

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

**YSGOL PONTFADOG  
Pontfadog  
Llangollen  
Wrexham  
LL20 7AH**

**School Number: 665-2143**

**Date of Inspection: 8 –10 November 2004**

**by**

**Mr D Gwynfor Evans  
W005/15682**

**Date: 13 January 2005**

**Under Estyn contract number: T/15/04P**

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**Ysgol Pontfadog** was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school.

The inspection of **Ysgol Pontfadog** took place between **8-10 November 2004**. An independent team of three inspectors, led by **Mr D Gwynfor Evans** undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

<b>Grade 1</b>	good with outstanding features
<b>Grade 2</b>	good features and no important shortcomings
<b>Grade 3</b>	good features outweigh shortcomings
<b>Grade 4</b>	some good features, but shortcomings in important areas
<b>Grade 5</b>	many important shortcomings

## Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The national curriculum covers four key stages as follows:

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

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## **Context**

### **The nature of the provider**

Ysgol Pontfadog is a community primary school maintained by Wrexham County Borough Council. The school is located in the Ceiriog Valley in north-east Wales and serves the rural communities of Pontfadog, Dolywern, Llwynmawr and Bronygarth. The school reports that the pupils are representative of a range of social backgrounds and that the intake consists of many able and a few less able pupils. Approximately seven per cent of the pupils are entitled to receive free school meals, and one pupil has special educational needs (SEN).

There has been a decline in the number of pupils on roll over recent years. Currently, the school has 47 full-time pupils (four-11 years old) and five nursery aged children who attend on a part-time basis, compared with 48 full-time and 10 part-time pupils at the time of the last inspection in March 1999. All the pupils are from homes where the language of communication is English and they learn Welsh as a second language.

The school has an appropriate set of aims for the social and academic development of its pupils. The school prides itself in offering a range of opportunities and activities that broaden the outlook of pupils, and help to prepare them for the demands of the wider world.

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

The school's major priorities and targets for 2004-2005 include:

- reviewing subject policies and schemes of work;
- reviewing and formalising the role of subject co-ordinators and governors in the self-evaluation process;
- reviewing the school development plan (SDP) and Performance Management arrangements;
- improving and extending the accommodation in order to provide a more appropriate working environment for both pupils and staff.

## Summary

### Table of grades awarded

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

### Standards

During the inspection, pupils' general standards of achievement in lessons observed were as follows:

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	0%	76%	24%	0%	0%

These percentages are well above the Welsh Assembly Government's all-Wales targets of 95 per cent of standards to be at least satisfactory and 50 per cent to be at least good.

In Key Stage (KS) 1 and KS2, in the subjects inspected, the standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 2
Design and Technology	Grade 2	Grade 2
History	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Music	No judgement	No judgement

Although music was one of the subjects to be inspected, it was not possible to observe any music lessons during the inspection and there was insufficient evidence to make an overall judgement on pupils' standards of achievement in KS1 and KS2.

Pupils' standards of progress in the key skills of listening, speaking, reading and numeracy are consistently good in both key stages. Standards in writing and in the use of information and communications technology (ICT) across the curriculum are more variable and, overall, pupils achieve grade 3 standards. Pupils display good problem-solving skills in areas such as science and design and technology and their creative and personal and social skills are developing well.

Pupils achieve good bilingual standards, and Welsh as a second language is used effectively for communication.

At the end of KS1, in 2004, pupils' attainment in National Curriculum (NC) core subjects of English, mathematics and science were in line with national averages. Results compare favourably with schools of similar background.

In KS2, in 2004, pupils' attainment in NC core subjects of English, mathematics and science were above the local and national averages. Results compare favourably with schools of a similar background.

The majority of pupils make good progress in gaining new skills, knowledge and understanding. Their attitude to learning, the interest they show in their work and their ability to concentrate are generally good.

In general, pupils' awareness of how well they are doing and their understanding of what they need to do to improve are underdeveloped.

Pupils have a very good understanding of equal opportunities issues. They respect the diversity of beliefs, attitudes and cultural traditions within society. Various visits into the local community and visitors to the school help to broaden pupils' understanding of the community.

Pupils' behaviour is good. The school is an orderly community and pupils are well mannered, courteous and friendly. This has a positive effect on the progress pupils make in lessons.

The vast majority of pupils attend school regularly and arrive punctually; the average attendance rate over the last three full terms was 94.7 per cent.

In general, pupils' awareness and understanding of the world of work and of the workplace are underdeveloped.

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

In the lessons observed, the quality of the teaching was judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
0%	70%	30%	0%	0%

The percentage of good lessons is well above the Welsh average. This represents an improvement since the last inspection.

Good lessons are well planned and pupils' understanding of concepts is developed well through a variety of teaching strategies including purposeful questioning and the effective use of a good range of resources. Relationships in all classes are very good.

In a minority of lessons, teachers' presentations are too long and restrict the opportunities pupils have to complete their tasks and to work independently.

Assessment of pupils' attainment is a continuous process through everyday marking and observation and through the use of standardised tests. Evidence of pupils' attainment is currently collected when a unit of work has been completed every term or half term. However, the school has not yet developed a process of gathering first-hand evidence in a more structured manner and producing portfolios of levelled pieces of work. Similarly, insufficient emphasis is placed on pupils' understanding of the purpose of assessment and their involvement in planning their own progress and

improvement. This has been identified as an area for development in the school's self-evaluation report. Reports to parents fully meet Welsh Assembly Government statutory requirements.

The school responds well to pupils' learning needs and provides equal access to a broad and balanced curriculum.

The planning and provision for learning in the early years are good. The good quality policies and schemes of work for every subject in the long, mid and short term ensure balance, flexibility and progression across the curriculum in KS1 and KS2.

