

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

*Ysgol Trefriw
Ffordd Llanrwst
Trefriw*

School Number: 662-2109

Date of Inspection: 20–22 May 2002

by

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Registered Inspector*

Date: 25 July 2002

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CURRICULUM NOMENCLATURE AND KEY STAGES

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

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

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

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

GRADE DESCRIPTIONS

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

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

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1. CONTEXT

The School and its Priorities

Ysgol Trefriw is a community primary school serving the village of Trefriw and the surrounding rural area. The school's catchment area is described as being partly economically disadvantaged and partly neither prosperous nor economically disadvantaged. Twelve per cent of pupils are entitled to free school meals. Children are admitted part-time in the September following their third birthday; children attend the school full-time in the September following their fourth birthday. At present, there are 51 full-time pupils and nine children of nursery age on roll. There are 11 pupils on the school's special educational needs (SEN) register; three of them have a statement of SEN.

In accordance with the policy of the Unitary Authority (UA), the main medium of school life and work is Welsh. The school's aim is to teach the pupils to be able to communicate naturally in Welsh and English by the time they transfer to secondary school at 11 years of age; about 17 per cent of the pupils are from Welsh speaking homes.

In addition to the school's linguistic aim, strong emphasis is placed by the school on the creation of an environment and atmosphere where a pupil can grow, develop and mature to become a confident individual, aware of others' welfare, and a responsible member of society. It also aims to offer education of the highest possible quality which reflects the requirements of the local authority, the government, of society and the individual. The School Development Plan (SDP) details the priorities to be addressed in the period 2001 to 2003. Reference is made to management and curricular matters, monitoring and assessment arrangements, targets for improving standards in the core subjects, and attention to the school's ethos and environment.

The last inspection was carried out in the summer term of 1997. The present headteacher was appointed to her post in January 1998.

2. MAIN FINDINGS

The Main Findings of the Report

Children under five

- The general quality of the educational provision for the under-fives is appropriate to their needs. Standards in the six areas of learning are as follows:

Language literacy and communication skills	Satisfactory
Mathematical development	Satisfactory
Personal and social development	Satisfactory
Knowledge and understanding of the world	Satisfactory
Physical development	Satisfactory
Creative development	Satisfactory

KS1 and KS2 Pupils

- In Key Stage (KS) 1 and KS2, pupils' standards of achievement in the various National Curriculum (NC) subjects and religious education are as follows:

Subject	KS1	KS2
Welsh	Satisfactory	Satisfactory
English	Not applicable	Good
Mathematics	Good	Good
Science	Satisfactory	Good
Design and technology	Good	Satisfactory
Information technology	Satisfactory	Satisfactory
History	Satisfactory	Satisfactory
Geography	Satisfactory	Satisfactory
Art	Good	Good
Music	Good	Good
Physical education	Satisfactory	Satisfactory
Religious education	Very good	Very good

Standards achieved in key skills across the curriculum

- The under-fives make satisfactory progress in using the key skills across the curriculum and achieve satisfactory standards in language, numeracy and ICT. In KS1, pupils achieve satisfactory standards in Welsh in listening, speaking, reading and writing. In KS2, standards of literacy/communication are good in English and satisfactory in Welsh. Standards in numeracy and information and communications technology (ICT) are satisfactory throughout the school.

Quality of education provided

- The quality of teaching is predominantly good. In the lessons observed across the school during the inspection, the teaching was good in 60 per cent and satisfactory in the remainder (40 per cent). When the teaching is good, clear aims are laid down for the lessons and the work is carefully planned to correspond to pupils' age and abilities. The relationship between teachers and pupils is good and pupils' interest is successfully aroused by the use of a variety of teaching techniques and appropriate resources. Where there are weaknesses in the teaching, teaching techniques and organisational strategies are not suitable for the purpose and insufficient attention is given to development of the key skills. At times, the pace of teaching is too slow to fulfil lesson aims.
- The quality of assessment, recording and reporting is good. Pupils' progress, including the under-fives, is assessed regularly and realistic targets for improvement set. A continuous record of pupils' progress is kept and this is reflected in the reports to parents. Although marking is supportive, it does not always offer pupils sufficient guidance as how to reach the next NC levels.
- The school curriculum for KS1 and KS2 pupils is broad and balanced and gives attention to all NC subjects and religious education. The quality of the curriculum for the under-fives is satisfactory. Every pupil is fully included in all aspects of school life and work. There is no whole-school policy as regards the effective use of key skills across the curriculum and teachers' planning does not give sufficient attention to its development. The curriculum is enriched by a variety of extra-curricular activities, visits to places outside the school and by visitors who come to the school.

