their personal and social skills and leave the school as well-rounded, mature young people ready for the next stage of their learning. The school is effectively addressing specific areas of underachievement in key stage 2.
164. The school provides good value for money.

## Standards achieved in subjects and areas of learning

### Under 5s

165. The overall provision for the under-fives is appropriate to their needs and pupils are making good progress towards the Desirable Outcomes for Children's Learning.

### Language, literacy and communication skills

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

#### Good features

166. Children in both nursery and reception classes listen well to the adults leading their activities. They respond readily to questions and try hard to carry out instructions carefully. They speak easily with the adults around them and more able children of reception age are beginning to express their views clearly and offer suggestions.
167. The under-fives respond positively to the experience of learning Welsh. They are developing appropriate vocabulary, phrases and language patterns as a result of the daily use of the language by adults.
168. Nursery children follow shared stories attentively. They demonstrate their interest and understanding by answering questions. They choose and browse through books with evident pleasure.
169. Reception children have a clear understanding that print carries meaning. They are developing a good knowledge of simple phonics and are confidently using them in oral activities. They quickly make a start on reading independently from appropriate class books.
170. Emergent writing skills of both nursery and reception children are developing well. The more confident children already know to make finger spaces between the words they write.

### Personal and social development

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

#### Good features

171. Under-fives children play alongside each other harmoniously and concentrate well on their play activities. They understand about "taking turns" and they help to tidy things away. They make good efforts to manage their personal hygiene and show growing confidence.

172. Nursery children are comfortable and secure with their known routines and they relate positively to the adults who care for them. They move confidently around the classrooms and outside areas.
173. Reception children enjoy good relationships with each other. They work and play together with enjoyment and appropriate self-discipline. In oral sessions, they listen well to each other's contributions.

### **Mathematical development**

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

#### **Good features**

174. Nursery children develop early mathematical concepts well; for example, by counting animals in the farm, and counting steps forward and backwards in a jumping game.
175. In the context of play and craft activities, they develop a good understanding of the language used for comparing size and length, and learn to name simple two-dimensional shapes.
176. The reception children are developing a solid understanding of numbers between zero and 10. They eagerly call out numbers before and after those given by the adult and play number games with increasing confidence.
177. They recognise and name a good range of two-dimensional shapes and the more able children talk about the properties of some of them. They talk with confidence about patterns they make with a variety of materials and use non-standard measurements appropriately when comparing length, height and weight.

### **Knowledge and understanding of the world**

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

#### **Good features**

178. Nursery children are developing an understanding of the passing of time as they talk about their birthdays. They also talk about daily changes in the weather and some can discuss the changes in the seasons.
179. They learn about joining different materials in some of their craft activities and they experiment confidently with water and sand in their outdoor play. Children explain at length how some toy vehicles need batteries whilst others can be pushed and moved without batteries because they have wheels.
180. Reception children discuss 'people who help us' and the different work that they do. They eagerly describe the different uniforms that people wear and give strong reasons for their choices of job when they grow up. Two boys

eagerly explain that it is acceptable for a doctor to give you a 'needle' but that no one else must 'give you needle.'

181. Reception children use the computer with growing confidence to play a mathematical activity and draw a picture. They use the listening centre to listen to stories and all participate eagerly in recording sessions.

### **Physical development**

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

#### **Good features**

182. Nursery children use a wide range of manipulative actions and have good hand/eye co-ordination as a result of regular handling of small-scale toys, malleable materials and mark-making tools.
183. Reception children develop more precise pencil control as, for instance, they form letters and colour pictures with good regard for boundary lines. They use beaters effectively when they play percussion instruments to accompany a song during assembly and they handle scissors with increasing dexterity.
184. As demonstrated in one very good physical development activity lesson, children show outstanding control when working in groups. They skip and change directions to the teacher's instructions with confidence and dexterity and show an increasing ability to evaluate their own performance.

### **Creative development**

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

#### **Good features**

185. Nursery children sing songs and rhymes with gusto. They listen carefully to the sounds of different instruments and they play them well to accompany their singing.
186. They explore and use a variety of materials and techniques to create their own pictures and collages. They produce effective collages. Children enjoy purposeful role-play, which is skilfully led by the teacher. They dress and interact appropriately, sustaining the theme of 'home' as the play develops.
187. Reception children enjoy all creative activities. They develop their sense of rhythm as they keep a steady beat to accompany their rhymes and songs. The more able pupils make sensible comments as they listen to recordings of their singing.
188. Reception children produce good quality artwork. They experiment with a wide range of materials and media and incorporate different techniques into their work. They show confidence and exuberance in their use of paints as,

for example, when they paint their favourite animals following a visit to the farm.