The school has achieved the Basic Skills Quality Mark. Other key skills are covered incidentally across the curriculum, but are not planned for in detail within the mid and short-term planning documents. There are no procedures for monitoring the delivery of key skills in different subjects, and the other skills across the curriculum.

There is good provision for pupils' personal and social education. Pupils' experiences are enhanced and enriched by a good range of extra-curricular activities including an after-school club which is well attended.

Learning experiences promote pupils' spiritual, moral, social and cultural development well. The school fosters values such as honesty, fairness and respect for truth and justice effectively. Pupils' awareness of their own and other people's cultures is developed appropriately.

There are well-understood procedures for identifying and assessing pupils' needs. The provision for those pupils with SEN is good and meets Code of Practice requirements.

Staff and pupils have an appropriate awareness of health and safety requirements. Relevant policies are detailed in the staff handbook and they are implemented effectively.

Links with parents, the community and schools are effective. Parents are very supportive and have good relationships with the school. They are provided with a wide range of information although the school prospectus does not contain all the required information.

Pupils' understanding of the world of work is underdeveloped.

### **Leadership and management**

The school has clear aims and objectives shared by the governors and the staff. The headteacher provides good leadership and is very ably assisted by the deputy headteacher who undertakes a number of managerial responsibilities in an effective and efficient way. The school operates in a co-operative manner based on mutual trust and understanding and this has a positive influence on pupils' personal, social and educational development.

The headteacher, governors and staff are committed to improving standards. Positive steps have been taken to address the shortcomings in standards identified in the previous inspection report and standards have improved.

Although the self-evaluation report, produced by the school before the inspection, gives due consideration to various aspects of the school's performance, the self-evaluation process is not formalised. There is at present no formal structure of monitoring and evaluating pupils' progress and standards of achievement based on

first-hand observation, and there are no procedures for drawing on the views of pupils and other interested parties. The inspection team agreed with the judgement made by the school in four of the seven key questions.

Governors are well informed and actively involved in the life of the school. They help to set the strategic direction of the school and use their knowledge of the school to make appropriate decisions. They fulfil their legal and regulatory requirements effectively. At present, the self-evaluation process has not been sufficiently formalised to enable them to have a full picture of the school's performance.

Throughout the school, pupils are well supported by appropriately qualified and experienced teaching and support staff who are effectively employed.

Overall, there is adequate accommodation for the number of pupils on roll. Despite some shortcomings, such as the lack of a school hall, the school makes very good use of its buildings and other off-site facilities to ensure that pupils are offered a wide range of experiences.

The school manages its resources efficiently. Pupils make effective and efficient use of all available resources and this is having a positive impact on standards of achievement across the school. Decisions about spending are well matched to the school's priorities. Overall, the school achieves very good value for money.

## **Recommendations**

In order to improve the school in the areas inspected, the staff and governing body need to:

- R1. plan for the development of pupils' basic and key skills and monitor their use across the curriculum;
- R2. improve pupils' understanding of the purpose of assessment and their involvement in planning their own progress and improvement;
- R3. further develop pupils' awareness of work-related education;
- R4. formalise the self-evaluation process by:
  - further developing the role of subject co-ordinators and governors,
  - drawing on the views of learners, parents and other interested parties;
- R5. continue to improve and extend the school's accommodation;
- R6. ensure that the school prospectus contains all the required information.

The governing body is responsible for changing its development plan to incorporate the implementation of action points in response to the recommendations within 45 working days of receiving this report, demonstrating how the school intends dealing with the recommendations. This plan or a summary of it will be distributed to all parents.

## Standards

### Key question 1: How well do learners achieve?

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

1. Overall, the findings of the inspection team do not match the grade 3 judgement made by the school in the self-evaluation report.
2. During the inspection, pupils' overall standards of achievement in the subjects observed were as follows:

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	0%	76%	24%	0%	0%

3. Pupils' standards of progress in the key skills of listening, speaking, reading and numeracy are consistently good in both key stages. They listen well and speak clearly; they read accurately to obtain information from different sources. Standards in writing and in the use of ICT across the curriculum are more variable and, overall, pupils achieve grade 3 standards.
4. Pupils achieve good bilingual standards, Welsh as a second language is used effectively for communication in all classes and more generally around the school.
5. Pupils display good problem-solving skills in areas such as science and design and technology and their creative and personal and social skills are developing well.
6. At the end of KS1, in 2004, pupils' attainment in NC core subjects of English, mathematics and science were in line with national averages. Results compare favourably with schools of similar background.
7. In KS2, in 2004, pupils' attainment in NC core subjects of English, mathematics and science were above the local and national averages. The results compare favourably with schools of a similar background.
8. There are no significant differences in the performance of boys and girls generally throughout the school, although in the KS2 tests in 2004, the girls performed better than the boys.
9. The majority of pupils make good progress in gaining new skills, knowledge and understanding. Their attitude to learning, the interest they show in their work and their ability to concentrate are generally good.
10. In general, pupils' awareness of how well they are doing and their understanding of what they need to do to improve are underdeveloped.
11. Pupil's behaviour throughout the school day is good and the school achieves one of its aims of creating an environment where each pupil can progress. The school is an orderly community and pupils are well mannered, eager to help one another, courteous and friendly. They exercise a high degree of self-discipline and take on classroom and other responsibilities with enthusiasm.
12. Most pupils attend school regularly. The average attendance for the three terms before the inspection was 94.7 per cent. Registration arrangements meet statutory requirements. Pupils are punctual at the start of the day.

13. Pupils have a very good understanding of equal opportunities issues. They have respect for the diversity of beliefs, attitudes and cultural traditions within society. Links with an urban school in Manchester and the International Eisteddfod in Llangollen contribute well to pupils' understanding of these issues. Participation in the life of the community and visits to places of historical and cultural interest help to broaden pupils' understanding of their community.

