

**INSPECTION UNDER SECTION 10
INSPECTION OF SCHOOLS ACT 1996**

**Ysgol Pentrecelyn
Pentrecelyn
Ruthin
Denbighshire
LL15 2HG**

School number : 663 / 2168

Date of the Inspection : 14 – 16 October, 2002

**BY
Phil Mostert
Registered Inspector : WO72 / 16774
Date : 14 December, 2002**

under ESTYN contract number – T/34/02P

© Crown Copyright 2002

This report may be reproduced completely or in part for non-commercial educational purposes as long as all parts quoted are reproduced word for word without any changes and its source and the date are stated.

Copies of this report are available from the school. Under the Schools

Inspections Act 1996, the school must provide copies free of charge to certain categories of people. Any-one else who applies for a copy of the report may be charged a fee that is no more than the cost of reproduction.

CURRICULUM AND KEY STAGES NOMENCLATURE

A new nomenclature to describe pupils' progress through the school was introduced in 1989. It is intended that this system of numbering year groups from the start of compulsory education until the age of 18 should facilitate communication amongst schools, governing bodies, parents and LEAs and emphasise the importance of progression.

The term "Reception" (R) refers to the year group of pupils in a primary school (not a nursery class) whose fifth birthday will occur during the academic year. "Year 1" (Y1) is used for the year group of pupils whose sixth birthday will occur during the academic year and so on until Y13 - the year group whose 18th birthday will occur during the academic year:

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

Key stage (KS) 1 of the National Curriculum includes Y1 and Y2; KS2 includes Y3 to Y6; KS3 includes Y7 to Y9 and KS4 includes Y10 and Y11 (the last year of compulsory education).

GRADE DESCRIPTIONS

The following five point scale is used to represent the main opinions in the report as follows:

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

CONTENTS

1. CONTEXT	5
The School and its Priorities	5
2. MAIN FINDINGS	5
The Main Findings of the Report	5
3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS	8
3.1. Standards achieved in Subjects and Areas of Learning	8
3.2. Standards achieved in Key Skills across the Curriculum	9
4. ETHOS OF THE SCHOOL	10
4.1. Pupils' Spiritual, Moral, Social and Cultural Development	10
4.2. Behaviour and Attitudes	10
4.3. Attendance	11
5. QUALITY OF EDUCATION	11
5.1. Teaching	11
5.2. Assessment, Recording and Reporting	12
5.3. Curriculum	12
5.4. Support, Guidance and Pupils' Welfare	13
5.5. Provision for Pupils with Special Educational Needs (SEN)	14
5.6. Partnership with Parents and Community, Schools and Other Institutions	14
5.7. Partnership with industry	15
6. MANAGEMENT	16
6.1. Quality of Self-Evaluation and Planning for Improvement	16
6.2. Leadership and Efficiency	16
6.3. Staffing, Accommodation and Learning Resources	17
7. SUBJECTS AND AREAS OF LEARNING	19
Standards achieved by Pupils	19
Provision for the under-fives	19
Welsh	20
English	21
Mathematics	21
Science	22
Design and technology	23
Information technology	24
History	24
Geography	25
Art	26
Music	26
Physical education	27
Religious education	27
8. SCHOOL IMPROVEMENT	28
8.1. Progress Since the Last Inspection	28
8.2. Key Issues for Action	28
APPENDIX	30
A. Basic information about the school	30
B. School data and indicators	30
C. Results of NC assessments and public examinations	31
D. The evidence base of the inspection	32

1. CONTEXT

The school and its priorities

This is naturally bilingual community school maintained by the Denbighshire Unitary Authority [UA]. It is located about four miles south of the town of Ruthin. It serves the agricultural community around the village of Pentrecelyn. The school describes the area of residence as one that is neither prosperous nor economically disadvantaged and the nature of the pupils as being neither privileged nor underprivileged.

Children are admitted to the nursery class in the afternoons only following their third birthday. They begin full-time education in the following September. Pupils of the full range of ability are admitted. Only 2% are entitled to receive free school meals – a percentage that is substantially lower than the national average. The number of pupils on roll has remained fairly constant since 2000. It is currently 74.

A third of the pupils come from homes where Welsh is spoken but about 75% speak the language to a standard that corresponds to first language. The UA provides an intensive Welsh course for late-comers to the area. All pupils have received pre-school education. There are 14 pupils on the special education needs [SEN] register, but there is no one with a statement of SEN.

The head has been absent since April this year, when an acting head was appointed.

There is no School Development Plan [SDP] as such, but the school has an Action Plan that notes the following main priorities:

- develop literacy and numeracy policies;
- complete the policy statements;
- review the schemes of work in the light of Curriculum 2000;
- review the assessment and recording policy;
- up-date the behaviour policy;
- up-date the SEN policy;
- raise reading and ICT standards and supplement the resources in other areas;
- complete some improvements to the building.

The school was last inspected in the summer of 1997.

2. MAIN FINDINGS

The main findings of the report

- There has been a substantial improvement in a number of curricular and managerial aspects since the acting head took over responsibility for the school.

- The educational provision for children under five is appropriate. They attain good standards in all aspects of the work. Achievement standards are as follows:

DEVELOPMENT AREAS	STANDARDS
Language, literacy and communication	Good
Mathematical	Good
Creative	Good
Physical	Very good
Knowledge and understanding of the world	Good
Personal and social	Very good

- The curriculum encompasses all National Curriculum [NC] subjects and religious education. It is enhanced through a good range of extra-curricular activities, by visiting places of interest and by inviting visitors to the school.
- The quality of curriculum planning is uneven. Schemes of work of satisfactory quality have been prepared in the core subjects but the schemes for the remaining subjects are inadequate. There is no whole school overview of the content of themes and the development in skills and concepts consistent with pupils' age and ability is not planned in sufficient detail.
- At KS1, the results of the 2002 statutory NC tests are equal to the national norms in mathematics and slightly above county and national norms in Welsh. KS2 results for 2002 in the four core subjects are lower than county and national norms but were higher than the county and national norms in 2001. Girls perform better than boys in the tests.
- At KS1 and KS2, standards of achievement are as follows:

	KS1	KS2
Welsh	Oral – satisfactory Reading – satisfactory Writing – unsatisfactory	Oral – satisfactory Reading – satisfactory Writing – unsatisfactory
English		Oral – good Reading – good Writing – satisfactory
Mathematics	satisfactory	satisfactory
Science	satisfactory	satisfactory
History	satisfactory	satisfactory
Geography	unsatisfactory	unsatisfactory
Religious education	satisfactory	satisfactory
Design and technology	unsatisfactory	unsatisfactory
IT	unsatisfactory	satisfactory
Art	satisfactory	good
Physical education	good	-
Music	good	good

- At KS1 and KS2, standards of literacy skills across the curriculum are satisfactory. Standards in numeracy and ICT across the curriculum are unsatisfactory.
- The quality of teaching for the children under five is good or better in every lesson. At KS1, the quality of teaching is satisfactory in two thirds of the lessons, and good in two lessons of every nine. It is unsatisfactory in one lesson of every nine. At KS2, the quality of teaching is good in 35% of lessons, satisfactory in half the lessons and unsatisfactory in 15% of them.
- Pupils' spiritual and moral development is satisfactory and their social and cultural development is good.
- Pupils' conduct and attitudes are satisfactory. Behaviour and anti-bullying policies do not fully meet the requirements of the National Assembly's most recent circular (3/99), as the school did not consult parents in sufficient detail when drafting it.
- Assessment and recording procedures are unsatisfactory; no appropriate records are kept in the subjects. The quality of the annual reports presented to parents is good; they appreciate them.
- The school is effectively managed by the acting headteacher, but elements of the leadership provided have been unsatisfactory in recent times. There is a good ethos and sense of purpose at the school. Although day-to-day organisation is satisfactory, there is inadequate supervision during the dinner hour.
- There is no SDP. An Action Plan was prepared soon after the acting headteacher took up his post in May this year. The document sets an appropriate direction for the school. It contains few financial details and some of the implementation stages and the criteria for success are superficial, especially those associated with methods for raising standards.
- The school has no arrangements for self-evaluation and there is no attention given to regular evaluation of the teaching.
- 4.5 teachers are employed. There was a budget balance of over £38,000 at the beginning of April 2002, which represents about 22% of the total budget – a large sum. Approximately £15,000 was spent during the past six months, but the percentage in reserve remains high.
- The governing body has taken appropriate measures to evaluate the effects of expenditure decisions so as to provide the best value for money.
- Denbighshire LEA's language policy is effectively reflected in the school's language policy, and by the time pupils reach their final year at school they achieve satisfactory to good standards in both languages, apart from the pupils' written Welsh, which is unsatisfactory.
- The pupils compete quite successfully in sports such as swimming, hockey, netball and football.
- The quality of the links between school and parents is satisfactory. A small minority of parents are unhappy with the response to their suggestions and complaints.

- Neither the school handbook nor the governing body's annual report fully comply with statutory requirements.
- No member of staff has a First Aid qualification.
- There has been a satisfactory response to the key issues identified in the last inspection held in summer 1997, but a general deterioration in standards has occurred since then. The situation has improved from April this year.
- Overall, the hard-working staff provide a congenial environment and ethos. A good relationship exists between the great majority of the pupils and all who work at the school. A small minority of parents are unhappy with the support and guidance that their children receive at the school.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards achieved in subjects and areas of learning

- Standards in the early years are good, and sometimes very good. Standards are good in a quarter of lessons at KS1 and satisfactory in the remainder. At KS2, standards are good in a quarter of lessons and satisfactory in 58% of them; they are unsatisfactory in one lesson in every six.
- At KS1 and KS2, pupils' standards in Welsh oral skills and in reading are satisfactory; standards in writing are unsatisfactory. Pupils are very ready to talk to visitors and they express themselves orally with fair confidence, but much of their syntax is insecure. They read quite fluently but lack the appropriate fluency and intonation. The written work of many is characterised by lack of accuracy – faulty negatives, uncertain verb forms and weak spelling. Pupils do not create a coherent narrative with confidence and proficiency.
- At KS2, pupils' standards in oral skills and reading in English are good and standards in writing are satisfactory. All pupils can express themselves confidently. They read suitable texts and about half the pupils discuss books and authors in a mature manner. The written work of most of the pupils is characterised by spelling defects and syntax errors.
- Standards in mathematics are satisfactory at KS1 and KS2. Pupils handle some aspects of mental mathematics fairly confidently but a substantial minority have an insecure grasp of number bonds and tables.
- Standards in science are satisfactory at KS1, good in Y3 and Y4 and satisfactory by the end of KS2. KS1 and Y5 and Y6 pupils are not challenged sufficiently in scientific investigations.
- In history, standards are satisfactory at KS1 and KS2. There is good emphasis on developing pupils' empathy and understanding.
- Standards in geography are unsatisfactory at KS1 and KS2. There are gaps in pupils' knowledge and understanding.

- At KS1 and KS2, standards in religious education are satisfactory. They understand the significance of the practices of different religions and are aware of the need to care for others.
- Standards in design and technology are unsatisfactory at KS1 and KS2. Although there is some satisfactory work, there is insufficient development in the quality of the design and finishing work throughout the school and some tasks do not offer sufficient challenge.
- In IT, standards are unsatisfactory at KS1 and in Y3 and Y4 and satisfactory at the upper end of KS2. Standards have improved in Y5 and Y6 recently, and by now many of the older pupils handle computers confidently.
- Standards in art are satisfactory at KS1 and good at KS2. There is a need to develop KS1 pupils' skills in using paint and in their independence. KS2 pupils can experiment successfully with different techniques and media.
- At KS1 and KS2, standards are good in music. Pupils create musical compositions and are aware of the importance of using musical techniques to create atmosphere.
- Standards in physical education are good at KS1. No formal lesson was observed at KS2, but, from the evidence available, especially regarding the lack of opportunities for the older children last year, the standards and provision, are judged to be unsatisfactory at KS2.
- At KS1, the results of the 2002 statutory NC tests are equivalent to the national norms in mathematics and slightly higher than county and national norms in Welsh. KS2 results for 2002 in the four core subjects are lower than county and national norms but were higher than county and national norms in 2001. Girls perform better than boys in the tests.
- Less able pupils are not provided with sufficient support in some class tasks and more able pupils are not sufficiently challenged.
- The standard of presentation of work and the quality of handwriting are unsatisfactory in Y1-Y4. They are good in Y5 and Y6.