189. Role-play activities are well planned and developed. Reception children skilfully use large painted boxes to make a shelter for themselves and their imaginary animals as they play at being farmers.

### **Shortcomings**

190. There are no important shortcomings in under-fives standards

<b>English</b>
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**Key Stage 1 - Grade 2:** Good features with no important shortcomings

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

### **Good features**

191. In key stage 1, the speaking and listening skills of the majority of pupils are of a good standard. They listen attentively and with interest to both the teacher and to their peers. Pupils think about teachers' questions before answering, and offer their own comments and observations to emphasise a point. When working collaboratively with year 6 pupils, they explain clearly both aspects of their written work and their findings on a given piece of research.
192. Pupils in years 1 and 2 enjoy reading and make good progress. They use phonics, picture cues and word-building strategies well to help them read unfamiliar words. They understand what they have read. Year 1 pupils explain the events of the story so far and year 2 pupils predict imaginatively what will happen next. Some pupils correctly identify speech marks and question marks, and explain their function. Pupils self-correct when they have made a mistake but in some cases their reading lacks expression.
193. In key stage 1, writing is of a good standard. Pupils write for different purposes and produce a range of texts in an appropriate style. Pupils plan their work before writing and build interesting and well-structured sentences. Handwriting and spelling are of a good standard and the use of punctuation is consistently accurate.
194. Most pupils in key stage 2 listen respectfully to their teachers and to others. In lessons they remain focussed for a sustained time. With encouragement, they respond appropriately to questions. Some pupils speak confidently in class, and evaluate their own and other's work effectively.
195. Pupils in years 3 and 4 read confidently and accurately. They use a range of strategies to identify unfamiliar words and show good understanding of the text. Their reading is expressive and delivered at an appropriate pace according to the context. They enjoy discussing their favourite books and authors. Older pupils in years 5 and 6 enjoy using the 'Readarium' and

borrow books regularly. Their reading is expressive with good regard for punctuation. They understand the library classification system and are steadily developing the skills of skimming and scanning.

196. Across key stage 2, pupils make steady progress in their writing covering a very wide range of genre including letters, stories, reports, recounts, posters, instructions, poems, drama, biographies, and persuasive writing. Many produce well-presented, accurate, imaginative and carefully-planned work.

### **Shortcomings**

197. In key stage 2, a minority of pupils do not use a wide enough vocabulary or speak at sufficient length.
198. The handwriting of many younger pupils in key stage 2 is untidy and spelling is weak.
199. A large percentage of key stage 2 pupils fail to develop good skills in sentence structure, paragraph construction and ordering and grouping material effectively.

<b>Science</b>
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**Key Stage 1** - Grade 2: Good features with no important shortcomings

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

### **Good features**

200. Pupils in year 1 and year 2 carry out a good range of investigative and experimental work. Year 1 pupils investigate and record the effect of the slope of a ramp on the movement of toy vehicles. This aspect of work is developed well in year 2 with pupils frequently and systematically recording their investigative work. All year 2 pupils are skilled in presenting the data they collect in given tables with several pupils successfully using their own tables. Pupils use of tally charts and bar graphs is well-developed by the end of year 2.
201. Pupils make good use of the school and its grounds in their science studies. For example, year 1 go on a 'light hunt' to find sources of light and year 2 pupils go 'on safari' in the school grounds, carefully recording the different plants and animals they see. Year 1 pupils consider where pushes and pulls are used around the school. Year 2 thoughtfully classify the effect of forces on different materials, such as those which are changed permanently and those which go back to their original shape. Pupils in year 1 accurately identify favourite foods and in year 2 carefully consider healthy diets. The concepts of growth, change and variation in living things are well understood as pupils move through key stage 1. Year 2 pupils have a good knowledge of appropriate aspects of electricity.