## The quality of education and training

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

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

14. Overall, the findings of the inspection team do not match the grade 3 judgement made by the school in the self-evaluation report.
15. In the lessons observed, the quality of the teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	70%	30%	0%	0%

16. These percentages are significantly higher than targets set by the Welsh Assembly Government of 95 per cent of lessons being satisfactory or better and 50 per cent being good or better. The quality of teaching has improved significantly since the last inspection.
17. Overall, lessons are well planned with a clear focus on learning objectives. Pupils' understanding of concepts is developed well through a variety of teaching strategies including purposeful questioning.
18. Teachers' medium and short-term planning is of good quality. However, although key skills are developed incidentally in lessons, there is insufficient planning to ensure a balanced approach to their use and development across the curriculum.
19. Teachers make effective use of a good range of resources to stimulate pupils' interest and develop their skills and understanding.
20. The quality of relationships in all classrooms is very good. Support staff provide valuable assistance to pupils and teachers.
21. Teachers have good subject knowledge. They attend courses regularly and this has resulted in a more structured approach to curriculum planning. In a minority of lessons, teachers' presentations are too long and restrict the opportunities pupils have to complete their tasks and to work independently.
22. A range of teaching methods and learning strategies is used to secure the active engagement of learners. Work is differentiated where possible. Targets are set annually for all pupils in KS2 in the core subjects.
23. Continuity and progression are built into the schemes of work across subject areas. Subject planning and delivery are reviewed regularly. Mid and short-term planning is reviewed by the headteacher at the beginning of each week.
24. All teachers use suitable methods to develop pupils' use and understanding of Welsh as a second language. Welsh is used regularly during the school day and teachers plan appropriate opportunities for pupils to develop and apply their bilingual skills in different contexts.

25. The school complies with statutory requirements as regard to the revised SEN Code of Practice 2002 on the identification and assessment of pupils with SEN and to the relevant sections of the 1996 Education Act. Teachers strive to meet pupils' individual needs flexibly and monitor and review their progress on a regular basis.
26. Assessment of pupils' attainment is a continuous process through everyday marking and observation and through the use of standardised tests. Evidence of pupils' attainment is currently collected when a unit of work has been completed every term or half term. The individual Record of Progress books, which highlight attainment, are updated on a twice-yearly basis. These booklets are informative and are useful for identifying areas for improvement which can be used to target groups and individuals. Parents are trained to help implement a 'Catch-up' programme for those with reading difficulties. They come into school to hear the children reading on a daily basis and record any weaknesses or improvements made by the pupils.
27. The school has not yet developed a process of gathering first-hand evidence in a more structured manner and producing portfolios of levelled pieces of work. Similarly, insufficient emphasis is placed on pupils' understanding of the purpose of assessment and their involvement in planning their own progress and improvement. This has been identified as an area for development in the school's self-evaluation report.
28. The school meets statutory requirements for recording and accrediting pupils' achievements. The annual written reports to parents give clear, positive statements on pupils' development across the subject areas. Parents appreciate the "Open Door" parents' evenings which are held every half term.

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

<b>Grade 2:</b> Good features and no major shortcomings
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29. Overall, the findings of the inspection team do not match the grade 1 judgement made by the school in the self-evaluation report.
30. The planning and provision for early years education are good. The schemes of work for KS1 and KS2 are good in ensuring breadth, balance, progression and continuity. Overall, learning experiences are well planned to meet the needs of all pupils.
31. The school has achieved the Basic Skills Quality Mark for literacy and numeracy. Other key skills are covered incidentally across the curriculum, but are not planned for in detail within the mid and short-term planning documents. There are no procedures for monitoring the delivery of key skills in different subjects, and the other skills across the curriculum.
32. Pupils show a good awareness and understanding of local and worldwide sustainable development. This is done through visits, themed work and the use of the school's recycling system.
33. Pupils' personal and social education is promoted and developed very effectively within specific lessons in KS1 and KS2. Circle time and a well-structured collective worship programme promote pupils' spiritual, social, moral and

personal development effectively. The ethos and organisation of the school also contributes positively to pupils' personal and social development.

34. Pupils' awareness of their own and other people's cultures is developed appropriately throughout the curriculum, for example, in their studies in history, geography and religious education. Pupils' bilingual skills are developed regularly during registration, before and after lunch, during the transitional stages between lessons as well as in Welsh lessons. Pupils enunciate clearly and understand what they and others are saying.
35. Acts of collective worship are broadly Christian in character and meet statutory requirements. Relevant topics are covered in the weekly themes. In general, however, pupils are given insufficient opportunities to participate in the acts of collective worship or to reflect on their own beliefs and values.
36. The various partnerships with the community, other schools, voluntary agencies, local organisations and public safety, health and welfare authorities are good and these enrich pupils' learning experiences. There are very good opportunities for parents and carers to discuss their children's progress with the staff and they are provided with a wide range of information including introduction booklets, half-termly letters regarding classroom themes and topics as well as a newsletter prepared by the parents themselves. The home-school agreement has been signed by almost every parent and carer. The school prospectus, although informative, does not contain all the required information.
37. Parents also provide valuable support to a range of school activities throughout the year including in-class support and assistance with the 'catch-up' reading initiative. The Parents' Teacher Association supports the school in a number of ways and contributes to the fostering of good links with the community.
38. Partnership with the local community is strong and the two-year programme of visits to places of local, cultural and historical interest enhances the pupils' learning. Pupils' benefit from their participation in cultural, sporting and charity fund-raising events and also from the visits made to the school by individuals and performing groups.
39. Pupils' experiences are enhanced and enriched by a good range of extra-curricular activities including the after school club which is well attended. Various Dragon Sports' Clubs promote athletics, cricket, football, netball, rugby and swimming and are organised with the help and support of parents. Other activities include a music club, St John's group and art and craft club.
40. Links with other schools such as an urban school in Manchester enrich the pupils' experiences. Pupils are invited to participate in various activities at Ysgol Uwchradd Dinas Bran in Welsh, ICT and sporting tournaments. These activities help with the transition of pupils from Y6 into the secondary school.
41. Pupils benefit from some work-related activities and visits and there are good examples of local businesses supporting school activities. At present, there are insufficient opportunities for learners to develop their entrepreneurial skills and for staff to raise their personal understanding and awareness of the world of work.
42. There is a clear equal opportunities policy and it is reflected in many aspects of school life such as in games and other social activities.