3.2 Standards in key skills

- Children under five make good progress in Welsh literacy skills and in numeracy. They recognise letters and words and trace words and sentences. They are able to count up to five and above and handle simple numbers with assistance; their mathematical language is developing well.
- At KS1, standards are satisfactory in speaking and reading in Welsh across the curriculum; standards in written Welsh are unsatisfactory.
- At KS2, standards in Welsh speaking and reading skills are satisfactory across the curriculum. The opportunities they have to write extended pieces in Welsh across the curriculum are few, and standards are unsatisfactory.

- Speaking, reading and writing skills in English are developed in history and aspects of mathematics at KS2; standards are satisfactory.
- At KS1 and KS2, little number work is done across the curriculum. Standards achieved are unsatisfactory.
- At KS1 and KS2, standards in the ICT skills are unsatisfactory across the curriculum. Very little use is made of ICT in the various subjects across the school, but pupils use programs to reinforce their work in art and mathematics.

4. ETHOS OF THE SCHOOL

4.1 Pupils' spiritual, moral, social and cultural development

Pupils' spiritual and moral development is satisfactory. Their social and cultural development is good.

- The school does not comply with the statutory requirements to conduct a daily service. It fails to create a devout ethos in the services and pupils have scant opportunities to reflect on their personal beliefs and values.
- Pupils' moral development is satisfactory. They are appropriately encouraged to respect the school's agreed rules and values. They make a worthy contribution to good causes.
- Pupils' social development is good. They undertake responsibilities effectively. They work well together in the classes and the relationship between the great majority of pupils and adults is good.
- Extra-curricular activities, such as after-school clubs and various Urdd activities, make a substantial contribution towards the pupils' social and cultural development.
- A further contribution is made towards pupils' cultural and social development as they participate in public in services, concerts, sports competitions and *eisteddfodau*.
- Due attention is given to the *Cwricwlwm Cymreig* in the school's activities. Pupils' are introduced well to other cultures and religions.

4.2 Behaviour and attitudes

The general quality of pupils' behaviour is satisfactory; they display a good attitude to work.

- A small minority of pupils behave immaturely and show lack of self-discipline.
- The school is a caring community and the majority of pupils get on well with each other and play together happily. The great majority show respect for staff and visitors.

- The pupils are aware that the school expects a high standard of behaviour.
- Though a small number of parents have raised concerns about bullying, referring to past events, no instances of bullying were observed during the inspection period; neither were there instances of sexism, racism or other kinds of discrimination.
- On the whole, pupils show an interest in their work. The great majority respond to teachers' instructions immediately and are willing to co-operate, though a minority are restless in some lessons; this tendency is less apparent amongst the older pupils.
- Governors have not consulted sufficiently with parents about their policy statement on behaviour and discipline. The policy specifies the school's expectations and sets guidelines for responding to any misconduct or bullying. There has been a positive response to the home-school compact.

4.3 Attendance

Attendance levels are satisfactory. Over the three terms prior to the inspection, the average pupil attendance was slightly higher than 90%.

- Attendance for the present term so far is 96%. New policies have been recently introduced to monitor these levels and maintain them, but the date of their adoption by the governing body is unclear.
- The great majority of pupils are very eager to attend school and they enjoy the experience, but some individuals do not derive pleasure from school.
- Parents are familiar with the school's expectations and promptly send a note of explanation for absences.
- The legal requirements for recording and presenting reports on attendance are fulfilled. An electronic system for registering pupils has been successfully introduced this term.
- The governors receive a termly report on attendance levels.
- There are several instances of unauthorised absences, especially in the reception class during the summer term.
- Punctuality at the start of the day is good. Appropriate attention is given to punctuality in the day's activities.

5. QUALITY OF EDUCATION

5.1 Quality of teaching

- The quality of teaching in the early years is good or very good in every lesson. The work is thoroughly planned and good use is made of the resources and the equipment. Stimulating and

relevant experiences are provided for the children. The effective co-operation between the teacher and the nursery assistant makes a positive contribution to the raising of standards.

- At KS1, the quality of teaching is satisfactory in two thirds of the lessons and good in two lessons of every nine. It is unsatisfactory in one lesson of every nine. At KS2, quality of teaching is good in three-quarters of lessons and is satisfactory in the other quarter.
- At KS1 and KS2, where the teaching is good, lessons have a clear structure, pupils understand the requirements of the tasks set, and the timing is good. All pupils receive continual support by teachers in the lessons.
- In those lessons where the teaching is satisfactory or unsatisfactory, although some of the above-mentioned features are in evidence, some weaknesses are apparent. Teachers' presentations are too lengthy and no differentiated tasks are provided to meet individual requirements; this is a significant weakness in the lessons. Pupils at either end of the ability spectrum are not appropriately supported or challenged.
- Overall, pupils are over-reliant on the teachers. Also, there is an over-dependence on worksheets whose content is not sufficiently challenging. There are insufficient opportunities for pupils to make independent choices and to assume responsibility for their own work.
- Apart from tasks carried out as homework, pupils are inadequately encouraged to carry out their own investigations. There is little evidence of investigative work in history, geography and religious education lessons.
- Pupils are not given a sufficient part in ensuring the accuracy of their own work. They have little opportunity to re-draft their work.
- Pupils do not produce enough pieces of extended writing. Little attention is given to writing in various genres, for various purposes and for different audiences.

5.2 Assessment, recording and reporting

The quality of the arrangements for assessment and recording is unsatisfactory; the quality of reporting to parents is good.

- The school has a new assessment policy that provides guidance procedures to be followed in the future, but the teachers have not begun to implement them.
- The quality of the baseline assessments, which are conducted soon after the children have started in the reception class, are good.
- At KS1 and KS2, weekly records are kept of the classes' response to tasks but they do not detail the next steps necessary to develop the pupils' work. These comments tend to evaluate the effectiveness of the lessons rather than analyse pupils' progress.
- The quality of the annual reports to parents is good at KS1 and KS2; parents appreciate them.
- The school does not have a portfolio of assessed work in order to provide moderation from one year to the next.