202. Pupils in years 3 and 4 continue to develop their investigative skills well. These pupils are very familiar with the processes of an investigation, which they carry out very thoughtfully and systematically. For example, they make sure they only change one variable at a time in their studies on friction. They use interesting questions for their investigations, such as 'Do we have draughts in our school?' and 'Which material is good at keeping water warm?'
203. Experimental work features strongly in the work of years 3 to 5. Pupils in years 3 and 4 produce very good work in their studies of safe electrical circuits. They construct and correctly produce circuit diagrams to explore how different arrangements of batteries and bulbs affects the brightness of light produced. Year 5 pupils carry and record careful measurements of bone lengths in the human body and the heart pulse rates.
204. Overall, pupils' knowledge and understanding is of an expected standard but is good, and at times very good, in years 3 and 4. For example, in their study of solids and liquids they write, 'Solids only behave like liquids if they are made up of loads of tiny bits'. Year 5 pupils accurately describe how plants reproduce and make good use of scientific vocabulary when they describe different types of change.
205. Pupils in year 6 have a good knowledge of particular aspects of the solar system. They are skilled in obtaining relevant information from science books and websites. In their study of sound, they make good use a sensor linked to a computer to measure loudness. They use binary keys to correctly identify minibeasts and have a good knowledge about the habitats of different animals.
206. Overall, pupils make good use of their mathematical skills in science. They make appropriate use of their information and communications technology, speaking, listening and writing skills.

### **Shortcomings**

207. The development of pupils' investigative work slows down in year 5 and is limited in year 6.
208. Pupils in years 5 and 6 are not clear about the difference between investigative and experimental work. This is shown when pupils carry out a scientific process, such as filtering, and consider this to be an investigation.
209. In year 6, pupils' understanding of electrical circuits does not sufficiently build on work done lower down the school.

## Information technology

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

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

### Good features

210. In key stage 1, pupils make good use of click and drag techniques, for example, when they choose clothes to dress an on-screen teddy bear. They create interesting pictures using paint programs using several colours and tools. By year 2, they are familiar with the use of drop-down menus and the principles of saving their work. Several pupils correctly name most of the components of a computer system, such as the keyboard and the monitor. They produce simple word processed text and incorporate clip art. They are familiar with controlling the movement of a floor robot and finding information from CDs and the internet. They produce different types of graphs using a simple database.
211. In their word processing, pupils in years 3 and 4 produce neatly laid out lists using bullet points. They use a good range of different size and colour of fonts. Year 3 and year 4 pupils present data they have collected, such as the results of survey into where people live, in clearly labelled graphs. They make good use of clip art and text to describe healthy eating or to give instruction on how to clean your teeth.
212. In year 5, pupils maintain an informative written record of techniques and plans for their work in information technology. Using this disciplined and methodical approach to planning, they produce a good quality *Power Point* presentation on Victorian Bagillt. They critically consider the good aspects of display and the time needed for the audience to read each screen.
213. Year 6 pupils are skilled in setting up programs. They know basic word processing editing skills such as 'cut and paste' and 'undo'. Pupils use spread sheets effectively to produce graphs and carry out automatic calculations, such as keeping a running record of house points. They produce interesting *Power Point* presentations, are familiar with logo work and have recently started to use email.

### Shortcomings

214. In key stage 2, pupils do not make sufficient use of information held in data bases.
215. The amount of written planning and recording of procedures in key stage 2 is inconsistent.
216. Pupils, particularly in year 6, do not always systematically save their work.

## History

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

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

### Good Features

217. Throughout the school, pupils' historical skills develop appropriately as they study historical events and characters related to the termly topic themes. The majority of pupils develop a good chronological awareness and compare similarities and differences between past and present events well.
218. In key stage 1, pupils know that things change considerably as time goes by. They make effective use of role-play and they appreciate the differences between lives then and their own lives today.
219. At both key stages, pupils handle historical artefacts and go on visits to historical sites. As a result, they develop a genuine empathy with events and people from the past. Through their increasing skills and confidence in handling historical artefacts and examining available evidence, pupils in years 3 and 4 are beginning to make valid and informed judgements.
220. Pupils use a developing range of historical terminology. In key stage 2, they make increasing use of books and computer software to research information about the history of Wales and further afield.
221. Older key stage 2 pupils know key features about people who lived at different times in the past such as the Victorians. They recognise features about different aspects of lives such as differences between work in Victorian times and work today.
222. Older pupils have completed a comprehensive project on the lives of Women in the Victorian era. Year 5 pupils, for example, have compiled a power point presentation on the local area of Bagillt during the Victorian times. They effectively communicate their findings and express depth and understanding and knowledge.
223. Year 6 pupils are developing a good appreciation of the differences between opinion and fact, and primary and secondary historical sources.