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

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

43. Overall, the findings of the inspection team match the judgement made by the school in the self-evaluation report.
44. The school plans and manages its care arrangements effectively. Pupils with emotional and behavioural difficulties are given additional pastoral support within the school. The school makes good use of the support and guidance given by the local authority's school psychological services.
45. As a relatively small school, it is able to offer individual support as and when it is needed. Nursery children attend school initially on a part-time basis; the procedure helps children to settle in at their own pace. Throughout the school, support and guidance are available to all pupils through a well-structured personal and social education programme and other specialist services.
46. Teachers aim to build a framework of values that regulates personal behaviour through promoting principles that distinguish right from wrong. The school fosters values such as honesty, fairness and respect for truth and justice effectively. Pupils are encouraged to behave responsibly by accepting group rules and taking responsibility for their own actions. This aspect of personal development was developed very effectively in a personal and social education lesson observed during the inspection.
47. Staff and pupils have an appropriate awareness of health and safety requirements. There are relevant policies in relation to staff responsibilities which are detailed in the staff handbook. Teachers and support staff undertake their responsibilities effectively. Procedures for dealing with child protection, appeals and complaints are in place and implemented effectively. First aid, sex education and fire prevention procedures are also appropriate.
48. Registers are marked and administered appropriately, and there is good monitoring. Punctuality is good.
49. There are well-understood procedures for identifying and assessing pupils' individual needs. Pupils who need extra support are identified early through careful analyses of baseline results. Teaching, planning and use of resources are modified appropriately to meet the needs of individual pupils. Disruption to pupils' learning is kept to a minimum when extra support is needed.
50. All children with special needs are integrated into their peer groups. The policy of integration is always flexible and under constant review. Effective provision is made for additional support where needed for any learning and/or physical disabilities.
51. There are approved policies for promoting gender equality, good race relations and equal opportunities. All pupils are treated equally. There is no evidence of bullying or aggressive behaviour.
52. Appropriate support and guidance are given to all pupils taking into account their social, educational, ethnic and linguistic background. Various activities are provided through which pupils can develop an understanding of diversity and equal opportunities and come to value the contribution of others.

## **Leadership and management**

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

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

53. Overall, the findings of the inspection team match the judgement made by the school in the self-evaluation report.
54. The school has clear aims and objectives shared by the governors and the staff. The headteacher provides good leadership and is very ably assisted by the deputy headteacher who undertakes a number of managerial responsibilities in an effective and efficient way. The school operates in a co-operative manner based on mutual trust and understanding and this has a positive influence on pupils' personal, social and educational development.
55. The school has appropriate policies and procedures to ensure equality of opportunity for staff and pupils alike. All policies are reviewed regularly within a time-scale outlined in the school's management plan.
56. The school gives due attention to national priorities such as sustainable development and to establishing effective local partnerships.
57. Governors and staff are fully involved in the formulating of the SDP. Priorities are identified and targets set relating to curriculum issues, management and organisation and buildings and grounds. Progress on development in these areas is reviewed regularly.
58. The school's performance management system works well. Staff attend an appropriate range of courses to match their personal and professional needs and the priorities which have been identified in the SDP.
59. Governors are well informed and actively involved in the life of the school. They help to set the strategic direction of the school and use their knowledge of the school to make appropriate decisions. They fulfil their legal and regulatory requirements effectively. At present, the self-evaluation process has not been sufficiently formalised to enable them to have a full picture of the school's performance.

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

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

60. Overall, the findings of the inspection team match the judgement made by the school in the self-evaluation report.
61. The headteacher, governors and staff are committed to improving standards. Positive steps have been taken to address the shortcomings in standards identified in the previous inspection report and standards have improved.
62. Subject leaders monitor and evaluate work informally. They review policies and schemes of work and evaluate the provision of resources for meeting the learning and other developmental needs.
63. Although the self-evaluation report, produced by the school before the inspection gives due consideration to various aspects of the school's performance, the self-evaluation process is not formalised. There is, at present, no formal structure of

monitoring and evaluating pupils' progress and standards of achievement based on first-hand observation. There is no commentary on the quality of teaching and learning in the school self-evaluation report. There are no formal arrangements to seek out and take account of the views of pupils and parents.

64. The inspection team agreed with the judgement made by the school in its self-evaluation report in four of the seven key questions.
65. The long-term SDP is a concise document setting out the school's priorities and targets for improvement. The plan does not include enough detail in relation to implementing and monitoring improvement strategies.
66. The school analyses a range of pupils' assessment test results, including the results of baseline tests in reception and NC tests in KS2. Appropriate use is made of this analysis to improve teaching and learning.
67. The school has made good progress since the last inspection. With the exception of some shortcomings that remain in the school's accommodation, the key issues have been addressed well.