- In addition to an ‘open-door’ policy, which provides an opportunity for parents to discuss concerns at any time, two meetings are organised annually so as to enable parents to discuss their children’s progress.
- Classwork and homework are marked thoroughly, and positive comments are often made. Though there are some exceptions, the teachers’ comments do not show pupils clearly how the work can be improved, and pieces of work are not discussed for long enough in order to try and improve them.

5.3 Curriculum

The school does not have a broadly based and well-balanced whole school curriculum plan that details fully the development of skills and concepts across the curriculum.

- The curriculum provided for children under five is of good quality and complies with the desirable outcomes for the six areas of learning.
- Adequate time is allocated for each of the NC subjects and religious education and an appropriate linguistic balance has been secured in the use of Welsh and English as a medium in the various subjects. The school is quite successful in implementing the LEA’s language policy, although a very small minority of pupils are reluctant to use Welsh in lessons.
- The curriculum is effectively reinforced by visits and contributions from the adults and experts invited to the school.
- The school has clear policies on sex education and health education. There is no policy to ensure racial equality, but staff focus well on the understanding of other cultures and a consideration of how people differ. The majority of the pupils are tolerant of one another and towards other cultures and nations.
- The school has a policy on personal and social education that includes the most important elements of ACCAC’s non-statutory guidelines, and which is effectively implemented.
- Considerable attention is given to fostering an awareness of the history of Wales and local traditions, but an insufficient awareness is developed in the pupils of the importance of securing sustainable developments to protect the environment.
- The homework set effectively reinforces the classwork but parents do not receive adequate guidelines on when it should be completed.
- As there is no suitable hall for physical education, arrangements are made for KS1 pupils to have lessons at a neighbouring school. KS2 pupils are not currently provided with a broadly based and well-balanced physical education syllabus.
- The school has no strategies for the development of aspects of literacy, numeracy and ICT throughout the school.
- Inadequate use is made of computers in Y1-Y4.

5.4 Support, guidance and pupils' welfare

The quality of support and guidance provided for pupils is satisfactory.

- Staff show care for pupils' safety and personal welfare. Teachers know the pupils well. The majority of parents praise the provision.
- Not every pupil feels confident when asking for assistance with his or her work. A small minority are unwilling to share their problems with the teachers.
- Some welfare policies have been adopted recently, but there is no firm child protection policy. Despite this, the teachers are very aware of the appropriate steps to be followed to protect children from being abused.
- Equal opportunity is provided that enables the participation of every pupil without exception in all the activities.
- The main entrance to the building is locked during the day, but there are a number of health and safety deficiencies. There is no cover on an excessively hot radiator in the school foyer; there are no fire notices in the classrooms; the teachers have not received extended First Aid training courses and the gate in the playing field needs to be secured.
- Good care is in evidence when escorting pupils at the end of the afternoon and there is appropriate supervision during playtimes. However, there is a lack of appropriate supervision during the dinner hour because of staff shortages. The lack of a separate play area for the youngest children raises the possibility of their sustaining accidents.
- There is a clear policy on sex education; it is not taught as a specific curriculum area but pupils' questions are honestly answered.
- Fire extinguishers are routinely inspected and fire drills are held regularly.

5.5 Provision for pupils with special educational needs (SEN)

The arrangements for securing appropriate provision for pupils with SEN are satisfactory.

- A register is kept of the 14 pupils with SEN, in accordance with the statutory requirements.
- The school's policy has been up-dated to reflect the requirements of the revised SEN Code of Practice.
- Appropriate targets are identified for meeting individual needs within the individual education plans [IEP], but inadequate focus is placed on the targets in the pupils' daily work within the mainstream classes.

- The system of transferring information on the pupils' programmes of work to the class teachers is not effective enough.
- The partnership with the parents in preparing the content of IEP has not been adequately developed and the system for sharing information about the provision offered to meet the pupils' needs is also under-developed.
- Pupils do not have access to adequate resources when receiving individual support.
- The member of the governing body with statutory responsibility for SEN is aware of the body's responsibility in this area.

5.6 Partnership with parents and community, schools and other institutions

The partnership with parents and the community and schools and other establishments is satisfactory.

- The majority of parents are supportive of the school's aims and of the education and values that it promotes, especially since the acting headteacher took up his position, but a substantial minority are dissatisfied with some aspects of the school's work.
- The quality of information provided for parents about the school is good.
- An 'open-door' policy has been established that allows parents to discuss any matters regarding their children at any time. The great majority of parents commend this system and take advantage of it, but a small minority feel that the school does not pay attention to their suggestions and complaints.
- The Parent-Teachers' Association provides very good financial support; they raise around £2000 annually towards the fund, which is a considerable amount. They do not organise any curricular activities. The accounts are regularly audited.
- Eight parents, a disappointing number, attended the last meeting held by the governing body to discuss the year's work.
- A small number of parents contribute towards their children's formal education by listening to them reading and assisting in the music and hockey clubs.
- Good communication has been established with various UA services. The support that the school received during the recent period following the headteacher's illness is appreciated.
- In-service training activities are organised with a cluster of local schools and some policies are jointly developed; however, this has not greatly stimulated the effectiveness of the curricular arrangements at this school.
- The school's arrangements for induction of teachers new to the school are satisfactory, but they do not have access to an adequate range of training courses to satisfy their individual needs.

- Good arrangements exist for transferring pupils to the secondary school; there are good pastoral and curricular links.
- The school handbook does not meet all the statutory requirements. It does not contain details on attendance data, the home-school compact, provision for sports or the suitability of the building for children with a physical disability. Details of the SEN policy are too generalised.
- There are omissions in the governors' annual report to parents. It does not detail the revisions made to the handbook, the sports provision, the suitability of the building for children with a physical disability nor the implementation of any strategies at the school. Details on implementation of the SEN policy are inadequate.

5.7 Partnership with industry

The school's partnership with industry is satisfactory.

- The school has not formulated a policy for developing partnerships but does have a strategy for developing curricular links with local businesses and industries.
- On occasion, visits that are related to the school's current thematic work are arranged. Pupils have visited local businesses and shops and the neighbouring agricultural college.
- The pupils' awareness of the world of work and of the area's economic activities is developing satisfactorily.
- The school has received financial aid from ELWa to develop work in design and technology.