### Shortcomings

224. In key stage 1, pupils are unsure of some of the common words used to describe the passing of time and a minority of pupils have an insecure grasp of chronological framework.
225. In key stage 2, a significant number of pupils cannot view historical events from different perspectives.

226. In both key stages, a significant number of pupils are unable to name many famous personalities from the past.
227. Older pupils do not extend their writing sufficiently when presenting information.

## Physical education

**Key Stage 1** - Grade 2: Good features with no important shortcomings

**Key Stage 2** - Grade 2: Good features with no important shortcomings

### Good Features

228. Generally, pupils follow instructions well and work hard with sustained energetic activity and sensible behaviour to improve their performance. They understand the importance of warm-up activities and the effect of exercise on their bodies and give appropriate attention to health and safety aspects of their sessions. Pupils make good use of both indoor and outdoor resources.
229. In key stage 1, pupils show good control of large and small movements using their hands and feet. They arrange apparatus safely and appropriately and plan sequences of varied movements using a combination of floor and apparatus work. Pupils make good use of space and are aware of others when moving around the hall.
230. They show good body control and are agility in their movements to music. They practise and refine their movements, and interpret the music and visual stimuli well, changing shape and pace appropriately.
231. Pupils have good control of small equipment. They work hard to consolidate their games skills, such as throwing, catching and hitting in rounders and show good understanding of the rules. They adapt their work appropriately after evaluating that of others.
232. Pupils show good teamwork in games sessions and comment on the need for co-operation and respect.
233. In key stage 2, pupils demonstrate good control in warm-up activities and in the basic skills of passing, receiving, dribbling and shooting. They show good previous knowledge of various games and the skills needed such as awareness of space and the use of change in speed and direction to beat opponents. They are competitive, but apply rules and skills fairly in game situations.
234. Year 5 pupils make a good response to music and follow the rhythm in a well-rehearsed formal dance sequence involving all members of the class. They perform a complex routine of formalised movement with control, balance, expression and feeling. The vision of one young pupil's interpretation of a somewhat imperious king dismissing his courtiers leaves a lasting impression.

## **Shortcomings**

235. There are no important shortcomings.

## School's response to the inspection

The inspection findings recognised the significant improvements made by all at the school, particularly over the last year. We are pleased that we have been described as a forward – looking school, as we believe this reflects our approach to developments here at Ysgol Merllyn. It has been acknowledged that we are building a co-ordinated team with the common purpose of improving provision in all aspects of school life and raising standards.

It is especially satisfying to know that we also provide good care and support for our children. Indeed, it was noted that staff are fully aware of what they should do if they have any concerns about the children in their care. We are also delighted that children of all ages are recognised as being very caring for each other in their work and play as this reflects the ethos of the school and is one of its key values.

The commitment and skill of the teaching staff was also recognised, as a high proportion of the teaching was described as good and sometimes very good.

It is also very important to us that the school's links with parents are described as effective. We welcome the part parents have to play in the life of our school.

Most importantly, the inspection report makes clear the elements that make Ysgol Merllyn the school it is. We continue to strive to make our school a place where all who work here enjoy a happy, secure and stimulating environment that aims to develop the confidence and independence of the children. It is especially pleasing to see that the inspectors noticed the part art, dance and music play in the life of the school.

An action plan will now be put in place to address the recommendations in the report. It is clear from the report that much work has been done to identify areas that need further development. In some cases, the requirement is to continue to address issues already identified by the school. Where possible, some actions will be completed within the next school year; whereas others require a more long-term developmental approach. What is clear is that the staff and governors will endeavour to address the recommendations in the most appropriate way and in line with the sentiments of the inspection report.

Details of the inspection and a copy of the action plan will be sent to all parents. The governors will review and comment on the progress of the action plan in their regular meetings. The revised School Development Plan will take account of the findings of the inspection.

The Head teacher, Governors and Staff of Ysgol Merllyn would like to express their thanks to the inspection team, under the leadership of Dr Jim Hewitt, for their professional approach to the inspection. The conduct of the team and their detailed findings, discussions and recommendations has made a positive contribution to the future of our school.