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

<b>Grade 1:</b> Good with outstanding features
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68. Overall, the findings of the inspection team match the judgement made by the school in the self-evaluation report.
69. Throughout the school, pupils are well supported by appropriately qualified and experienced teaching and support staff who are effectively employed.
70. Performance management arrangements are used well to support staff training needs and individual professional development.
71. Overall, there is adequate accommodation for the number of pupils on roll. The main building is in good condition and all the accommodation is kept clean and tidy. The area for the nursery and reception children is of a good size and a safe and secure outdoor area has recently been provided for the under-fives. Pupils in KS2 who are taught in mobile classrooms have to cross the yard to the main school building to use the toilet. There is no school hall. Despite the shortcomings, the school makes very good use of its buildings and other off-site facilities to ensure that pupils are offered a wide range of experiences.
72. Outside play areas are spacious and are well used by the pupils.
73. All areas of the school have colourful displays which provide a stimulating and cheerful learning environment.
74. The quality and quantity of resources for the teaching of the under-fives and the subjects inspected are good overall. Pupils make effective and efficient use of all available resources which is having a positive impact on standards of achievement across the school. Pupils also benefit from a good range of educational visits and visitors to the school to support their learning.
75. The governors' finance sub-committee carefully oversees the school budget. Spending decisions are closely matched to the priorities identified in the SDP. Overall, the school achieves very good value for money.

## Standards achieved in subjects and areas of learning

### Mathematics

#### Grade 2: Good features and no important shortcomings in KS1 and KS2

##### Good features

Pupils in KS1 remember number rhymes and recall a wide range of previous work according to their age and ability. They understand the mathematical concepts of adding and subtracting and can recall key facts quickly and accurately.

Year 1 pupils explain their work logically and fluently in numbers up to 10. They are beginning to represent mathematical language by using symbols. They respond appropriately to questions such as “What will happen if?” Year 2 pupils are on the whole successful when trying to find different ways of solving simple questions.

Some Y2 pupils are able to work with numbers up to 100 successfully. They interpret symbols and some mathematical diagrams accurately. Year 1 and Y2 pupils can count in twos up to a 100 with the aid of the number square.

Pupils in KS1 are able to give varied and correct facts about the number and shape of the week during daily interactive sessions. They also communicate their mathematical knowledge and understanding well during daily numeracy hour activities.

Pupils in KS2 handle mental exercises well and have a good understanding of place value.

Year 3 and Y4 pupils use mathematical terms correctly to describe shapes. Some abler Y3 pupils describe the shape of a quadrilateral correctly. Year 5 and Y6 pupils can draw a right-angled triangle and estimate correctly the other angles in the triangle.

Pupils in KS1 and KS2 use ICT effectively to consolidate learning, for example using number squares to find number patterns. Pupils respond appropriately to questioning in whole-class situations and interact well when discussing mathematical problems in groups.

Pupils record their mathematical calculations neatly in printed workbooks. Abler pupils complete appropriate supplementary work to extend or consolidate their knowledge, skills and understanding.

##### Shortcomings

A significant minority of Y5 and Y6 pupils cannot use a protractor correctly and some Y6 pupils find it difficult to draw straight lines with a ruler when drawing triangles.

### Science

#### Grade 2: Good features and no important shortcomings in KS1 and KS2

##### Good features

Pupils in KS1 have a good knowledge of life processes and living things. They are able to name the main external parts of the body correctly.

They know that light comes from a variety of sources and, from their observations in the classroom and in the village, they are able to name some of those sources.

They use scientific vocabulary with increasing accuracy and they record their work appropriately using words and pictures.

Pupils in Y3 and Y4 can identify a range of common materials and can describe some of their properties. They have a good understanding of the differences between man-made and natural materials.

They develop good investigative skills. After collecting soil samples from different locations, they make careful observations and measurements and record them appropriately.

Pupils in Y5 and Y6 have a good knowledge and understanding across the programme of study. They know that forces act in a particular direction and that there are forces of attraction and repulsion between magnets and between magnets and some materials.

When carrying out investigations, they recognise the need for fair tests, describing how they perform their task.

### **Shortcomings**

Pupils in KS2 do not always present scientific information clearly and accurately using relevant scientific vocabulary.

## **Design and technology**

### **Grade 2: Good features and no important shortcomings in KS1 and KS2**

#### **Good features**

In both key stages, pupils work carefully through the process of investigating products to see how they work and how they have been created.

In KS1, pupils had spent time collecting ideas for creating equipment for a children's playground. They talk about what they are going to make, the materials they will be using and how they will implement their ideas.

They draw their individual designs, label them and list the materials they will use to make their model.

Pupils in KS2 design and make products using a range of materials and components, matching the working characteristics of the materials to their tasks.

Year 3 and Y4 pupils recall well the processes which they went through in the planning and making of bread rolls. They discuss various ideas for making wrappers for their products and consider what kind of information should be provided on the final design.

Pupils in Y5 and Y6 gather information from a variety of sources to help them to generate ideas for designing and making a moving toy. They illustrate their ideas well using sketches and diagrams. After selecting their final design, they select appropriate materials and tools for constructing their model. They use appropriate methods to cut, shape and join materials. They evaluate their work well as it develops and give good attention to finishing techniques.

## History

### **Grade 2: Good features and no important shortcomings in KS1 and KS2**

#### **Good features**

Pupils in KS1 show a developing sense of chronology by answering questions about the past and using terms such as 'before' and 'after'.

They make good use of different secondary sources such as photographs and artefacts to find out about the past and identify similarities and differences associated with sources of light, for example.

Year 3 and Y4 pupils are able to describe the characteristics of past societies such as the Celts and the Romans. They ask and answer questions about those societies by using a good range of historical sources. They organise and communicate historical information appropriately.

Pupils in Y5 and Y6 can describe the main events of the Second World War accurately. They can identify some of the causes and effect of the war. They interpret evidence effectively knowing the difference between primary and secondary sources. They produce good structured work in forms such as letters and newspaper reports making appropriate use of dates and terms.

Pupils in both key stages have a good historical knowledge of their local area and aspects of the history of Wales. Their knowledge and understanding are greatly enhanced by the visits they make to places of historical interest both locally and further afield.

## Geography

### **Grade 2: Good features and no important shortcomings in KS1 and KS2**

#### **Good features**

Pupils in KS1 have a good knowledge of the local area. Pupils have a developing knowledge and understanding of the characteristics of familiar buildings in the local area. They can easily name and describe the main features such as the post office and the local garage and explain what they are used for.

Most KS1 pupils understand what is meant by "work" and "job". Year 1 and Y2 pupils make lists of the people who work in the village and work enthusiastically on the kind of questions they wish to ask them.

Key Stage 1 pupils are developing their geographical enquiry skills effectively. Basic skills, such as speaking and listening skills are also developed well as the pupils discuss the village of Pontfadog in groups and in whole-class situations. Able Y2 pupils can write a list of questions neatly in cursive writing on a worksheet.

Year 3 and Y4 pupils' knowledge and understanding of Wales and the locality are developed effectively through the study of industry, services and shops in the area. The pupils' mapping skills are good. They can find places on a map of the locality and trace journeys to and from home to a workplace.

Pupils in Y3 and Y4 pupils collect and interpret information effectively. They can note where adults work, how they get there, as well as what services are needed for the workplace. Pupils can use resources such as local services' advertisements' leaflets effectively to sort the adult occupations in the local town of Chirk into various

categories. Pupils communicate the information gained from surveys well to the whole class. Information is recorded effectively on charts and in their workbooks.

Year 5 and Y6 pupils have a good understanding of rivers and their journeys from source to mouth. Pupils can recall well information and subject specific terminology such as ‘evaporation’ and ‘condensation’ from previous lessons. They can use reference books well to find information. Pupils can work independently when looking at maps of the Ceiriog Valley. They answer relevant questions correctly most of the time. Pupils use computer programs effectively to develop mapping skills.

## **Music**

It was not possible to observe a music lesson during the inspection. Scrutiny of videos and music tapes of pupils’ performances from both key stages give some indication of the standard of music performance within the school. However, there is insufficient evidence of performing, composing and evaluating to make an overall judgement.

### **Good features**

Key Stage 1 and KS2 pupils can sing a variety of simple songs tunefully such as songs from the musical “Snow White” and “Hosanna Rock”. Pupils can keep a steady beat and memorise short musical patterns and songs successfully. Most pupils keep broadly in tune when singing and attempt to control their breathing in order to enhance their performance.

Lower KS2 pupils can play a simple pattern on a percussion instrument in time to a steady beat. Pupils are able to choose and organise sounds in response to a stimulus such as the story of Little Red Riding Hood. They can record their compositions on paper using symbols to a satisfactory standard.

Some KS2 pupils are able to play the recorder and individual pupils are developing their skills to play such instruments as a violin effectively.

Pupils can create short melodic patterns on a xylophone and show some control of musical elements such as dynamics, pace, duration and timbre. Pupils are able to use simple terms such as loud, soft, high and low to describe how the musical elements are used for expressive purposes.

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

The inspection findings recognise that, in most respects, we have maintained high standards since our last inspection and improved standards in subjects such as mathematics and science. We are pleased that the inspectors found that pupils' attitudes to their learning, the interest they show in their work and the ability to sustain concentration are generally good. In addition, the care and support systems we have in place that underpin our curricular provision are recognised as appropriate and effective. The skill and dedication of teachers and the care and talent of support staff are duly acknowledged. Most importantly, the inspection report makes clear the elements that make our school what it is. In particular, the report confirms that we are achieving our aim to make our school a happy and secure place in which pupils grow in confidence and independence.

An action plan will be in place to address the recommendations in the report. Improving our curriculum planning for pupils' basic and key skills and monitoring their use across the curriculum are aspects that we believe we can confidently address.

Where it is possible to do so, staff and governors will address the recommendations before the end of the school year. Improving pupils' understanding of the purpose of assessment and their involvement in planning their own progress and improvement and further pupils' awareness of work-related education will be a major priority for us. We will make sure that this subject is included in our SDP. In addition, we will formalise a self-evaluation process by further developing the role of co-ordinators/governors and draw on the views of learners, parents and other interested parties. Pleasingly, inspectors identified some elements and procedures in the school that will help us address some shortcomings by sharing good practice more widely.

A copy of the school's action plan in response to the inspection recommendations will be sent to all parents. The governors' annual report to parents will report on the progress we are making on the inspection recommendations.

## Appendix A

### Basic information about the school

Name of school	Ysgol Pontfadog
School type	Community
Age-range of pupils	3-11
Address of school	Pontfadog Llangollen Wrexham
Post-code	LL20 7AH
Telephone number	01691 718437

Headteacher	Mr David W Davies
Date of appointment	April 1994
Chair of governors	Mr Ian Payne
Reporting inspector	Mr D Gwynfor Evans
Dates of inspection	8-10 November 2004

## Appendix B

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	2.5	6	6	5	10	10	9	5	53.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	3	2	3.3

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	14.2:1
Average class size, excluding nursery and special classes	15.6
Teacher (fte): class ratio	1.1:1

Percentage attendance for three complete terms prior to the inspection		
Term	R	Rest of School
Autumn 2003	96%	96%
Spring 2004	97%	96%
Summer 2004	93%	92%

Percentage of pupils entitled to free school meals	7%
Number of pupils excluded during 12 months prior to inspection	0

## Appendix C

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

National Curriculum Assessment KS1 Results 2004			Number of pupils in Y2:		10			
Percentage of pupils at each level								
			D	W	1	2	3	4
English:	Teacher Assessment	School	0	10	10	80		
		National	0	4	14	63	20	
En: reading	Teacher Assessment	School	0	10	10	80		
		National	0	4	14	55	27	
En: writing	Teacher Assessment	School	0	10	10	80		
		National	0	5	14	69	11	
En: speaking and listening	Teacher Assessment	School	0	0	10	90		
		National	0	2	11	63	22	
Mathematics	Teacher Assessment	School	0	0	10	90		
		National	0	2	11	63	24	
Science	Teacher Assessment	School	0	0	10	90		
		National	0	2	10	66	22	

### Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment

In the school	80	In Wales	79
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D Pupils who have been disapplied from the statutory arrangements  
W Pupils who are working towards level 1

### End of Key Stage 2:

National Curriculum Assessment KS2 Results 2004		Number of pupils in Y6	
		6	
As the number of pupils eligible for assessment at the end of Key Stage 2 in was greater than four but fewer than 10, overall performance indicators only are included			

### Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)

by Teacher Assessment		by Test	
In the school	83	In the school	83
In Wales	71	In Wales	71

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

## Appendix D

### Evidence base of the inspection

- The inspection was conducted by a team of three inspectors over a period of two and a half days.
- The deputy headteacher was the nominee.
- Seventeen lessons or parts of lessons were inspected.
- Registration activities, collective worship sessions and extra-curricular activities were observed.
- Discussions were held with staff and pupils about their work.
- School documentation and samples of pupils' work were examined.
- Pre-inspection meetings were held with staff, parents and the governing body.
- Five parents attended the pre-inspection meeting and 14 questionnaires were completed by parents and carefully analysed.
- Post inspection meetings were held with the staff and the governing body.

## Appendix E

### Composition and responsibilities of the inspection team

Team Member	Responsibilities	Subject Responsibilities
Mr D G Evans RI	Context Summary and recommendations Key questions 1, 5, 6 and 7	science design and technology history
Mrs N Williams Team	Key questions 2,3 and 4	mathematics geography music
Mr G G Jones Lay	Contributions to questions 1,3,and 4	

### *Acknowledgement*

*The inspectors wish to express their thanks to the governors, head, staff pupils and parents of the school for their co-operation and courtesy during the inspection period.*

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

**A Summary Report For Parents**

**YSGOL PONTFADOG  
Pontfadog  
Llangollen  
Wrexham  
LL20 7AH**

**School Number: 665-2143**

**Date of Inspection: 8 –10 November 2004**

**by**

**Mr D Gwynfor Evans  
W005/15682**

**Date: 13 January 2005**

**Under Estyn contract number: T/15/04P**

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**Ysgol Pontfadog** was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school.

The inspection of **Ysgol Pontfadog** took place between **8-10 November 2004**. An independent team of three inspectors, led by **Mr D Gwynfor Evans** undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

<b>Grade 1</b>	good with outstanding features
<b>Grade 2</b>	good features and no important shortcomings
<b>Grade 3</b>	good features outweigh shortcomings
<b>Grade 4</b>	some good features, but shortcomings in important areas
<b>Grade 5</b>	many important shortcomings

## Basic information about the school

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## Context

### The nature of the provider

Ysgol Pontfadog is a community primary school maintained by Wrexham County Borough Council. The school is located in the Ceiriog Valley in north-east Wales and serves the rural communities of Pontfadog, Dolywern, Llwynmawr and Bronygarth. The school reports that the pupils are representative of a range of social backgrounds and that the intake consists of many able and a few less able pupils. Approximately seven per cent of the pupils are entitled to receive free school meals, and one pupil has special educational needs (SEN).

There has been a decline in the number of pupils on roll over recent years. Currently, the school has 47 full-time pupils (four-11 years old) and five nursery aged children who attend on a part-time basis, compared with 48 full-time and 10 part-time pupils at the time of the last inspection in March 1999. All the pupils are from homes where the language of communication is English and they learn Welsh as a second language.

The school has an appropriate set of aims for the social and academic development of its pupils. The school prides itself in offering a range of opportunities and activities that broaden the outlook of pupils, and help to prepare them for the demands of the wider world.

### The school's priorities and targets

The school's major priorities and targets for 2004-2005 include:

- reviewing subject policies and schemes of work;
- reviewing and formalising the role of subject co-ordinators and governors in the self-evaluation process;

- reviewing the school development plan (SDP) and Performance Management arrangements;
- improving and extending the accommodation in order to provide a more appropriate working environment for both pupils and staff.

## Summary

### Table of grades awarded

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

### Standards

During the inspection, pupils' general standards of achievement in lessons observed were as follows:

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	0%	76%	24%	0%	0%

These percentages are well above the Welsh Assembly Government's all-Wales targets of 95 per cent of standards to be at least satisfactory and 50 per cent to be at least good.

In Key Stage (KS) 1 and KS2, in the subjects inspected, the standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 2
Design and Technology	Grade 2	Grade 2
History	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Music	No judgement	No judgement

Although music was one of the subjects to be inspected, it was not possible to observe any music lessons during the inspection and there was insufficient evidence to make an overall judgement on pupils' standards of achievement in KS1 and KS2.

Pupils' standards of progress in the key skills of listening, speaking, reading and numeracy are consistently good in both key stages. Standards in writing and in the use of information and communications technology (ICT) across the curriculum are more variable and, overall, pupils achieve grade 3 standards. Pupils display good problem-solving skills in areas such as science and design and technology and their creative and personal and social skills are developing well.

Pupils achieve good bilingual standards, and Welsh as a second language is used effectively for communication.

At the end of KS1, in 2004, pupils' attainment in National Curriculum (NC) core subjects of English, mathematics and science were in line with national averages. Results compare favourably with schools of similar background.

In KS2, in 2004, pupils' attainment in NC core subjects of English, mathematics and science were above the local and national averages. Results compare favourably with schools of a similar background.

The majority of pupils make good progress in gaining new skills, knowledge and understanding. Their attitude to learning, the interest they show in their work and their ability to concentrate are generally good.

In general, pupils' awareness of how well they are doing and their understanding of what they need to do to improve are underdeveloped.

Pupils have a very good understanding of equal opportunities issues. They respect the diversity of beliefs, attitudes and cultural traditions within society. Various visits into the local community and visitors to the school help to broaden pupils' understanding of the community.

Pupils' behaviour is good. The school is an orderly community and pupils are well mannered, courteous and friendly. This has a positive effect on the progress pupils make in lessons.

The vast majority of pupils attend school regularly and arrive punctually; the average attendance rate over the last three full terms was 94.7 per cent.

In general, pupils' awareness and understanding of the world of work and of the workplace are underdeveloped.

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

In the lessons observed, the quality of the teaching was judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
0%	70%	30%	0%	0%

The percentage of good lessons is well above the Welsh average. This represents an improvement since the last inspection.

Good lessons are well planned and pupils' understanding of concepts is developed well through a variety of teaching strategies including purposeful questioning and the effective use of a good range of resources. Relationships in all classes are very good.

In a minority of lessons, teachers' presentations are too long and restrict the opportunities pupils have to complete their tasks and to work independently.

Assessment of pupils' attainment is a continuous process through everyday marking and observation and through the use of standardised tests. Evidence of pupils' attainment is currently collected when a unit of work has been completed every term or half term. However, the school has not yet developed a process of gathering first-hand evidence in a more structured manner and producing portfolios of levelled pieces of work. Similarly, insufficient emphasis is placed on pupils' understanding of the purpose of assessment and their involvement in planning their own progress and improvement. This has been identified as an area for development in the school's self-evaluation report. Reports to parents fully meet Welsh Assembly Government statutory requirements.

The school responds well to pupils' learning needs and provides equal access to a broad and balanced curriculum.

The planning and provision for learning in the early years are good. The good quality policies and schemes of work for every subject in the long, mid and short term ensure balance, flexibility and progression across the curriculum in KS1 and KS2.

The school has achieved the Basic Skills Quality Mark. Other key skills are covered incidentally across the curriculum, but are not planned for in detail within the mid and short-term planning documents. There are no procedures for monitoring the delivery of key skills in different subjects, and the other skills across the curriculum.

There is good provision for pupils' personal and social education. Pupils' experiences are enhanced and enriched by a good range of extra-curricular activities including an after-school club which is well attended.

Learning experiences promote pupils' spiritual, moral, social and cultural development well. The school fosters values such as honesty, fairness and respect for truth and justice effectively. Pupils' awareness of their own and other people's cultures is developed appropriately.

There are well-understood procedures for identifying and assessing pupils' needs. The provision for those pupils with SEN is good and meets Code of Practice requirements.

Staff and pupils have an appropriate awareness of health and safety requirements. Relevant policies are detailed in the staff handbook and they are implemented effectively.

Links with parents, the community and schools are effective. Parents are very supportive and have good relationships with the school. They are provided with a wide range of information although the school prospectus does not contain all the required information.

Pupils' understanding of the world of work is underdeveloped.

### **Leadership and management**

The school has clear aims and objectives shared by the governors and the staff. The headteacher provides good leadership and is very ably assisted by the deputy headteacher who undertakes a number of managerial responsibilities in an effective and efficient way. The school operates in a co-operative manner based on mutual trust and understanding and this has a positive influence on pupils' personal, social and educational development.

The headteacher, governors and staff are committed to improving standards. Positive steps have been taken to address the shortcomings in standards identified in the previous inspection report and standards have improved.

Although the self-evaluation report, produced by the school before the inspection, gives due consideration to various aspects of the school's performance, the self-evaluation process is not formalised. There is at present no formal structure of monitoring and evaluating pupils' progress and standards of achievement based on first-hand observation, and there are no procedures for drawing on the views of pupils and other interested parties. The inspection team agreed with the judgement made by the school in four of the seven key questions.

Governors are well informed and actively involved in the life of the school. They help to set the strategic direction of the school and use their knowledge of the school to make appropriate decisions. They fulfil their legal and regulatory requirements effectively. At present, the self-evaluation process has not been sufficiently formalised to enable them to have a full picture of the school's performance.

Throughout the school, pupils are well supported by appropriately qualified and experienced teaching and support staff who are effectively employed.

Overall, there is adequate accommodation for the number of pupils on roll. Despite some shortcomings, such as the lack of a school hall, the school makes very good use of its buildings and other off-site facilities to ensure that pupils are offered a wide range of experiences.

The school manages its resources efficiently. Pupils make effective and efficient use of all available resources and this is having a positive impact on standards of achievement across the school. Decisions about spending are well matched to the school's priorities. Overall, the school achieves very good value for money.

## Recommendations

In order to improve the school in the areas inspected, the staff and governing body need to:

- R1. plan for the development of pupils' basic and key skills and monitor their use across the curriculum;
- R2. improve pupils' understanding of the purpose of assessment and their involvement in planning their own progress and improvement;
- R3. further develop pupils' awareness of work-related education;
- R4. formalise the self-evaluation process by:
  - further developing the role of subject co-ordinators and governors,
  - drawing on the views of learners, parents and other interested parties;
- R5. continue to improve and extend the school's accommodation;
- R6. ensure that the school prospectus contains all the required information.

The governing body is responsible for changing its development plan to incorporate the implementation of action points in response to the recommendations within 45 working days of receiving this report, demonstrating how the school intends dealing with the recommendations. This plan or a summary of it will be distributed to all parents.

### ***Acknowledgement***

***The inspectors wish to express their thanks to the governors, head, staff pupils and parents of the school for their co-operation and courtesy during the inspection period.***