6. MANAGEMENT

6.1 Quality of self-evaluation and planning for improvement

The quality of self-evaluation procedures is unsatisfactory.

- Following a recent audit of the school's needs, the acting headteacher and the governing body are aware of the school's strengths and weaknesses.
- The job-descriptions contain a list of teachers' responsibilities and general duties.
- The school does not compare its performance with that of other schools nor does it review and analyse the test questions annually. Annual targets are set for the pupils and the results correspond well to the targets.
- No system for the observation of teaching has been established but the acting headteacher has informally evaluated general and curricular aspects; there is no record of the discussions.

- No self-evaluation reports have been submitted to the governing body.

6.2 Leadership and efficiency

The school is fairly effectively managed by the acting headteacher, but leadership has been unsatisfactory during recent times.

- The school's day-to-day organisation and administration are satisfactory. However, there is inadequate supervision of pupils during the dinner hour.
- There is no SDP. The Action Plan prepared since the advent of the acting headteacher is quite a useful management tool; it provides a firm direction for the school in the interim period. The document contains few financial details and some of the steps for implementation and the success criteria are superficial, especially those that deal with methods of raising standards.
- The school is satisfactorily managed by a governing body that fulfils its duties conscientiously. Two new members were appointed during the past nine months. The good relationship that exists between the chair of governors, the acting headteacher, and the assistant teachers leads to the creation of a congenial environment.
- The governing body has administered the budget unsatisfactorily during recent years. In April this year, there were £38,118 in the balances, representing 22% of the budget; this is a very high percentage. Approximately £15,000 has been spent since the arrival of the acting headteacher – a substantial proportion of it spent on totally essential equipment and resources for the implementation of the NC. The school's staffing situation over the past year has had a detrimental effect on the effectiveness of the financial planning. Appropriate measures have been taken to evaluate the effects of the expenditure decisions so as to ensure best value for money.
- A day and a half a week of non-contact time has been earmarked for the acting headteacher. This has enabled him to focus upon a satisfactory number of managerial matters. He has not had sufficient time in the post to enable him to give detailed attention to the establishment of a system to monitor the educational provision continually and fully plan the NC so as to ensure its effective and efficient implementation.
- A good number of curricular and managerial policy documents have been prepared since the coming of the acting headteacher, but they have been neither signed nor dated by the chair of governors.
- The teachers have job-descriptions that outline their responsibilities in detail, but they do not correspond with the national standards for subject leaders.
- Neither the headteacher nor the teachers have been recently appraised.
- The school provides value for money.

6.3 Staffing, accommodation and learning resources

Resources are efficiently managed.

Staffing

- There are two relatively inexperienced teachers at the school, who have completed two years in the profession. The staff provision is adequate and teachers' qualifications appropriate for the age groups they teach.
- Supply teachers are employed to teach art, geography, music and religious education. This practice has a positive effect on standards in art and music. The specialisms of the permanent staff are not put to best use.
- The current practice of teaching a very small group of reception children separately in the mornings is not an efficient use of resources.
- No detailed system has been established for ensuring teachers' access to training courses to develop their competence in various curricular areas.

Buildings

- The general state of the building is good but the carpets need to be replaced in the school foyer and in two classrooms.
- Too much noise carries through from either side of the fixed curtains between two classes in the main building.
- The yard is of adequate size although it is uneven. There is a playing field of an appropriate size for pupils to play.
- Parents have expressed concern about hygiene standards. They are generally satisfactory apart from layers of dust on a number of shelves and the very pungent odour from the boys' toilet. The state of the boys' toilet is matter of serious concern.

Learning resources

- The standard of displays in the classrooms and corridors is good and they make a satisfactory contribution to the effectiveness of the learning and teaching.
- Overall, following recent substantial investment, there is an adequate supply of resources. There is still room to add to the artefacts for history and religious education, and to supplement Welsh fiction for Y3 and Y4 pupils.
- Reference books have not been arranged to facilitate their use.

7. SUBJECTS AND AREAS OF LEARNING

7.1 Standards achieved by pupils

Provision for the under-fives

The provision for the children under five is appropriate and promotes the desirable outcomes for children's learning. Standards of achievement are good in every area.

Good features

Nursery Children (3-4 years)

- The children make good progress in their early literacy skills. The great majority listen attentively and are able to follow simple instructions. They talk confidently about characters in stories.
- The children's mathematical development is good. They are able to identify colours and can sort and arrange shapes to form a picture.
- Their personal and social development is good. They play together happily and are willing to share and co-operate.
- Through various play experiences, the children's knowledge and understanding of the world around them are well promoted. They are aware the work of the doctor and nurse and of the importance of a hospital for the sick.
- They make good progress in their creative development. They respond enthusiastically when modelling and painting.
- The children's physical development is satisfactory. They can handle small equipment with increasing skill.

Reception Children (4-5 years)

- Their personal and social development is very good. They all focus on the tasks, behave well and show an awareness of each other's needs and feelings.
- The children talk confidently about their experiences and the learners' understanding of the Welsh language is developing well. They are able to identify letters and words. They can copy simple sentences. They listen to stories and are able repeat them
- The children's mathematical development is good. They can recognize numbers up to at least five and count familiar objects. They are able to select, match, order and compare objects and name shapes.
- The children make good progress in their knowledge and understanding of the world. They are able to talk in an interesting manner on the effect of changes in the weather. They possess a good awareness about the work of the doctor and the nurse.
- The children's creative development is good. They are able to use a variety of painting media. They use IT to reinforce their creative work.
- The children's physical development is very good. Their physical skills are promoted in the physical education lessons. They move confidently, following instructions and displaying an increasing mastery when using parts of the body. Their skills in handling small equipment are developed through drawing, colouring and building.

Weaknesses

There are no significant weaknesses.

Welsh

Standards in oracy and reading are satisfactory at both key stages but writing standards are unsatisfactory at KS1 and KS2.