- The quality of support and guidance given pupils is good. The school is a close, safe and caring community and good attention is given to pupils' health and safety. Pupils' personal and social development is effectively promoted.
- The provision for pupils with SEN is good. Pupils with SEN receive support appropriate to their needs from the class teachers and learning support assistants. Pupils with SEN are fully integrated in the life and work of the school.
- The parents' contribution to school life is very good. The information provided for them through the handbook and regular newsletters is good. Links with the community and other institutions is good. The partnership with industry is satisfactory overall.

Pupils' spiritual, moral, social and cultural development

- Pupils' spiritual, moral and social development is good and their cultural development is very good. The school is a homely community with a family atmosphere. Its spirit is one of happy purposeful co-operation between staff and pupils. Pupils' social and cultural development is effectively promoted by good links with the local community and the daily act of collective worship contributes well to their spiritual and moral development.

Management and efficiency of the school

- The school has a positive ethos. The headteacher offers firm and effective leadership. The headteacher, staff and governors work diligently to realise the school's aims and objectives and are having a good measure of success. Thus far, however, the school is not realising its linguistic goal of enabling every pupil to be completely fluent in Welsh and English.
- The quality of self-evaluation and planning for improvement is good. The school sets targets for individual pupils based on standardised tests and teacher assessments. The school's priorities are clearly listed in the SDP and there are appropriate self-evaluation procedures to ensure that they are regularly monitored and evaluated. The school's budget is effectively managed.

Efficiency in dealing with issues identified in the previous inspection

- The school has dealt well with the issues identified in the last inspection report published in May 1997. An annual staff review programme is in place. Strategies have been developed to ensure that pupils have more responsibility for their own learning though further attention needs to be given to this in certain lessons. The rear wall has been repaired, as has the surface of the school yard, and indoor toilets have been provided.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

Children under five make appropriate progress and achieve satisfactory standards in each of the six areas of learning.

In KS1 and KS2, standards achieved by pupils were very good in 8 per cent of the sessions observed, good in 50 per cent and satisfactory in the remainder (42 per cent).

- In KS1, standards are very good in religious education and good in mathematics, design and technology, art and music. Standards are satisfactory in Welsh, science, information technology, history, geography and physical education.

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- In KS2, standards are very good in religious education; they are good in English, mathematics, science, art and music. Standards are satisfactory in Welsh, design and technology, information technology, history, geography and physical education.
 - In the 2001 NC assessment tests the school's results were above the national average for KS1 in Wales in mathematics but below the average in Welsh and science. As the number of pupils in Y6 in 2001 was less than five, national assessment test results are not published.

3.2 Standards Achieved in Key Skills Across the Curriculum

Standards are satisfactory overall.

- Children under five make satisfactory progress in applying their language, literacy and communication skills across the six areas of learning. They make increasing use of their early numeracy skills and ICT in the various activities.
- Standards in listening are satisfactory overall. In KS1, some pupils listen attentively to teachers and fellow pupils but there is a minority who do not concentrate well on teachers' presentations and as a result, their progress is slow. KS2 pupils listen well, they follow instructions and their recall skills are developing well.
- Standards in speaking vary from barely satisfactory to good. In KS1, it is a minority of pupils who are able to contribute confidently in Welsh to classroom and small-group discussions. Key Stage 2 pupils' contribute verbally with confidence in English, expressing opinions and responding appropriately to other comments. Their skills in discussing work across the curriculum through the medium of Welsh have not developed to the same degree and standards are satisfactory overall.
- Reading standards are satisfactory. Pupils of all ages have an appropriate knowledge of the characteristics of books and the best among them are able to discuss their reading intelligently. Key Stage 2 pupils make use of a variety of printed matter to find information and their higher reading skills are developing satisfactorily.
- Writing standards are satisfactory overall. Key Stage 1 pupils' skills in writing and recording appropriately across the curriculum are barely satisfactory. In KS2, pupils write in a range of forms for a number of purposes and a good number of them achieve good standards. A minority of them can write at length and achieve good standards in English.
- