

REPORT

on the

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

of

**YSGOL PENMORFA
DAWSON DRIVE
PRESTATYN
DENBIGHSHIRE
LL19 8SY**

School Number: 663/2059

Date of Inspection: 24 – 28 June 2002

By

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Under Estyn contract number: T/221/01P

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CURRICULUM NOMENCLATURE AND KEY STAGES

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

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

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

Key Stage 1 (KS1) of the National Curriculum consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

GRADE DESCRIPTIONS

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

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

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1. CONTEXT

The school and its priorities

- Ysgol Penmorfa is a very large primary school situated in the town of Prestatyn in North Wales which was built in 1960. It is maintained by Denbighshire local education authority and caters for 670 pupils (full-time equivalent or fte) from Nursery to Y6. There are 44 children (fte) in the Nursery classes. The school's numbers on roll have been stable in recent years but are substantially above its recommended capacity of 544. Most pupils who attend the school live in the immediate area.
- The school reports that 75 percent of pupils come from homes, which are, in the main, neither prosperous nor economically disadvantaged, and 25 percent of pupils come from relatively disadvantaged backgrounds. There are 17 percent of pupils eligible to receive free school meals, which is a little below the national average. The pupil population is predominantly white and English-speaking. A small proportion (one percent) of pupils is from a minority ethnic background, and a few receive extra support in learning English. No pupils speak Welsh as their first language, but other languages spoken in a few homes include Gaelic, Cantonese, Thai, Bengali, Urdu and Punjabi.
- There are approximately 13 percent pupils on the register of special educational needs (SEN), which is below the national average. Four pupils have formal statements of SEN.
- Large, open playgrounds and playing fields surround the school and it has a secure environment.
- There are 28 teachers, including the headteacher (25.5 fte), one SEN support teacher, one general classroom assistant, two NNEB assistants and 22 classes. Two classes are taught by four teachers; two in each respectively, in job-sharing arrangements.
- The school was last inspected in June 1997. Key issues from the previous inspection report included the need to:
 1. improve standards in design and technology throughout the school;
 2. ensure the curriculum for the under-fives in the nursery and reception classes addresses the key areas of learning and promotes the desirable learning outcomes;
 3. improve the provision for pupils between Stages 1 and 3 on the register of special educational needs;
 4. urgently address the weaknesses in teaching and learning resources;
 5. improve the quality of accommodation, especially for the under-fives;
 6. draft and implement a comprehensive admissions policy, which takes into account the physical capacity of the school.
- Ysgol Penmorfa was awarded the Basic Skills Quality Mark in June 2002, and is recognised as an Investor in People.

- The school's aims, as expressed in the School Development Plan (SDP), are to:
 - ◆ create a happy, friendly and stable working environment where all pupils feel valued;
 - ◆ provide opportunities and experiences through which all pupils may achieve their full potential;
 - ◆ encourage pupils to show care and respect for one another and consideration for all members of the community; and
 - ◆ provide a broad curriculum in order to prepare each child for the many and varied challenges he or she will meet in the future.

- The school's priorities, as expressed in the SDP for 2002 to 2005, are to:
 - ◆ make greater use of self-evaluation procedures;
 - ◆ develop the role of middle managers and team leaders;
 - ◆ develop procedures for effective discipline;
 - ◆ introduce a school marketing plan; and
 - ◆ improve provision further for pupils with special education needs (SEN).

2. MAIN FINDINGS

The main findings of the report

Ysgol Penmorfa is a good and improving school, despite the insufficiencies in its accommodation, resources and budget, in that:

- the standards achieved are good;
- the quality of teaching is good;
- the quality of leadership is good; and
- the curriculum it provides is rich and broad.

It gives good value for money.

Standards of achievement for children aged under five

- The educational provision for children aged under five is good. Baseline assessments clearly indicate that most children's attainment on entry, whilst improving, is below the county average. Most make good progress and achieve good standards in all areas of learning except for physical development, where standards are satisfactory.

The six areas of learning for children under five	Standards of achievement
Language, literacy and communication skills	Good
Mathematical development	Good
Knowledge and understanding of the world	Good
Personal and social development	Good
Creative development	Good
Physical development	Satisfactory

Standards of achievement for pupils by the age of 7 and 11

- Overall, standards of achievement are good and many pupils make good progress. Standards are satisfactory or better in 95 percent of the work scrutinised, being very good in five percent of the work, good in 63 percent, and satisfactory in 27 percent. Standards are unsatisfactory or poor in five percent of work seen. There have been improvements in the standards achieved since the last inspection.

Subject	Key Stage 1	Key Stage 2
English	Good	Good (overall but satisfactory in writing)
Mathematics	Good	Good
Science	Good	Good
Welsh second language	Good	Satisfactory
Design and technology	Good	Good
Information and communications technology (ICT)	Unsatisfactory	Unsatisfactory
History	Satisfactory	Unsatisfactory
Geography	Good	Good
Art	Good	Good
Music	Satisfactory	Satisfactory
Physical education	Satisfactory	Good
Religious education	Good	Good

- In KS1, the school's (NC) Test results in reading, writing, mathematics and science were above the national and county averages in 2001. The number of pupils who attained NC Level 3 was above the national average in English, mathematics and science. The average standards achieved by pupils in all three core subjects have risen steadily and been above the national and county averages for four years consecutively.
- Results in KS2 have improved in English and mathematics to be above national and county averages from 1998 to 2001. Results in science have remained high and have also been above county and national averages. The average for English, mathematics and science has risen steadily to 66 percent of pupils achieving NC Level 4 or better and has been above county and national averages for the last two years.
- Pupils with special educational needs (SEN) achieve good standards, and make good progress, relative to their ages and abilities, through both key stages.
- Standards in the key skills of speaking, listening and numeracy in a range of subjects are good. Standards in reading and writing in many subjects are satisfactory. Standards in the use of ICT in other subjects are unsatisfactory.
- Pupils' overall behaviour is good and their attitudes to learning are good. Pupils are articulate and often show maturity and sensitivity in their dealings with others. Although there is no separate policy to promote racial equality, the school has effective measures in place to prevent racism, bullying, sexism and other forms of discrimination. Attendance levels are good.

The quality of education provided

- The overall quality of teaching is good. The quality of teaching was very good in 15 percent of lessons, good in 65 percent, and satisfactory or better in 98 percent. Two percent of teaching, however, was unsatisfactory, and most of this was in one class in lower KS2. The school has achieved a significant overall improvement in the quality of teaching since the 1997 inspection, when 22 percent was unsatisfactory or poor.
- The quality of assessment, recording and reporting to parents is generally good. Teachers' assessments are accurate and consistent. Assessment is used well to promote higher standards. The extent to which the school analyses assessment data in order to improve pupils' performance is good. However, standards in subjects such as information and communications technology are not assessed regularly.
- The quality of the curriculum for children aged under five, and for pupils in KS1 and KS2 is good. The school's curriculum meets the requirements of the NC and for religious education. The school's curriculum is very inclusive. It is, in some cases, modified very effectively to suit the special needs of individual pupils, particularly those with severe disabilities.
- Planning for the Welsh Dimension is satisfactory. Through the visits they make, and through subjects such as English, history, geography and music, pupils gain a broad perspective on the culture and heritage of Wales.
- The school's provision for extra-curricular activities is good. Teachers run good extra-curricular clubs for pupils to improve their skills in sport, singing or orchestral performance. Pupils perform well on occasions such as school assemblies. Extra-curricular provision clearly enhances pupils' personal and social skills as well as their academic knowledge and understanding.
- Pupils' learning is enriched by a broad range of visits within the locality and further afield. Teachers organise visits by specialists, such as a Theatre-in-Education team, to the school. These are educational experiences of high quality, which enrich the curriculum, benefit pupils' learning and help raise their standards.
- The school is very effective in giving all pupils equality of opportunity and full access to the NC, regardless of their ethnicity, gender or prior achievements. Good provision is made for pupils with SEN, with some very good features.
- The planning for teaching and learning key skills is unsatisfactory.

The spiritual, moral, social and cultural development of pupils

- The provision for spiritual, moral and social development is good, whilst the provision for cultural development is satisfactory. The quality of assemblies and acts of collective worship are good. Pupils' response to this provision is good.

The management and efficiency of the school

- The scope and effectiveness of the school's procedures for evaluating standards achieved and the quality of its provision are good. The range and nature of objectives for improvement that the school has set in response to its self-evaluation are good. Development planning is comprehensive and target-setting is realistic and detailed. Development plans for the whole school and for subjects are generally implemented, monitored and evaluated well.
- The quality of leadership provided by the headteacher, deputy headteacher, and senior management team is good. Management systems are, in general, effective, except in the provision for learning resources. The school gives good value for money.
- The school's senior managers ensure that the school has a clear sense of direction. This is in the context of a management structure wherein the deputy headteacher has a full-time classroom teaching commitment, even though the school is very large. This of necessity means that the deputy head is unable to support the head in her management role during the school day as much as she would wish. Although there is a consequent saving in the cost of another class teacher for Y5, this has a deleterious long-term effect upon the school's management and the individual burdens of its leaders.
- Governors provide good leadership and undertake their duties conscientiously. Their involvement in monitoring and evaluating the development of subjects and aspects is secure.
- The quality of subject leadership is satisfactory. Co-ordinators for English, mathematics and science regularly monitor the quality of provision, and guide subject planning and development knowledgeably. This happens in a variety of ways, including formal and informal discussions, as well as through the scrutiny of pupils' work.
- Subject leadership of history in KS2 is poor, and standards, as a consequence, are unsatisfactory in KS2. Despite the school's efforts, the leadership of information and communications technology, although good, has not yet been able to improve standards enough. This is mainly due to insufficient human and hardware resources and unsatisfactory accommodation. The system to enable subject leaders to directly monitor or guide work in lessons in a number of foundation subjects is underdeveloped.
- Financial management is good. The school's routine administration and organisation are highly effective, and efficient. It is a smoothly run organisation, which complies with the statutory requirements and guidelines of the National Assembly for Wales.
- The quality of staffing is good. In general, a talented and committed team of teachers works well together. Support staff, including classroom assistants, administrative staff, the caretaker, kitchen staff and other helpers, make an effective contribution to the overall quality of school life and pupils' development. The weakness in staffing is in ICT, where the school has insufficient technical support to assist ICT teaching in lessons or help maintain increasingly complex systems.
- The quality of accommodation is inadequate in a number of key areas, including the arrangements for physical education, music and drama in the hall, and for outdoor play

for children aged under five. Learning resources are unsatisfactory in quantity in almost every subject.

The effectiveness with which the six issues identified in the previous inspection have been addressed

- Overall, the school has made good progress in addressing the issues raised in the last inspection.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards achieved in subjects and areas of learning

- Overall, standards of achievement are good and many pupils make good progress. Standards were satisfactory or better in 95 percent of the work scrutinised, being very good in five percent of the work, good in 63 percent, and satisfactory in 27 percent. Standards are unsatisfactory or poor in five percent of work seen. There have been improvements in the standards achieved since the last inspection in the work of children aged under five, and in five subjects throughout the school. In five other subjects standards have been maintained, and in two subjects standards have declined.
- The educational provision for children aged under five is good. Good standards are achieved in all areas of learning except physical development, where standards are only satisfactory.
- Baseline assessments clearly indicate that most children's attainment on entry, whilst improving, is below the county average. Most children make good progress.
- In KS1, the school's NC Test results in reading, writing, mathematics and science were above the national and county averages in 2001. The number of pupils who attained NC Level 3 was above the national average in English, mathematics and science. The average standards achieved by pupils in all three core subjects have risen steadily and been above the national and county averages for four consecutive years.
- Results at KS2 have improved in English and mathematics to be above national and county averages from 1998 to 2001. Results in science have remained high and have also been above county and national averages. The average for English, mathematics and science has risen steadily to 66 percent of pupils achieving NC Level 4 or better and has been above county and national averages for the last two years.
- When the attainments of most pupils are taken into account, many, including those who have special educational needs and those who are more able, make very good progress.
- In the work seen during the inspection, standards of achievement in English, mathematics, and science are good in KS1 and KS2, except for writing, which is satisfactory in KS2. Standards of literacy are satisfactory in a broad range of other subjects.

- Standards of achievement in design and technology, geography, art and religious education are good in KS1 and KS2.
- Standards in Welsh are good in KS1 and satisfactory in KS2. Standards in physical education are satisfactory in KS1 and good in KS2.
- Overall standards in history are satisfactory in KS1 and unsatisfactory in KS2, except in Y5 where they are good. Standards in information and communications technology (ICT) are unsatisfactory in KS1 and KS2.
- Pupils with SEN achieve good standards, and make good progress, relative to their ages and abilities, in KS1 and KS2.

3.2 Standards achieved in key skills across the curriculum

The standards achieved in the key skills of speaking, listening and numeracy are good in KS1 and KS2, while standards in reading and writing are satisfactory. Standards in information and communications technology are unsatisfactory throughout the school.

- Within the range of activities contained in the six areas of learning, children aged under five make good progress in literacy and numeracy skills. They demonstrate appropriate control of the computer mouse when clicking and dragging objects on screen.
- In KS1 and KS2, the pupils listen attentively in lessons, particularly during whole-class introductions. They speak clearly and confidently, using appropriate vocabulary for the topic under discussion.
- Pupils read accurately but from a limited range of sources.
- Pupils write for a relatively limited range of purposes. They generally produce neat and tidy work.
- Pupils' numeracy skills are developing well and the impact of the school's strategy to raise standards is already evident. Pupils make quick oral responses to mental calculation tasks.
- In KS1 and KS2, pupils have limited opportunities to apply their ICT skills in the full range of subjects.

4. ETHOS OF THE SCHOOL

4.1 Pupils' spiritual, moral, social and cultural development

The provision for spiritual, moral and social development is good, whilst the provision for cultural development is satisfactory. The quality of assemblies and acts of collective worship are good. Pupils' response to this provision is good.

- Relationships in the school are good and based on mutual respect. Every pupil is valued equally.
- Pupils' spiritual development is good. Acts of collective worship are well organised and conducted in a friendly atmosphere. They make a good contribution to pupils' spiritual, moral, social and cultural development. Pupils' participation in acts of worship through singing, prayer and drama is good and enhances the strong sense of belonging to a caring community evident in well-supported family assemblies. Themes and issues raised are often expanded on through the school day.
- Pupils are given opportunities to reflect on their own experiences and those of others at various times including assemblies and class prayers. These are extended during *circle times*.
- Good provision for moral development is fostered through many aspects of school life. Pupils have a clear understanding of the principles which distinguish right from wrong and take pride in their school. They show respect for property and the environment and are aware of the needs of others, regularly raising money for local and national charities.
- Pupils undertake a wide variety of tasks such as litter picking, running the school bank and acting as prefects and monitors. They respond with confidence and maturity, working well both individually and with others.
- Teachers give pupils a good introduction to the values, beliefs and traditions of other cultures through visits and class discussion. Pupils' cultural skills are enhanced further in subjects such as religious education, music, art and history. Pupils' awareness of the culture and heritage of Wales is satisfactory.

4.2 Behaviour and attitudes

Pupils' behaviour and attitudes to learning are good and have a positive impact on their progress and the standards they achieve.

- Pupils understand and respond consistently well to the simple "Golden Rules" on display, as well as the sanctions and rewards attached to them. These make a good contribution to the pleasant and orderly life of the school.
- Pupils show interest and enthusiasm in their work in the classroom and other situations. They work with sustained commitment and concentration.
- The school uses a variety of very good strategies to promote good behaviour including an emphasis on self-discipline and a system of rewards valued by pupils and their parents.
- The great majority of parents support the school's behavioural aims. About 75 percent signed the recently re-issued home-school agreement.
- Teachers and ancillary staff praise and encourage good behaviour consistently in many classes.

- Teachers have drawn up pastoral support plans, tailored to meet the needs of individuals, after careful analysis. These plans are then monitored rigorously.
- Pupils are considerate and courteous in their relationships with each other. They have good relationships with adults.
- The school has effective measures in place to deal with bullying and other forms of discriminatory behaviour.

4.3 Attendance

Overall, pupils' attendance and punctuality are good and have a positive impact on their achievement and learning.

- The headteacher and ESW (Educational Social Worker) monitor and discuss patterns of irregular attendance and unauthorised absence regularly. They use good strategies to deal with problems, which involve parents and specialist agencies as appropriate.
- Most pupils are eager to attend school.
- The school is making satisfactory progress towards the attendance targets it has set.
- The marking of some registers is unsatisfactory. Agreed procedures are not used consistently by all staff with the result that the school does not comply fully with National Assembly for Wales guidelines.

5. QUALITY OF EDUCATION

5.1 Teaching

The overall quality of teaching is good. The quality of teaching was very good in 15 percent of lessons, good in 65 percent, and satisfactory or better in 98 percent of lessons. In two percent of lessons observed the quality of teaching was unsatisfactory. This overall picture represents a major improvement in the quality of teaching since the last inspection when 22 percent of teaching was unsatisfactory or poor.

Good features

- Teachers demonstrate a good knowledge and understanding of the subjects they teach. Those who do not speak Welsh as their first language make positive efforts to teach and learn Welsh. Teachers plan effectively for the development of pupils' skills, knowledge and understanding in most areas of the curriculum. In the best teaching, teachers lead, guide and shape the lesson without any reference to the notes they have prepared because they are confident in their subject knowledge and their aims.
- Teachers have high expectations, making clear what they expect of pupils in terms of achievement and behaviour. They use praise judiciously and help build pupils' self-esteem. Throughout the school, teachers focus particularly on what pupils can do and

create a positive climate for learning. In particularly effective lessons, teachers include subtle opportunities for pupils to learn through making mistakes as well as by experiencing success.

- Teachers use a good range of organisational strategies. They provide pupils with good opportunities to work as a whole class, in groups, pairs and as individuals. They also use a good mix of teaching techniques to enliven their lessons. In 80 percent of lessons in which teaching, was good or very good, there was a discernible sense of partnership between teacher and class.
- Teachers know their pupils well, value them as individuals and establish good relationships with them. They display a caring attitude towards them and offer a firm, fair and consistent approach to discipline. As a result, pupils confirm that they feel happy and secure and they do well.
- Teachers match work well to pupils' abilities. They also make good provision for pupils with SEN.
- Teachers provide pupils with exemplars of the standard of work expected of them. Pieces of work are read aloud to the whole class and pupils focus upon various good features. Plenary sessions are often held at the end of lessons to review progress and sum up what has been learned.
- In the best lessons, teachers encourage pupils to develop an enquiring attitude to learning by asking, as well as answering, searching questions. Teachers are developing a culture of self-evaluation amongst pupils as well as in their own work.

Shortcomings

- The majority of teaching observed in one Y3 class was unsatisfactory or poor. As a result of poor planning and unsatisfactory teaching in this class, pupils' progress is poor.
- Some aspects of the teaching of ICT are unsatisfactory, mainly as a result of unsatisfactory subject knowledge and inadequate resources.
- Introductions to some lessons in KS1 are overlong.

5.2 Assessment, recording and reporting

The overall quality of assessment, recording and reporting is good, with very good arrangements for recording pupils' achievements and progress.

- The school's policy for assessment establishes clear guidance for teachers. There are manageable and purposeful systems for the regular assessment and recording of pupils' progress.
- Teachers use assessment well in Nursery and Reception classes to ensure that children make good progress. Baseline assessments in the Early Years classes help inform teachers' planning for what they teach next.

- The school records and analyses assessment results, including the national tests in KS1 and KS2, carefully for weaknesses and trends. This is then used well to inform teachers' planning and helps identify targets for improvement. An ongoing programme to assess pupils' classwork is in place for the core subjects and assessed examples of work are ascribed with NC levels and kept in pupils' portfolios. This is not yet the case for the foundation subjects.
- There is a whole school strategy, including an action plan, to improve performance in basic communication skills. Procedures to track the progress of individual pupils have been adopted and refined to ensure that individual needs are identified early and supported effectively.
- Arrangements for the assessment of pupils with SEN are good and teachers monitor pupils' progress well.
- The marking of pupils' work is generally positive and encouraging but does not always provide guidance for improvement.
- Parents are invited to meet teachers and discuss their children's progress on a formal basis each Autumn and Spring term. However, the school has an 'Open Door' policy for parents who have concerns, to meet the headteacher or the teachers informally at mutually convenient times.
- The quality of annual reports about pupils to parents is inconsistent. Sometimes, comments focus more on pupils' effort and attitude than actual achievement in the different subjects. Indicators for improvement in the next term or year are not always given but parents have the opportunity to provide written comments.

5.3 Curriculum

The overall quality of the curriculum provided for children aged under five, and for most pupils in KS1 and KS2 is good and meets the statutory requirements of the NC and for religious education.

- There are clear policies and comprehensive schemes of work for all subjects, although some are based very closely upon the recommended schemes produced by the Qualifications and Curriculum Authority. These have not yet been interpreted sufficiently to reflect the needs of Penmorfa pupils but subject coordinators are attending to this as an ongoing task.
- Teachers' planning identifies the learning objectives and assessment opportunities but does not clearly identify the key skills to be developed in different subject areas and, as such, opportunities are often missed.
- The quality of the educational provision for children under five is good and successfully promotes the desirable outcomes for children's learning.

- Teachers set homework to complement classwork, reinforce pupils' learning and help develop a sense of responsibility. The school has an appropriate home-school agreement in place, which most parents respond to well.
- The school's provision for extra-curricular activities is very good. There is a wide range of activities, including those for sport and music, which help enhance pupils' personal and social skills as well as their knowledge and understanding.
- Regular visits and visitors enrich the curriculum and there is a close link between the school and the community.
- Arrangements for personal and social education, including Drug Awareness, Health and Sex Education are good. The school places a strong emphasis on good relationships between teachers and pupils and on raising pupils' self esteem.
- Pupils of all abilities and background have equal access to the whole curriculum but, as yet, there are no separate policies to promote racial equality or for the provision of English as an additional language (EAL). Those few pupils for whom English is an additional language are given good support in small-group sessions.
- Satisfactory attention is given to the Welsh dimension of the curriculum through different subject areas such as history, geography, religious education, art and music. Teachers help to raise the profile of Welsh culture in the school through celebrations of St David's Day, the running of an Urdd club and participation in Eisteddfodau.
- The use of ICT to support learning in the full range of subjects is underdeveloped. The poor provision of resources in many other subjects also has an adverse effect on the curriculum.
- In many physical education lessons a significant minority of pupils is excused from participating for a variety of reasons. Not all have notes from home supporting their claims. When they do not participate, they are not usually given any other roles in the lesson, with the result that curriculum time is wasted.

5.4 Support, guidance and pupils' welfare

The school's arrangements for support, guidance and pupils' welfare are very good.

- The school presents an inviting and welcoming environment. Pupils' work is attractively displayed and photographic records of extra curricular activities show that their efforts are valued.
- The headteacher and staff have created a calm and supportive atmosphere. Relationships between pupils and staff embody a mutual respect.
- Personal development, behaviour and attitudes are regularly monitored and discussed with parents and pupils when appropriate.

- The school has clear, well-documented procedures for ensuring pupils' well being, health and safety.
- Child protection procedures are effective. The headteacher is the designated teacher who is trained in child protection procedures. Teachers are aware of the procedures to follow when concerns are raised.
- The school has appropriate policies to help eliminate bullying and other unacceptable behaviour, including that based on gender, race or creed.
- External agencies play an active part in supporting the school and its pupils to ensure that their needs are met.
- The school celebrates pupils' personal and academic achievements through merit assemblies, awards and house points.
- Appropriate guidelines are followed in the provision for Personal and Social Education (PSE), including sex education. Circle time sessions are timetabled for some classes in order to promote pupils' self-confidence, but these are not yet developed fully in every class. Outside agencies provide regular additional advice and support.
- Daily routines are well established. Supervision at breaktimes and lunchtimes is good but the school's boundaries are not always secure.

5.5 Provision for pupils with special educational needs (SEN)

Pupils with SEN achieve good standards and make good progress. The quality of provision and support for pupils with SEN under the guidelines of the new SEN Code of Practice is good with some very good features. Support is provided for four pupils with statements of SEN in addition to the 89 pupils identified at School Action and School Action Plus stages. No pupils are disapplied from the NC but it is modified for two pupils.

- The SEN co-ordinator's (SENCo) role is carried out effectively by a class teacher and the headteacher. They are supported well by a team of SEN support teachers, learning support assistants and NNEB-qualified assistants. They all have a good knowledge and understanding of the needs and requirements of pupils with SEN, ensuring co-ordinated and well-documented provision in accordance with the new Code of Practice. Volunteers also provide valuable help in the classroom.
- Procedures for the early identification of pupils with learning difficulties form a significant part of the school's policy. The monitoring of their progress is effective and thorough. *Catch Up* and extension programmes help to meet the needs of lower-achieving and gifted or talented pupils.
- Pupils with SEN are taught effectively both within the classroom and in a specific SEN room as part of small withdrawal groups. Regular discussions between support assistants, classroom teachers and the SENCos help pupils make good progress.

- Individual Education Plans (IEPs) have clear, realistic targets set by both the classroom teachers and SEN team. These are matched to pupils' needs and enable them to make progress. However, IEPs do not allow teachers to state the criteria for success or indicate how much parents are involved.
- The school works hard to strengthen the formal and informal lines of communication with parents, encouraging them to visit the school and comment on IEPs, wherever possible. Most respond well to this opportunity.
- An appropriate overview of SEN within the school is maintained by both SENcos. The three link Governors with designated responsibility for SEN are supportive and well informed. The school fosters good working relationships with relevant outside agencies, and pupils benefit from the regular visits of the educational psychologist, visual impairment officer, and a speech therapist.
- The school makes very effective provision for those pupils with severe physical disabilities.
- The headteacher and his colleagues successfully employ a strategy to promote positive behaviour and assertive discipline. They provide very good support for pupils identified as having behavioural difficulties.

5.6 Partnership with parents and community, schools and other institutions

The school has good partnerships with parents, the community, schools and other institutions which make a positive contribution to pupils' development and the standards they achieve.

- Parents are kept well informed through the good quality information provided, including newsletters, a useful prospectus and parents' evenings. They find the school welcoming and staff approachable.
- Parents make a good contribution to school life in a number of ways. Sixteen parents help in school regularly with activities such as art and craft, reading and design and technology, while others help on an ad hoc basis.
- The Parent-Teacher Association raises substantial amounts of money and puts them to good use providing additional learning resources such as computers. They also enhance pupils' experiences by contributing to school visits.
- Parents give good support to school activities such as the assemblies run by different classes. They appreciate the Family Learning Courses provided by the school in conjunction with Llandrillo College, which enables them to support their children's learning further.
- The school uses the local and wider community as a resource, with visits, for example, to the Prestatyn Roman Bath House and Pentrellyncymer. This contributes to their overall development and achievement.

- Good arrangements are in place for pupils joining school and moving on to secondary school.
- The school provides appropriate teacher training placements on a regular basis.

5.7 Partnership with industry

The school's partnership with industry is good. It makes a good contribution to pupils' achievements, and the provision of curricular and extra-curricular experiences. Teachers use effective strategies to introduce pupils of all ages to the world of work.

- Children in the Early Years classes visit the Royal Mail Sorting Office and the local fire station to learn about people who help the community.
- Pupils from Y2 and Y5 have worked with staff from a local supermarket when studying healthy eating and fruits of the world.
- Y4 pupils undertake "Mini-Enterprise" schemes during which they apply for a business loan from the school to make a product, which they can sell.
- Y6 pupils have visited a major building scheme and had a talk from the county planning officer to enhance their understanding of the effects of building on the community and the environment.
- Older pupils supported by bank staff run the weekly school bank.
- The school's good partnership with the Education Learning Wales Agency (ELWa) has resulted in significant extra funding for the school library.
- The former training and enterprise council (CELTEC), a supermarket and a local factory contributed furniture and equipment for the computer suite.
- Local businesses have sponsored the purchase of football kit for the school football teams.
- There has been some staff development through partnerships with industry and commerce.

6. MANAGEMENT

6.1 Quality of self-evaluation and planning for improvement

The scope and effectiveness of the school's procedures for evaluating standards achieved and the quality of its provision are good. The range and nature of objectives for improvement that the school has set in response to its self-evaluation are good. Development planning and target-setting are also good. Development plans for the whole school and for subjects are generally implemented, monitored and evaluated well.

- A self-critical culture has been established among staff and governors with shared values about the school's aims, standards achieved, the quality of learning, behaviour, relationships and equality of opportunity. Teachers, governors, ancillary workers and parents contribute to the process of self-evaluation. The school's stakeholders display a strong commitment to school improvement.
- Most teachers are aware of their strengths and weaknesses and are keen to improve their skills and methods of working in order to raise the standards of pupils' achievements.
- Progress has been made since the last inspection in developing the role of the co-ordinators in the evaluation process. They scrutinise teachers' planning documents in some detail.
- The school has effective strategies for assessing and evaluating pupils' standards of achievement in English, mathematics and science. The analysis of assessment records, including NC test results, helps to identify trends.
- The headteacher, staff and governors have identified whole-school priorities and meaningful targets within a realistic timescale and criteria. These are identified carefully in the SDP, and the school regularly monitors progress made towards achieving its targets consistently from year to year.

6.2 Leadership and efficiency

The quality of leadership and management provided by the headteacher, deputy headteacher, senior management team, and governors are good. The school gives good value for money.

- The school's senior managers provide good leadership and a clear sense of direction to the school's affairs. Their care and commitment for all their responsibilities are evident daily. This is in the context of a management structure wherein the deputy headteacher has a full-time classroom teaching commitment, despite the school's large size. This means that the deputy headteacher is unable to fulfil all the management aspects of her job description during the school day. Although there is a consequent saving in the cost of another class teacher for Y5, this has a deleterious long-term effect upon the school's management.
- The school's ethos for learning and sense of purpose are very good. Overall, teachers have high expectations about standards. The school's aims, values, and policies are appropriate for its pupils.
- The quality of subject leadership is satisfactory. Co-ordinators, particularly in English, mathematics and science, regularly monitor the quality of provision, and guide subject planning and development knowledgeably. This happens in a variety of ways, including through formal and informal discussions, and through the scrutiny of pupils' work.
- The leadership and management of history in KS2 are poor, and standards in KS2 history, as a consequence, are unsatisfactory. Despite the school's efforts, the leadership of ICT, although good, has not yet been able to improve standards enough. This is mainly due to

insufficient human and hardware resources and unsatisfactory accommodation, but the lack of teacher subject-knowledge also contributes at times. Also, the system to enable subject leaders to directly monitor or guide work in lessons is underdeveloped.

- Governors undertake their duties conscientiously, and have a good awareness of their responsibilities. They meet regularly with the headteacher and staff and are up-to-date with new developments. Their involvement in monitoring and evaluating the development of subjects is secure. Governors exercise an appropriate oversight of the steps taken to ensure the school gets the best value for the money it spends.
- Financial management is good. The school's routine administration and organisation are highly effective, and efficient. It is a smoothly run organisation, which complies with the statutory requirements and guidelines of the National Assembly for Wales.

6.3 Staffing, accommodation and learning resources

The quality of staffing is good. The quality of accommodation and resources is unsatisfactory and, in some instances, poor.

- In general, there are enough teaching and non-teaching staff. They are well qualified and work together as a team to meet the demands of the NC and other aspects of school life. There is a good range of teaching experience, and teachers are deployed appropriately.
- Ysgol Penmorfa does not have ancillary technical support for ICT. This means that teachers or the subject coordinator are often distracted from their main roles by having to solve technical problems, which then slow the rate of progress in learning.
- There are clear written job descriptions for all staff and formal arrangements are in place to enable them to discuss their performance and personal professional development.
- The INSET programme is planned to successfully consider the needs of the school through the School Development Plan (SDP) as well as the development needs of individual members of staff.
- The caretaker and cleaning staff ensure there is a clean and pleasant environment, lunchtime supervisors are effective and the school secretaries conduct day-to-day administration very efficiently and unobtrusively.
- Teachers create good displays of pupils' work to recognise their achievements and enhance a bright and colourful environment.
- The accommodation, despite recent changes and additions, is inadequate for the number of pupils and staff. It has a number of inhibiting features, which have an adverse effect on learning, teaching and general organisation. For example, the inadequate size of the playground, and the lack of a secure outdoor play area for children aged under five, affect the physical development of many pupils. The hall is too small and inadequate to meet the needs of pupils in physical education, drama and music lessons.

- The demountable classrooms are depressing and drab, and learning is conducted in isolation from the main school buildings. Lessons in the computer room are continuously disturbed by classes passing along the open corridor next to it. The computer room is also far too small to accommodate a class of pupils, as it has only 12 computers, and there is not enough room for all pupils to be seated throughout each lesson. A number of classrooms are too small, and the lack of enough carpeted areas is not only uncomfortable but also distracting for pupils in whole-class sessions.
- Resources for learning are limited in quantity, and sometimes poor in quality, in all subjects apart from physical education. In some cases, teachers supply their own good resources, such as in a Y5 history lesson, where the teacher had brought in a time capsule of interesting artefacts from 2002, or in a Y6 class where the teacher had provided his own computer for the class to use.
- Resources for ICT have been improved significantly in recent months but they are still inadequate for most pupils in that computers still break down regularly and connections to the Internet are lost in the middle of lessons.
- The ICT resources provided for severely disabled pupils are very good and help such pupils make very good progress. The school has only recently networked many of its computers so that pupils can work on their files in the classroom as well as in the computer room. It has also recently procured and installed two interactive whiteboards. Pupils and teachers have had very little time to learn how to make the most of these resources but they are making progress.
- In an Early Years class, an old tape recorder emitted a constant buzz whenever a tape was playing. This detracted from the sound quality and therefore children's appreciation and enjoyment of the music was adversely affected.
- Resources for reading in KS2 are limited, which limits pupils' ability to read extensively for their own interest and pleasure. Teachers augment the school's book stocks with copies of their own books but the overall provision is inadequate for the number of pupils on roll.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

The overall quality of the educational provision for children under five is good and successfully promotes the desirable outcomes for children's learning.

Nursery children (3-4 year olds) and Reception children (4-5 year olds) make good progress and achieve good standards in all areas of learning except for physical development, where standards are satisfactory. The provision for outdoor play is very limited. There is no large equipment such as a climbing frame and the surface of the allocated area is hard and worn.

In the other five areas of learning there is a good balance between teacher-directed activities and activities chosen by children themselves. As a result, the majority of Reception children meet the desirable outcomes for children's learning by the age of five and a significant number exceed them.

Language, literacy and communication skills are good.

- Nursery children listen attentively to their teacher and other adults and follow their instructions well. Some of them talk confidently to visitors, ask questions and explain their activities to them. They communicate their personal needs effectively.
- They enjoy listening to a story read by the teacher and comment eagerly on events illustrated in the pictures. They recognise their own names and are beginning to recognise those of other children in the class. They hold books correctly and enjoy sharing them.
- They also enjoy making marks on paper and basic writing experiences and are developing a good understanding of some of the functions of writing in role-play as travel agents or hoteliers.
- Reception children listen with rapt attention and make appropriate comments and observations. They answer questions confidently and offer personal anecdotes relevant to class discussions.
- Reception children recall and recount some of the main events in a story and most have a good grasp of its structure. Less experienced readers reconstruct a story from memory, know most initial letters/sounds and are beginning to recognise some words by sight. More experienced readers read simple, familiar texts with confidence, using a good range of reading strategies to help them.
- They understand that written symbols have sound and meaning and use writing in their play activities in the class café. They make good progress in more formal writing activities; overwriting, underwriting and finally writing short sentences independently using their phonic knowledge and word books to spell unfamiliar words. Most of their letters are clearly shaped, although not all of them are formed correctly.
- Children are making good progress in listening and speaking in Welsh. They count with confidence and recognise and say the names for a number of colours.

Shortcomings

- In some lessons, a minority of Reception children do not always listen attentively or follow instructions promptly.

Personal and social development is good.

- Nursery children are happy, confident and secure. They have made good relationships with adults and co-operate well in group activities.

- Most children exercise good self-control, happily waiting for their turn to participate in circle activities and form an orderly queue when necessary. They are aware of the need for personal hygiene, washing their hands before eating biscuits and after visiting the toilet.
- They take responsibility for tidying up the classroom after practical activities and do so quite quickly, putting things back carefully in the right place.
- Most Reception children concentrate for an increasing length of time. Many of them determinedly pursue their tasks through to completion. They take increasing responsibility for personal hygiene, for example, by fetching tissues for themselves when necessary.
- They respond positively and with great interest to new learning experiences such as investigating and tasting a variety of familiar and unfamiliar fruits. They are eager to be the class ‘helper’ for the day and enjoy taking responsibility for tasks such as taking registers to the office.

Shortcomings

- There are no significant shortcomings.

Mathematical development is good.

- Nursery children recall and sing a range of number rhymes such as “Five little speckled frogs.” They demonstrate a developing understanding of mathematical concepts such as ‘less than’ and ‘more than’ when answering the teacher’s questions about the number of frogs remaining.
- They can count to 10 and add/take away and state the relevant number when playing a lollypop game. Most of them recognise simple 2D shapes such as circles, triangles, rectangles and squares.
- Reception children recognise and can record numbers from 0 – 20. They can move counters the appropriate number of spaces forward or backwards, as indicated by the instructions on a die.
- They can predict which number is reached if they count on two from a given starting number. They build models from construction bricks, copying a pattern provided, in terms of matching shape and colour.

Shortcomings

A few children are unsure about the difference between squares and rectangles.

Knowledge and understanding of the world is good.

- The provision of a variety of stimulating role-play areas such as a travel agent's, hotel, airport and café in both Nursery and Reception classes enables children to develop a good understanding of the world around them.
- Nursery children are developing an understanding of hot and cold places. They know that holiday brochures illustrate places you can visit and that a map shows you where to go. They have a good understanding of features of their locality through visits to places such as the beach, fire station and church.
- Their awareness of the jobs people do is enhanced by visits from people such as the nurse, police officer and postman and their understanding is displayed in their own role-play activities.
- Reception children know that they live in Wales. They understand that some fruits come from our country and that others come from hot countries. Many of them recognise fruits that grow in this country. They grow seeds, know the names of some parts of a plant and are beginning to understand some of the conditions needed for a plant to grow.
- Through early design and technology experiences they select from a range of reclaimed materials and cut, fold and join them to make models of their choice. They can use IT programs set up by the teacher.

Shortcomings

- There are no significant shortcomings.

Physical development is satisfactory.

- Nursery children understand the difference between running, skipping and jumping with two feet. All of them can run, some can skip and others are developing this skill.
- They can throw beanbags into hoops with varying degrees of success but they all enjoy the opportunity to refine their skill of throwing with good direction.
- Most Reception children can balance a ball on one hand and walk with it. They are beginning to develop control of a bat and ball and some of them manage to balance a ball on a bat for a few seconds.
- Reception children's fine motor skills are well developed. They manipulate colouring pencils very well, colouring carefully between the outlines of pictures. They show good control of scissors and their pencil control is generally good.

Shortcomings

- The development of some aspects of children's gross motor skills, such as climbing, are limited by the lack of appropriate space and equipment.

- Some Reception children have a limited awareness of space during warm-up sessions in the hall in physical education lessons.
- Some children have an awkward pencil grip.

Creative development is good.

- Children in both Nursery and Reception classes respond with imagination and creativity to the many and varied opportunities for role-play and drama provided for them.
- Children in the Nursery enthusiastically sing a range of songs and rhymes and enjoy opportunities to experiment with a variety of instruments. They paint and draw using a good range of media and tools. When given the opportunity to draw and paint from close observation they produce individual pictures of good quality
- Reception children sing tunefully and with enjoyment. They can describe differences between songs in terms of tempo or loud and quiet sounds. They keep the beat by clapping or tapping the rhythm of a piece of music and by playing a range of percussion instruments. Some children can play a short pattern of notes on chime bars using a prompt sheet.
- They produce increasingly detailed representational images. They also make models of their own choice from a rich variety of materials and explore a wide range of techniques such as printing, collage and work with clay.

Shortcomings

- Children's ability to express their own ideas and therefore extend their creativity is sometimes restricted by the requirement for them to fill in outlines made by an adult.

English

Standards of achievement are good in KS1 and KS2.

Good features

- Most pupils in KS1 listen attentively to their teachers' explanations and to other pupils' contributions. They listen very well to stories.
- They speak in a variety of contexts with increasing confidence and are keen to answer teachers' questions and offer their own comments and observations.
- Standards in reading are good in KS1. At the beginning of the key stage, pupils display a good understanding of the characters, settings and structure of stories.
- By the end of KS1, more advanced pupils read unfamiliar texts with confidence and fluency. Less advanced readers have a positive attitude to reading and use a range of reading strategies to help them understand the text. They generally apply their knowledge of letter/sound correspondences effectively when they meet an unfamiliar word.

- Pupils make good progress in their writing during KS1 from emergent to fully independent writing. They write for a range of purposes and audiences and by the end of the key stage all pupils including less confident writers can write a story using some of the key features of narrative. The handwriting of most pupils is legible.
- More able pupils write at some length. Their writing is well organised and they are beginning to plan, draft and revise their work.
- Some of their writing achieves a very good standard when they write in response to a stimulus that has inspired them. For example, poems written for a class poetry anthology are imaginative, individual and the best of them manage to capture the essence of the things they describe.
- Pupils in KS2 listen respectfully to their teachers and to others. In the majority of lessons they remain focused even when teacher expositions go on for a long time.
- They make good progress in speaking for different purposes and audiences so that by the end of the key stage they collaborate very effectively in group discussions.
- Pupils in lower KS2 read aloud clearly and confidently to a satisfactory standard. In Y4 they refer to specific examples in a poem they are discussing to support their opinions and recognise the way the poet has used a particular device for poetic effect. Their standards are satisfactory.
- Y6 pupils ask questions about a topic they are investigating and suggest appropriate sources of information. They skim the pages to find the answers to their questions and use dictionaries and glossaries to find the meaning of unfamiliar vocabulary. Most pupils read fluently and some of them can compare books by the same or different authors and discuss the plot and characters with some insight.
- Standards in writing are satisfactory in KS2 but there are some instances of good or very good pieces of writing, especially towards the end of the key stage.
- Pupils in Y3 understand and use the conventions for writing letters and some of them are beginning to show an awareness of different degrees of formality. In one class, though, the standards of many pupils in reading and writing have progressed very little over the last year.
- Y5 pupils write effective letters of protest and use connectives well to structure an argument about whether or not junior children should receive homework. They offer balanced arguments, proposing points for and against.
- By the end of KS2, some of the most able pupils produce pieces of writing of a high standard. For example, after studying publishers' 'blurbs' on books they write their own 'blurbs' for a collection of pupils' poems. Their own pieces show a very good command of the characteristics of persuasive writing.

- The setting arrangements in Y6 have a positive effect on pupils' standards of achievement. The most able pupils plan and develop their ideas for images and similes they intend to use in their own poems about thunder. Less able pupils are developing styles of writing for a variety of purposes and are beginning to use the characteristics of different kinds of writing.
- Those few pupils who learn English as an additional language, achieve good standards and participate fully in the work of the class.

Shortcomings

- A significant minority of pupils in KS1 forms letters incorrectly.
- Standards in the use of ICT in writing and presentation are unsatisfactory.
- In KS2, an over-reliance on textbook exercises in some lessons, particularly in lower KS2, means that pupils are unclear about the purpose and audience for some of their writing. Their writing is therefore limited and lacks variety.
- Standards in reading, and in independent research, are not high enough because there are not enough books in the library.
- Standards of handwriting and presentation of a minority of pupils in KS2 are unsatisfactory.

Mathematics

Standards of achievement are good in KS1 and KS2.

Good features

- Pupils in KS1 make good progress. They use appropriate vocabulary when comparing objects in number work and when discussing the properties of 2D and 3D shapes.
- They have a good grasp of the basic number processes. Younger pupils have a good understanding of number bonds to 20 and beyond. Older pupils are able to count, forwards and backwards, in multiples of two, five and 10, to numbers beyond 100.
- Their understanding of place value to three digits develops well during the course of the key stage, as does their ability to perform mental calculations involving two-digit numbers. Their ability to use appropriate mental strategies is developing well, as is their ability to apply these skills in other contexts, particularly in solving problems involving money.
- They recollect readily the names of a variety of 2D and 3D shapes and are able to discuss their properties in terms of straight or curved sides and the number of faces, edges and corners. They begin to develop an understanding of reflective symmetry. They can sort

and classify shapes according to specified criteria and record their results as Venn Diagrams, Carroll Diagrams and bar charts.

- Their understanding of the passage of time develops well, with appropriate emphasis on measuring time using a range of units, such as minutes, hours, and days. Their ability to grasp this concept is enhanced by a range of practical tasks, which encourage pupils to estimate the time taken for a particular event before it happens.
- Pupils in KS2 also make good progress. An increasing emphasis on the development of oral and mental strategies, following substantial training and support from the Local Education Authority and the introduction of a new scheme of work based on the national numeracy strategy materials, is having a positive impact. Throughout the key stage there is an appropriate emphasis on the importance of correct vocabulary.
- Pupils can recall, rapidly and accurately, a range of number facts involving all four number operations. Younger pupils KS2 use doubling and halving strategies with confidence whilst older pupils have a good grasp of place value up to six-digit numbers. They are able to apply this knowledge of the number system to their work with money, decimals and fractions. They develop their understanding of ratio and proportion, for example, by amending recipes for different numbers of people.
- They can name a wide range of 2D and 3D shapes and describe their properties by using the correct vocabulary. The older pupils are able to calculate the area and perimeter of compound shapes, which are made up of rectangles and triangles, as well as beginning to develop their knowledge of the properties of a circle.
- They are confident in their use of standard units of measurement involving length, weight, capacity and time, and in their selection of appropriate measuring equipment.

Shortcomings

- Pupils in KS1 and KS2 have insufficient opportunities to develop their ability to solve mathematical problems and, as a consequence, do not develop appropriate investigative skills.
- Standards in ICT to support mathematical knowledge and numeracy are unsatisfactory.
- Pupils in KS2 do not extend their knowledge of data handling to incorporate a sufficiently broad range of graphs and charts.

Science

Standards of achievement are good in KS1 and KS2.

Good features

- Pupils' standards in practical and experimental work are good. Pupils give suitable suggestions to set up investigations, linked to the topic they are studying and demonstrate

a growing understanding of fair testing. Generally, they record their findings well in different formats, such as charts, graphs, diagrams and annotated illustrations.

- In KS1, pupils confidently build electrical circuits and they have a clear understanding that a break in the circuit means that the bulb will not light. Drawings of circuits are clear and accurate.
- They develop good observational skills. When looking at flowering plants, they learn to examine objects carefully and are able to name the major parts of a plant. They understand and describe the functions of its different parts and what it needs for healthy growth.
- Pupils know the difference between living and non-living things and between plants and animals. They understand the need to care for living things and that different animals live in different environments.
- By the end of KS1, pupils have a good knowledge of those materials which are natural and those which are man-made. They sort them correctly into groups using different criteria.
- They develop a good understanding of forces, light and sound.
- In most lower KS2 classes, pupils continue to develop their investigative and recording skills. They make sensible predictions, based on previous knowledge. For example, when investigating which conditions help different insects and other mini-creatures to flourish, they observed them carefully in the school's Nature Reserve, before setting up a fair test in the classroom, using woodlice.
- They can name the major parts of the human body and are aware of the benefits of healthy eating and regular exercise.
- They group and classify different materials and recognise the differences between solids, liquids and gases.
- In upper KS2, pupils successfully base the planning of their investigations on previous knowledge and understanding. They collaborate well and use their results to draw conclusions.
- They use a range of measuring equipment with a good degree of accuracy and are aware of the need for repeated readings to ensure more accurate results.
- They explain the connection between the earth, the moon and the sun and the way the position of the sun affects shadows and creates night and day.
- Pupils' scientific vocabulary is developing well and older pupils correctly use terms such as *evaporation*, *condensation* and *germination* with clear understanding.

Shortcomings

- Standards are unsatisfactory in the use of ICT in science.
- Pupils' standards in scientific research are lower because there are not enough resources.

Welsh second language

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

Good features

- The enthusiasm and effort displayed by the teachers and support staff, in both learning and teaching the language, are major strengths. The regular usage of Welsh each day; as during registration, increases pupils' vocabulary and confidence.
- In KS1 and KS2, most pupils speak with clear pronunciation and intonation. They demonstrate enjoyment when learning and using Welsh and their attitude to learning the language is generally positive and enthusiastic.
- In KS1, pupils respond well to the incidental Welsh used during the day. They understand a variety of classroom instructions, commands and questions and reply confidently, using set phrases.
- They perform simple Welsh action songs, count to 20, name the primary colours, comment on how they feel, describe the weather and ask for various items. For example, pupils in Y1 perform a simple dialogue in a pet shop using set phrases.
- Y2 pupils are developing and using prepositions to describe the position of different items in relation to others. They name parts of the body and are beginning to read and write simple phrases and sentences.
- In KS2, pupils further develop their knowledge and understanding, through hearing incidental Welsh and repeating set phrases. They enjoy stories in Welsh and read with the teacher from the Big Books. They can give personal details about the characters in the book, such as where they live or where they work.
- They answer questions about their likes and dislikes, such as food, and older pupils discuss the merits of different items of clothing.
- They complete a succession of written tasks in their workbooks correctly, developing their reading and writing and vocabulary.
- Pupils know a range of songs, hymns and prayers in Welsh and this, along with the annual celebration of St David's Day, visits to Glan Llyn and the Urdd Club, promotes the status of the language in the school.

Shortcomings

- The use of incidental Welsh is not consistent in KS2 classes and opportunities for its use are often missed in other subjects.
- Many pupils in KS2 cannot sustain a simple conversation using the words and phrases they have learnt.

Design and technology

Standards of achievement are good in KS1 and KS2.

Good features

- In KS1, pupils have made puppets out of different-coloured pieces of felt, wool and sequins. This work was good in quality. The range and quality showed good cutting and sewing skills. Pupils have chosen their own materials and created lively characters and can describe accurately how they designed their puppets using card templates. They are able to make good suggestions about improving their work.
- Pupils have made vehicles with moving parts, including card wheels and wooden axles. In their evaluations, they show a good recall of how they designed and made the vehicles. They have developed skill in evaluation, constantly looking for ways to improve their work. Good examples of vehicles made by pupils are on display in many classrooms and corridors; many are individually decorated, and some show a degree of innovation.
- In lower KS2, pupils have designed and made their own photograph frames. These were of a good standard. Through this work pupils have developed a good mathematical vocabulary to help them write about using shapes such as squares, circles and rectangles.
- Pupils have designed and made moving vehicles with simple electrical circuitry, enabling headlights to be turned on and off. The results are good and the work has helped them understand how an electric circuit works in the course of improving their design and making skills.
- Pupils have designed and made Victorian samplers using cross-stitch patterns of some intricacy. In discussion, they are articulate. When asked for examples of shelters to design and make, they refer to tepees, igloos, conservatories and marquees.
- In Y6, pupils have been involved in several major projects. Pupils are making slippers for a specific purpose, using a range of materials. They are astute in evaluating each other's designs, drawing attention to where improvements might be considered. Many of their design drawings are careful and minutely detailed. Only a minority of pupils allowed enough space around the mock-up template to allow it to have a stitched seam when turned inside-out, but most make good progress and learn quickly from their mistakes.
- Pupils have good attitudes to this subject. They cooperate very well with each other.

Shortcomings

- Pupils' designs are usually at least satisfactory, but they are sometimes unclear about the exact purpose or intended usage, for example, of the shelters they design.

Information and communications technology (ICT)

Standards of achievement are unsatisfactory in KS1 and KS2.

Good features

- Pupils learn to use ICT to communicate and handle information to some degree in the majority of classes, but they have too few opportunities to use computers in the range of subjects.
- In KS1 concepts of control technology are introduced when the teacher demonstrates how to use a programmable robotic toy to extend pupils' learning. Pupils develop their understanding through learning how to control this robot. In this, they succeed in making it move between pre-set points, and turn a set number of degrees, before moving to a finish point. Pupils know how to clear the machine's memory and input commands such as FORWARD 10 and RIGHT 90. Their ICT skills are in general below average.
- Pupils can use a graphical program to design and create symmetrical Mexican masks of good quality. They have developed a number of basic skills such as executing program commands, saving their work, using the mouse and pointer, and operating a number of facilities on the Tool Bar such as the airbrush, the spray and the pen. Their work is well-proportioned, colourful and lively.
- In KS2, pupils have combined Internet research about geography topics such as the environment with evaluations of websites such as the official Snowdonia National Park site. Most pupils can access appropriate sites on the Internet.
- In Y4 pupils are able to copy and paste images of Castell Conwy from the World Wide Web into a Word document under direction. Pupil demonstrators learn quickly how to use the interactive whiteboard to change the size, style and font of their writing, but are unfamiliar with the *edit/undo* command.
- Visually-impaired pupils with SEN make very good progress in learning to use the keyboard because of the very good additional resources the school provides regularly.
- Pupils have improved their ICT capability in written work, for example, by using a range of fonts and styles of text in poetry and letters. Sometimes their poetry is arresting and full of impact.
- Pupils can find appropriate files in their own directories on a hard disk, and can open and use them. Pupils in some classes are encouraged to use computers to support their research, for example, by using encyclopaedias on multimedia compact discs.

- Pupils in Y6 are developing content for multimedia presentations. They can select the tool to draw a layer (or box) in packages such as *Dreamweaver* on the interactive whiteboard. They know what the *minimise* button does, as well as a number of other facilities.

Shortcomings

- Some pupils are unsure how to double-click on an icon in Windows to run a program.
- Pupils' standards of presentation and communication have been inhibited because they have been given insufficient opportunities to design web pages or use electronic mail in a sustained way.
- Pupils need constant help from their teachers when using the Internet and have difficulty in using it for independent research because their skills are not advanced enough.
- Most pupils have not used a digital camera to record their work and their achievements, or data-logging software to record data produced in scientific experiments.
- Too few pupils are able to use spreadsheets to calculate simple or complex formulae.
- Pupils do not routinely use ICT to record the results of their work in science or mathematics, or present it in English.

History

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

Good features

- Pupils in KS1 build on the sound foundations of knowledge about the past gained in Reception class. They develop a good sense of the passage of time through identifying key events in the life of a significant person such as Louis Braille. In Y1 they learn more quickly because they have access to good resources, such as a video of Braille's life, a Braille machine and Braille paper.
- They learn more about history through studying pictures from the past and discussing the differences between 50 years ago and a century ago. They can say how a photograph of promenaders in Blackpool was taken 100 years ago because of the styles of men's and women's clothing, or because of the use of horses and carriages. They also experience a sense of wonderment in handling the photographs.
- Pupils in KS2 have some understanding of the order in which important historical periods and events happen. Their chronological knowledge is improved through study of timelines to support learning.
- In a particularly good Y5 lesson on time-capsules, many pupils were accurate and imaginative in saying what people from the future might be able to deduce from

examining a time-capsule buried in 2002. The more able could make the mental leap to imagine what a Victorian time-capsule might have contained in order to represent that era. Some are astute observers: "*The carrier bag has a website address on it!*" In another lesson on the same topic, most pupils could brainstorm ideas articulately and gather a good set of information about the important features and events of a Victorian child's life.

Shortcomings

- Too few pupils can amass evidence from primary and secondary sources including reference websites on the Internet.
- The written work in a number of classes is insubstantial in Y3, Y4 and Y6.
- Pupils do not make sufficient progress in building their historical understanding from Y2 to Y3.
- Pupils do not have a sufficiently developed historical vocabulary.

Geography

Standards of achievement are good in KS1 and KS2.

Good features

- Pupils in KS1 are beginning to understand simple maps. On walks around the immediate locality, younger pupils identify some of the features which give the area its character.
- Older pupils can identify Wales on a map of the United Kingdom and know some of the capital cities.
- The 'Barnaby Bear' project is particularly successful in developing pupils' awareness of the wider world. Younger pupils are developing an understanding of the differences between hot and cold countries and, with help, can pack a suitcase of clothes which are suitable for holidays in hot and cold climates.
- Y2 pupils can compare Prestatyn with the Isle of Struay and note similarities such as the fact that both places are near the sea and differences such as the fact that Prestatyn has many people and the Isle of Struay has few people.
- Pupils in KS2 make good progress in their geographical skills, knowledge and understanding.
- Y4 pupils are developing a good geographical vocabulary in relation to their study of rivers, for example, meanders and flood plains. They understand some of the key features of rivers and can explain clearly the characteristics of the upper, middle and lower reaches. They apply the knowledge gained from field trips to identify areas of erosion and deposition apparent in photographs of the river.

- By the end of KS2, pupils have a good understanding of the geography of Prestatyn and the processes contributing to its development, such as original land use and new use. They effectively describe and explain the reasons for changes to the local environment and recognise conflicting views about them.
- They record their findings in a variety of ways, including 3D models of mountains to illustrate contour lines.

Shortcomings

- Pupils are unable to access a sufficiently wide range of up-to-date secondary sources of information to ask and answer geographical questions.
- In KS2, the quality of pupils' presentation of their findings from geographical research is unsatisfactory.

Art

Standards of achievement are good in KS1 and KS2.

Good features

- In both key stages, pupils make good progress in the quality of their drawings from close observation and in their use of a range of materials and techniques.
- Pupils in KS1 produce effective colour pencil drawings of plants and flowers, which show good attention to detail and effective choices of colour.
- Older pupils in KS1 develop these skills further through their study of the work of Cefyn Burgess and produce some very good drawings of a chapel, which they then translate into collages. Their collages show good choices of materials to represent the textures of different parts of the building.
- After watching a video and looking at and discussing the methods of the Welsh artist, Alison Mercer, they make their own wax resist paintings of sea monsters. Their outlines are carefully drawn and their use of colour and pattern, though inspired by Mercer's work, is intricate and individual.
- The drawings of pupils in KS2 show increasing control of the use of line and tone and considerable attention to detail. Pupils in Y5 compare their drawings of a trainer with those made a year ago. They evaluate their own work and that of others and identify and explain the precise nature of the improvements made.
- Sketchbooks are used effectively in KS2 to record information and experiment with different techniques, patterns and colours. For example, lower KS2 pupils experiment with mixing three shades of one colour for an abstract painting. They discuss their work and agree which features in their sketches to include in their final piece.

- By the end of KS2, pupils identify examples of contrast in some of Turner’s seascapes. They experiment successfully with colour and tone and use a variety of techniques to create different textual effects for their own impressions of the sea in different moods.
- After studying Dubuffet’s “Vicissitudes” in the Tate Gallery in Liverpool, Y5 pupils collaborated very successfully with Y1 pupils to produce a large-scale paint collage in a similar style.

Shortcomings

- Pupils do not always experiment with new tools such as lino-tile cutters for a sufficient amount of time before using them to produce a piece of work.
- Pupils’ work with textiles is limited due to a scarcity of resources.

Music

Standards of achievement are satisfactory in KS1 and KS2.

Good features

- Pupils in KS1 sing a variety of songs, whilst having regard for posture, tunefully and with enthusiasm.
- They play a variety of un-tuned percussion instruments well as a group, in order to accompany a piece of music.
- They listen to music carefully and are able to describe it in terms of tempo and dynamics.
- Pupils in KS2 can sing a variety of songs, including rounds, with appropriate attention to posture and dynamics. The quality of singing throughout the school is very good.
- They extend their performance skills by repeating increasingly complex rhythmic patterns on a variety of tuned and un-tuned percussion instruments.
- They listen to an appropriate range of music and evaluate it in terms of its mood or character and, in so doing, use a good range of vocabulary.
- A minority of pupils develop their instrumental abilities in an after-school club regularly.

Shortcomings

- Pupils’ ability to play a range of tuned and un-tuned musical instruments is underdeveloped.
- Pupils’ appraisal of music is too often limited to its mood and character, with little attention to its musical elements.

- Pupils have very limited experience of experimenting with composing their own pieces of music.

Physical education

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

Good features

- All elements of the NC are taught throughout the school. KS2 pupils also take part in swimming at the local pool and adventure activities at Pentrellyncymer.
- Pupils and staff dress appropriately. They show a good understanding of safety issues.
- Pupils use space well and handle apparatus safely and efficiently.
- Pupils in KS1 perform simple sequences of movement demonstrating varied balances. They extend the range of movements when using apparatus.
- In dance, most pupils respond appropriately to the music.
- In KS2, pupils make good progress in a range of skills for different games. They know several different ways to field a ball in cricket. They can throw and catch a ball with confidence and accuracy.
- They work well together in pairs and small teams. Pupils are developing an appropriate competitive attitude.
- Pupils achieve expected levels in swimming and athletic skills by the end of KS2.
- A range of extra-curricular activities support the good learning observed in PE lessons.

Shortcomings

- In KS1, pupils are not encouraged to improve the quality of their performance through the execution of better body poise and control.
- In KS1 and KS2, pupils' ability to evaluate their own and others' performances is limited.

Religious education

Standards of achievement are good in KS1 and KS2.

Good features

- In KS1 and KS2, pupils have a good knowledge and understanding of Christianity and Christian festivals. Pupils' understanding of religious symbolism and the differences and

similarities in religious practices is given added depth through visits to local churches, chapels and the Cathedral at St. Asaph.

- In KS1, pupils know many stories from the Bible and they understand the characteristics of being a Christian both in a spiritual and moral context where they have discussed parables and ecological issues.
- They understand the meaning of religious celebrations and show an appreciation of their significance in the Christian and Jewish faiths.
- In KS2, pupils are gaining confidence to talk about the values that are important to them. They consider rights and responsibilities when discussing issues like bullying and also develop their ideas of community and good living.
- In studying aspects of other religious traditions including their festivals and ceremonies, pupils demonstrate a good understanding of, and respect for, different cultures and points of view. This has been further enhanced by a visit to a Synagogue and links with the Islamic centre.
- Stories from major faiths and also those originating in Wales provide the children with a good base on which to develop their opinions about culture and faith.

Shortcomings

- Pupils' understanding is limited because they have insufficient opportunities to reflect on their knowledge and experiences in lessons or assemblies.
- A deeper understanding of religious education is hindered by the shortage of religious artefacts.

8. SCHOOL IMPROVEMENT

8.1 Progress since the last inspection

Overall, the school has made good progress in addressing the following issues for action identified when it was last inspected in 1997:

Key Issue 1

Improve the standards of pupils' achievements in design and technology, throughout the school

Standards in Design and Technology are now good. Good progress has been made.

Key Issue 2

Ensure that the curriculum for the under-fives in the nursery and reception classes addresses the key areas of learning, and promotes the desirable learning outcomes;

The curriculum in the Early Years is now of good quality. Good progress has been made.

Key Issue 3

Improve the provision for pupils between Stages 1 and 3 on the register of special educational needs.

The systems and procedures in place to meet the needs of the pupils on Stages 1 – 3 of the Special Educational Needs Register are good. Separate arrangements are now in place to provide for pupils who have behavioural difficulties. Good progress has been made.

Key Issue 4

Urgently address the weaknesses in teaching and learning resources;

Resources for teaching and learning are still inadequate in most subjects. Many of the resources are appropriate and of good quality but are too few in number. This is having a poor effect upon pupils' progress. Unsatisfactory progress has been made.

Key Issue 5

Improve the quality of the accommodation, especially for the under-fives;

Improvements have been made to the interior accommodation for the Early Years children. However, there is still no secure area identified for their outdoor play. There are also a significant number of aspects of the accommodation for KS1 and KS2 which remain unsatisfactory. Progress is, therefore, unsatisfactory.

Key Issue 6

Draft and implement a comprehensive admissions policy which takes into account the physical capacity of the school.

The school has, in conjunction with the Local Education Authority, drawn up a new admissions policy and agreed a new planned admission limit of 90 pupils per year group. However, the school still educates many more pupils than it has the physical capacity for. Satisfactory progress has been made in that the new admissions policy was drawn up.

8.2 Key issues for action

Within the context of a school which has made good progress, the governors, headteacher and staff need to:

- improve standards in:
 - Information and Communications Technology in KS1 and KS2,
 - history in KS2,
 - standards in those subjects where they are only satisfactory;
- improve standards in the key skills of literacy and the use of ICT by identifying opportunities to promote them in every subject;
- improve the quality of teaching in one class in lower KS2;

- significantly improve the quantity and quality of resources for teaching and learning;
- improve the accommodation where it has an adverse effect upon pupils' progress and their standards of achievement;
- share the responsibilities for leadership and management more widely, and ensure that senior managers can fulfil all aspects of their roles. ♦

♦ *The school has identified this as a priority.*

APPENDIX

A. Basic information about the school

Name of School	Ysgol Penmorfa
School type	Community Primary
Age -range of pupils	3 to 11
Address of school	Dawson Drive Prestatyn Denbighshire
Post-Code	LL19 8SY
Telephone Number	01745 852757

Headteacher	Mr David Edwards
Date of appointment	1 September 1997
Chair of Governors/ Appropriate Authority	Mrs Janet Jones
Registered Inspector	Mr R. A. Isaac
Dates of inspection	24 - 28 June 2002

B. School data and indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	44	90	87	90	71	102	92	94	670

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	23	5	25.5

<i>Staffing information</i>	
Pupil:teacher (fte) ratio (excluding nursery and special classes)	26 :1
Pupil:adult (fte) ratio in nursery classes	14 :1
Pupil:adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	28
Teacher (fte) : class ratio	1.08 :1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole School
Spring Term 2002	91	94	96	94
Autumn Term 2001	94	95	96	95
Summer Term 2001	94	95	95	94.5

Percentage of pupils entitled to free school meals	17
Number of pupils excluded during 12 months prior to inspection	2

C. Results of National Curriculum assessments and public examinations

END OF KEY STAGE 1: 2001

National Curriculum Assessment KS 1 Results: 2001			Number of pupils in Y2: 70					
Percentage of pupils at each level								
			D	W	1	2	3	4
ENGLISH:	Teacher Assessment	School	0	1	8	70	20	0
		National	0	4	14	64	18	0
EN: Reading	Teacher Assessment	School	0	1	8	59	31	0
		National	0	4	14	56	26	0
	Task/Test	School	0	1	9	61	28	
		National	0	4	14	56	26	
EN: Writing	Teacher Assessment	School	0	3	9	72	16	0
		National	0	5	14	70	11	0
	Task/Test	School	0	3	7	82	8	
		National	0	6	11	74	9	
EN: Speaking and listening	Teacher Assessment	School	0	0	3	81	16	0
		National	0	3	12	64	21	0
MATHEMATICS	Teacher Assessment	School	0	0	3	57	41	0
		National	0	2	10	65	23	0
	Task/Test	School	0	1	1	59	38	
		National	0	2	7	63	27	
SCIENCE	Teacher Assessment	School	0	0	5	77	18	0
		National	0	2	11	70	17	0

Of those entered for the statutory English Spelling Test, the percentage at each level was as follows:

	W	1	2	3	Abs
School	0	10	67	22	0
National	0	15	60	25	

CORE SUBJECT INDICATOR: Percentage of pupils attaining at least level 2 in mathematics, science, and English			
by Teacher Assessment			
In the school:	89	In Wales:	80

- D Pupils who are exempted 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

National curriculum assessment results

END OF KS2: 2001

National Curriculum Assessment KS2 Results: 2001							Number of pupils in Y6: 95					
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0	0	0	0	0	24	51	23	0
		National	0	0	1	0	1	6	21	48	22	0
	Test/Task	School	0		0	0	0	1	13	56	25	0
		National	0	2		1	0	5	17	48	26	0
Mathematics	Teacher assessment	School	0	0	0	0	0	2	31	46	19	0
		National	0	0		0	1	5	22	47	24	0
	Test/Task	School	0		0	0	0	1	20	46	29	0
		National	0	2		0	0	5	22	44	25	0
Science	Teacher assessment	School	0	0	0	0	0	0	12	59	26	0
		National	0	0		0	1	4	17	53	25	0
	Test/Task	School	0	0	0	0	0	0	9	60	29	0
		National	0	3		0	0	3	14	55	26	N

CORE SUBJECT INDICATOR: Percentage of pupils attaining at least level 4 in mathematics, science, and English			
by Teacher Assessment		by Test	
In the school:	62.1	In the school:	65.6
In Wales:	61	In Wales:	58

- 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

D. Evidence base of the inspection

The inspection team of six inspectors, including the lay inspector, was at the school for a total of 25 inspector days.

- During this time all teachers were visited and all classes were seen. A total of 142 sessions, part sessions or interactions were inspected and pupils' work in every subject area was scrutinised. Inspectors talked to pupils about their work and life in the school, and listened to them reading their own work and extracts from class reading books.
- The full range of documentation made available by the school was scrutinised. Discussions were held with the headteacher, the deputy headteacher, staff and pupils. Pre- and post-inspection meetings were held with governors and staff, and 22 parents attended a pre-inspection meeting with inspectors. Questionnaires, completed by 116 parents, were analysed.

E. Composition and responsibilities of the inspection team

Team member	Subject responsibilities	Aspect responsibilities
Mr Rob Isaac Registered Inspector	Design and technology Information and Communications technology History	Context Main findings Standards achieved in subjects and areas of learning Teaching Quality of self-evaluation and planning for improvement Leadership and efficiency Key issues for action
Mrs Sandra Mewies Lay Inspector		Pupils' spiritual, moral, social and cultural development Behaviour and attitudes to learning Attendance Partnership with parents and community, schools and other institutions Partnership with industry
Mr John Davies Team Inspector	Mathematics Music	Standards achieved in Key Skills across the curriculum Progress since the last inspection
Mr Merfyn D Jones Team Inspector	Welsh second language Science	Assessment, recording and reporting The quality of the curriculum Staffing, accommodation and learning resources
Ms Stephanie J. James Team Inspector	Early Years English Geography Art	
Mr Brian G Lewis Team Inspector	Physical Education Religious Education	Support, guidance and pupils' welfare Special Educational Needs

Acknowledgement

The registered inspector and team wish to thank the governors, headteacher, staff and pupils for their co-operation and courtesy before and during the inspection.