Good features

- By the end of KS1, the oral skills of the substantial majority of pupils are developing satisfactorily. They contribute satisfactorily to discussions and can listen for short periods to presentations. They offer sensible answers to questions and are ready to chat to their peers.
- At KS1, pupils' reading skills develop satisfactorily. B1 pupils read texts suitable for their age fairly fluently. About a half of Y2 pupils read confidently and the rest have to de-code words to get the meaning.
- Y1 pupils record by copying sentence patterns based on a specific pattern. A good number of Y2 pupils can write simple sentences but only a minority can produce a piece of coherent work by joining together a number of sentences.
- At KS2, pupils can express their feelings and experiences to a satisfactory standard. They use suitable language to chat and to comment on aspects of the work.
- The quality of reading of a large number of pupils is satisfactory. Their intonation is appropriate, they respond to punctuation and understand what they read. A small number can discuss authors and mention their preferences.
- KS2 pupils' grasp of punctuation is developing well. With assistance, they can phrase correctly and write within a narrow range of genres.

Weaknesses

- Syntactical uncertainty and lack of mutation impair the oral and written expression of a substantial number of KS1 and KS2 pupils.
- Middle and lower ability pupils do not use a variety of strategies to read unfamiliar words.
- Pupils do not evaluate and improve sufficiently the content and accuracy of their written work by redrafting.
- Throughout KS1, pupils' writing skills are undeveloped. There is a shortage of extended work at KS1 and at KS2.

English

English is not taught formally at KS1. In Y3 and Y4, standards in oracy, reading and writing are satisfactory. By the end of KS2, standards are good in oracy and reading and satisfactory in writing.

Good features

- At KS2, a substantial number listen appropriately and their oral expression develops as they use the language in a variety of contexts.
- A small core of Y5 and Y6 pupils express themselves well orally, using a range of rich and correct syntax.
- The great majority of Y3 and Y4 pupils read texts that match their age and ability to a satisfactory standard. The more able can discuss events and characters.
- A substantial number of Y5 and Y6 pupils read texts suitable for their age and ability. About half the pupils can refer to their preferred authors when discussing books. Pupils' ability to gather information from various sources is developing well.
- By Y4, pupils are beginning to show a grasp of order and progression. The majority spell most simple words correctly and are able to punctuate appropriately, including the use of the apostrophe.
- By the end of KS2, the more able pupils develop ideas through extended pieces. They paragraph effectively and the substantial majority of the pupils vary sentences well.

Weaknesses

- The written work of a significant number of pupils is not sufficient in length and accuracy.
- Pupils do not evaluate and improve the standard of the content and accuracy of their own work often enough.

Mathematics

Standards are satisfactory at KS1 and KS2.

Good features

- Pupils' mathematical knowledge and understanding is satisfactory throughout the school, according to their age and ability.
- At KS1, the standard of pupils' mental mathematics is satisfactory.
- Y1 pupils can repeat a pattern confidently and add and subtract numbers up to 10. They understand well how to give change from 10p, count confidently in ones and tens and tell the time to the hour. They can recognise two-dimensional [2D] shapes satisfactorily.

- Y2 pupils can calculate simple totals, calculating the change from 10p correctly. They understand, when adding two numbers that they should start with the larger number. They understand symmetry well; they can read a pair of scales and recognise 2D and 3D shapes to a satisfactory standard.
- At KS2, the majority of pupils handle aspects of mental mathematics well and use a good range of strategies for mental calculation.
- Y3 and Y4 pupils can round off to 100, and can measure the perimeter and area of regular shapes. They have good knowledge of the properties of a circle, and they can measure angles competently.
- Y5 and Y6 pupils have a good understanding of several aspects of the subject. They They have good knowledge of perimeter, angle, area and volume. They deal with median, mode, range and mean confidently and understand co-ordinates well.

Weaknesses

- Pupils' grasp of number bonds and tables are not secure enough.
- Their understanding of fractions and money is unsound.

Science

Standards are satisfactory at KS1 and KS2.

Good features

- Y1 pupils can observe closely and draw to a satisfactory standard a picture of the experiments they carry out.
- Y2 pupils have a good knowledge of the characteristics of different animals and, with the help of the teacher, they can experiment effectively to find out under which conditions different plants grow best.
- In KS1, when experimenting to find out how a car travels on different surfaces, pupils develop well their ability to consider fairness in an experiment and in their use of measures.
- At KS2, pupils' knowledge and understanding are good and their scientific vocabulary is developing well. A good volume of work is carried out through KS2.
- The work in Y3 and Y4 is characterised by many questions that lead to an investigation. Pupils can experiment effectively to find out how to keep ice from melting. They can also experiment successfully to discover the effect of different liquids on eggshells.
- Y5 and Y6 pupils can experiment to find what happens to the body after exercise. They can discuss the things that pollute the sea and produce an electrical circuit diagram using the appropriate symbols. They can experiment satisfactorily to find out whether shadows lengthen as the object moves.

Weaknesses

- There is little investigative work at KS1 that leads to a prediction and drawing conclusions.
- Little emphasis is given to measurement in the work at KS1 and in Y5 and Y6, and as a result pupils' ability to record in tables is not developed, and in the case of the older pupils, to select the measuring equipment themselves.
- Y5 and Y6 pupils are not sufficiently challenged in scientific enquiries. There is little independent work and as a result they do not develop the ability to control an experiment unaided.

Design and technology

Standards are unsatisfactory at KS1 and KS2.

Good features

- At KS1, pupils can create, to a satisfactory standard, a mobile for a baby's room using scraps of material.
- KS1 pupils produce satisfactory designs and select suitable foods to produce a meal for a baby.
- With assistance, Y3 and Y4 pupils can follow instructions to create a simple box in which to keep food. They can design a poster of satisfactory standard to promote healthy eating.
- KS2 pupils design and make a loaf of bread to a satisfactory standard and evaluate the product to the same standard. Their knowledge of methods of researching customer opinion is developing well. The final product is of satisfactory quality.

Weaknesses

- KS1 pupils' knowledge of methods of measuring, marking and cutting have not developed sufficiently.
- Y3 and Y4 pupils are not sufficiently involved in creating the final product; they are given too much adult assistance in carrying out the work.
- The designs of Y5 and Y6 pupils are not sufficiently detailed; they lack details on materials, measurements and design options.
- Pupils' skills do not develop sufficiently through KS2, especially skills of handling and finishing a variety of materials.
- There is no computer control work.

Information technology

Standards are unsatisfactory at KS1 and in Y3 and Y4 and are good at the top end of KS2,

Good features

- In Y2, use is made of mathematical skills reinforcement programs and pupils use a simple word-processing program together with an art/painting program to a satisfactory standard.
- With the assistance of the teacher, KS1 pupils can input simple data, producing a graph to show the result.
- In Y3 and Y4, good use is made of word-processing programs and the pupils can import pictures, create colourful headings and centre them unaided. A variety of CD-ROMs is used to search for information.
- Y5 and Y6 pupils can import pictures for inclusion in a text and experiment with graphics to enhance their products for presentation to an audience.
- Y5 and Y6 pupils can create a database containing records of different fields, and abstract a variety of information from it.
- The older pupils can use a digital camera confidently. They can also gather information from the Internet unaided.

Weaknesses

- KS1 pupils cannot handle data without assistance.
- Y1 pupils need help in word-processing.
- There is no data-handling work in Y3 and Y4.
- Y5 and Y6 pupils need assistance in using a spreadsheet to solve mathematical problems.

History

Standards are satisfactory at KS1 and KS2.

Good features

- KS1 pupils are able to name a number of the differences between an old building and a new one. A significant number of Y2 pupils have a satisfactory awareness of the concept of change from the period when they were babies up to the present day.

- At KS2, the majority of pupils have an appropriate awareness of chronology and the more able pupils can place the main historical periods in order of time.
- Y3 and Y4 pupils have a good awareness of the main characteristics of the Second World War period. They can recall the main features of the period and compare the living conditions then with their own conditions.
- Through their study of the Celtic period, pupils have a good knowledge of how methods of food production and daily living have changed over the ages,
- They take advantage of visits to specific places to get an impression of the customs of another period and they know about details of the life and times of one of the Tudor Kings of England. They are familiar with the living conditions of the common people and compare them with today's living conditions. They use a vocabulary relevant to the period.

Weaknesses

- Pupils do not carry out independent investigations in order to arrive at their own conclusions and there is insufficient use of IT to promote their work.
- In some studies, pupils' work lacks depth, especially at KS2.

Geography

Standards are unsatisfactory at KS1 and KS2.

Good features

- At KS1, pupils can describe the features of their local area. In preparing classroom plans, they can successfully locate objects.
- They are aware of different types of houses and can correctly indicate the location and address of their own homes.
- The mapping skills of Y3 and Y4 pupils are satisfactory. They can locate objects on a simple grid. They can recognise symbols and heights on a simple map.
- Their understanding of living patterns in two contrasting areas is developing satisfactorily.
- They can recall the features of a neighbouring town and realise the importance of Ruthin town in their own lives.

Weaknesses

- At KS1 and KS2, the tasks do not offer sufficient challenge.

- The use of secondary sources for gathering information is under-developed.
- At KS2, pupils cannot explain the beneficial effects people have on the environment. They know little about the importance of sustainable developments.
- The older pupils cannot discuss the cause and effect of geographical processes. Older pupils' mapping skills have not developed sufficiently.

Art

Standards are satisfactory at KS1 and good at KS2.

Good features

- At KS1, pupils' techniques are satisfactory. They can emulate the work of a famous artist using a paper *collage* to a good standard.
- KS1 pupils can use a computer program to produce pictures of satisfactory standard and are able to use everyday objects to create interesting prints.
- Y3 and Y4 pupils show their understanding of colour by weaving with warm colours and tearing paper to create pictures that convey a cold ambience. They can draw to a good standard, using pastels to create still life pictures of ice and snow.
- In Y5 and Y6, pupils draw well and experiment successfully with perspective. They show good understanding of texture by creating pictures with thick paint and by weaving using autumn colours.
- Y5 and Y6 pupils can create detailed portraits to an satisfactory standard using paper *collage*. Their sketching skills are developing well.

Weaknesses

- At KS1, pupils' skills in handling brushes and paint are undeveloped. They do not develop enough independence, nor do they make sufficient decisions of their own.

Music

Standards are good at KS1 and KS2.

Good features

- KS1 pupils know a substantial number of songs, hymns and nursery rhymes and sing them with mastery of tone and tempo.
- At KS1, pupils can imitate rhythmic patterns well. When working as a group, they are successful in creating simple rhythmic phrases with appropriate attention to the dynamics.
- They recognise a good number of percussion instruments and show good control when they perform with them.

- Y3 and Y4 pupils can record their own musical creations by means of symbols, giving appropriate attention to the production of a sound that reflects the nature of the music.
- They use ostinato and drone techniques to create atmosphere in their compositional work and they are aware of the effect of thick and thin textures within musical pieces.
- By Y5 and Y6, pupils produce a notational score for the recorder to a good standard.
- Pupils evaluate the final composition effectively.

Weaknesses

- Pupils make insufficient use of IT to develop their musical work.

Physical education

Standards are good at KS1. No formal physical education lesson was observed at KS2, but from the evidence obtained, the provision, and therefore the standards, at KS2 were judged to be unsatisfactory.

Good features

- At KS1, pupils respond well to instructions and they use space effectively when working individually.
- Y1 and Y2 pupils successfully create a good variety of movements and they can complete their movements effectively by forming varied shapes.
- They offer comments on each other's performances.
- Pupils create a shape to be held with appropriate tension. They adapt their efforts well as they follow instructions.
- Pupils work appropriately hard during the lessons.

Weaknesses

- Some pupils are not disciplined enough during lessons.

Religious education

Standards are satisfactory at KS1 and KS2. The content of the county Standing Council syllabus is presented appropriately.

Good features

- At KS1, pupils have good knowledge of Bible stories and characters. They have good knowledge about the main Christian festivals and understand the purpose of the celebrations.
- They are aware of the importance of friendship and care for others.

- At KS2, pupils have good understanding of the significance of religious practices and rules. They are very familiar with elements of other religions and understand that other people have different values that should be respected.
- They have good knowledge of the work of world religious leaders and benefactors and they are very aware of the importance of caring for others.
- By Y5 and Y6, pupils compose appropriate prayers for specific occasions and they understand the purpose and meaning of prayer.

Weaknesses

- At KS1 and KS2, there is little investigation of moral and spiritual issues.
- At KS1, tasks present insufficient challenge and this affects standards at the end of the key stage.
- Older pupils' ability to enquire and form an opinion on the big questions of life is undeveloped.