## Appendix 1

### Basic information about the school

Name of school	Ysgol Merllyn
School type	Nursery and Primary
Age-range of pupils	3 – 11
Address of school	Foel Gron, Bagillt, Flintshire,
Postcode	CH6 6BB
Telephone number	01352 733366

Head teacher	Mr Steve Lewis
Date of appointment	September 1 2005
Chair of governors/ Appropriate authority	Councillor Kevin Jones
Registered inspector	Dr Jim Hewitt
Dates of inspection	July 10 – 12 2006

## Appendix 2

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	9	25	23	27	29	26	24	31	194

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	10	1	10.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	18.5 : 1
Pupil: adult (fte) ratio in nursery classes	9 : 1
Pupil: adult (fte) ratio in special classes	n/a
Average class size, excluding nursery and special classes	26.4
Teacher (fte): class ratio	1.3 : 1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Spring 2006	82.9	90.5	92.6
Autumn 2005	89.4	94.3	94.1
Summer 2005	90.0	87.6	92.8

Percentage of pupils entitled to free school meals	16.2%
Number of pupils excluded during 12 months prior to inspection	0

## Appendix 3

### National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2005			Number of pupils in Y2:		31		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher Assessment	School*	0	0	13	68	20
		National	0	4	12	64	20
En: reading	Teacher Assessment	School*	0	0	13	63	23
		National	0	4	14	56	27
En: writing	Teacher Assessment	School	0	7	13	70	10
		National	0	5	14	69	12
En: speaking and listening	Teacher Assessment	School	0	0	13	60	27
		National	0	2	11	64	23
Mathematics	Teacher Assessment	School	0	3	7	74	16
		National	0	2	10	64	24
Science	Teacher Assessment	School	0	0	13	52	35
		National	0	2	9	66	24

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	87	In Wales	81

D Pupils who have been disapplied from the statutory arrangements

W Pupils who are working towards level 1

\* Because some percentages have been rounded up or down, they may not always total 100%

**National Curriculum Assessment Results  
End of Key Stage 2:**

<b>National Curriculum Assessment KS2 Results 2005</b>				Number of pupils in Y6				32			
<b>Percentage of pupils at each level</b>											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	3	28	41	28
		National*	0	0	2	0	1	4	15	46	31
Mathematics	Teacher assessment	School	0	0	0	0	0	3	16	53	28
		National	0	0	2	0	1	3	15	47	32
Science	Teacher assessment	School*	0	0	0	0	0	3	9	53	34
		National	0	0	2	0	0	2	11	51	34

<b>Percentage of pupils attaining at least level 4 in mathematics, and science</b>			
<b>by Teacher Assessment</b>		<b>by Test</b>	
In the school	64	In the school	n/a
In Wales	72	In Wales	n/a

- 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
- Because some percentages have been rounded up or down, they may not always total 100%

## Appendix 4

### Evidence base of the inspection

A team of four inspectors spent a total of nine inspector days in the school. The head teacher attended team meetings and acted as nominee on the inspection team. Additionally, a peer assessor took a full part in the process during the inspection period.

The inspectors observed:

- 24 lessons or part lessons, covering all classes;
- acts of collective worship;
- pupils throughout the school day including break times, lunchtimes and when entering and leaving school; and,
- extra-curricular activities.

The team considered:

- a wide range of pupils' past and present work;
- comments from the pupils about their school;
- 19 responses to the parents'/carers' questionnaire; and,
- the school's self-evaluation report, development plans, policy documents, schemes of work and other documentation;

Before and during the inspection the team held discussions about the life and work of the school with:

- parents of pupils at the school;
- the head teacher and staff;
- the governing body; and,
- representatives of agencies linked to the school.

The team reported back to the staff and the governing body following the inspection.

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Jim Hewitt Registered Inspector	Context, Summary, Recommendations, Appendices, Contributions to: Key Question 1 Key Question 2 Key Question 4 Key Question 5 English, Physical Education
Carolyn Thomas Team inspector	Contributions to: Key Question 1 Key Question 2 Key Question 3 Key Question 7 Early Years, History
Glyn Gaskell Team Inspector	Contributions to: Key Question 1 Key Question 4 Key Question 6 Science, Information Technology
Denise Shields Lay Inspector	Contributions to: Key Question 1 Key Question 3 Key Question 4 Key Question 5
Steve Lewis Nominee	Supplying information for the inspection team Attending team meetings
Cheryl Barker Peer assessor	Observing lessons, Examining pupils work, Contributing to team meetings

The contractor was:

Evenlode Education Ltd.,  
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### Acknowledgement

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