8. SCHOOL IMPROVEMENT

8.1 Progress since the last inspection

Following the inspection held in the summer term 1997, the report identified the following key matters for action:

There was a need to:

- *improve standards of achievement in design and technology at both key stages and in physical education at KS1;*
- *continue to implement the SDP through developing those subjects where there are no schemes of work;*
- *comply with the statutory requirements on recording absences and to note them in the prospectus and in the governors' annual report to parents;*
- *make safe the school's boundary fence and continue to investigate the subsidence that has affected the main building.*

A satisfactory number of the recommendations have been met.

- Standards in design and technology remain unsatisfactory at KS1 and KS2. Standards in physical education at KS1 are now good, but from the evidence available the provision, and therefore the standards, continue to be unsatisfactory at KS2.
- Considerable attention is given to the inclusion of details on absences in the current documents.
- Due attention was given to the fence and subsidence.

8.2 Key issues for action

There is a need to:

- raise standards of written Welsh, design and technology, geography, IT and physical education at KS2, as well as in the subjects judged to be satisfactory, by elimination of the weaknesses identified;
- ensure that the curricular documents are up-dated so as to comply with Curriculum 2000, ensuring at the same time that there is appropriate progression and development in the skills and concepts presented throughout the school, according to the themes discussed and the pupils' age and ability; [*]
- create a system for the continuous monitoring of the educational provision and ensuring the full implementation of the schemes of work;
- build on the work done to improve links with parents by ensuring that the school's policies for support and guidance of pupils are fully implemented and ensuring that the behaviour and anti-bullying policies fully comply with the statutory requirements; [*];
- provide more detail on methods of raising standards and note clearly the expenditure priorities when preparing the new SDP;
- fully implement the new assessment policy; [*]
- ensure that the school handbook and the governing body's annual report comply with the statutory requirements;
- ensure attention to the health and safety issues identified in this report; ensure that a member of staff gains a qualification in First Aid.

[*] – these matters receive attention in the school's current Action Plan.

APPENDIX

School Data

A. Basic Information About the School

Name of school	Ysgol Pentrecelyn
Type	Community Primary
Age range of pupils	3 - 11
School address	Ysgol Pentrecelyn Pentrecelyn Denbighshire
Post Code	LL15 2HG
Telephone	01978 790288

Headteacher's name	Mr Gareth Roberts [Acting Head]
Date of appointment	April 2002
Chair of governors	Mrs Elizabeth Doran
Registered Inspector	Mr Phil Mostert
Date of inspection	14 – 16 October, 2002

B. School Data and Indicators

<i>Number of pupils in each year group</i>
--

Year group	N	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	9	4	11	9	12	7	10	12	74

<i>Number of teachers</i>			
	Full time	Part time	Full time equivalent
Number of teachers	4	3	4.5

<i>Staffing Information</i>	
Pupil : teacher ratio, excluding nursery and special classes	11.8:1
Average class size, excluding nursery and special classes.	21
Teacher : class ratio	1.3:1

<i>Attendance percentages for the three terms prior to the inspection</i>				
	Reception	KS1	KS2	Whole school
Autumn Term 2001	95	94.9	89.8	93.2
Spring Term 2002	95	95.4	88.8	93
Summer Term 2002	71	94.7	89.8	85.2

Number of pupils excluded in the previous 12 months.	0
--	---

C. Results of National Curriculum Assessments

END OF KEY STAGE 1: 2002

Results of National Curriculum Assessments KS1: 2002		Number of pupils : 12					
Percentage of pupils on each level		D	A	W	1	2	3
Welsh	School	-	-	-	8	67	25
	Wales	1	0	2	11	62	24
Mathematics	School	-	-	-	8	75	17
	Wales	0	0	2	9	60	29
Science	School	-	-	-	8	92	0
	Wales	0	0	2	10	67	21

- D Disgyblion sydd wedi'i heithrio o dan drefniadau statudol rhag ran neu'r cyfan o'r Cwricwlwm Cenedlaethol
A Disgyblion sydd wedi methu â chofrestru lefel oherwydd absenoldeb
W Disgyblion sy'n gweithio tuag at lefel 1

END OF KEY STAGE 2 : 2002

Results of National Curriculum Assessments KS2: 2002	Number of pupils: 8
As the number of pupils eligible to be assessed at the end of KS2 was more than five but lower than 10, only performance indicators are included.	

Welsh	L4+ = 37.5%
English	50%
Mathematics	75%
Science	75%

D. The Evidence Base of the Inspection

The school was inspected over a period of three days by a team of two professional inspectors and one lay inspector. During the period:

- 28 lessons, or parts of them, were attended, dividing the time fairly equitably between the classes;
- their work was discussed with pupils, the head and all teaching and support staff;
- pupils were questioned in detail on their knowledge and understanding of the curriculum;
- a wide range of pupils were heard reading in both Welsh and English;
- samples of pupils' work completed during the term and in previous terms were inspected, including a CD of PSE work and tapes of work in music,;
- all school documentation was studied, including its policies and schemes of work;
- the new Action Plan was examined closely;
- attendance registers and pupils' assessment records were studied;
- detailed attention was given to the school budget;
- inspectors were present in the school services on two mornings and also in class services;
- a parents' meeting was attended, where 34 parents were present, and 31 parent questionnaires were analysed;
- 13 letters were received from parents and the main points of these letters were presented orally to the teachers and governors;
- two formal meetings were held with the governing body.

E. Composition and Responsibilities of the Inspection Team

Name	Role	Sections of the report	Subjects (section 7)
Phil Mostert	Registered Inspector	1, 2, 3.1, 3.2, 4.1, 5.1, 5.2, 6.2, 6.3, 8.1, 8.2, Appendix	Mathematics, Science, Design and Technology, IT, Art and Physical education.
R Orina Pritchard	Team Inspector	5.3, 5.4, 5.5, 5.7, 6.1	Welsh, English, History, Geography, Religious education and Music. Children under five.
William Owen	Lay Inspector	4.1 jointly, 4.2, 4.3, 5.6,	

The inspectors wish to express their thanks to the school's governors, acting head, staff, pupils and parents for their ready co-operation during the inspection.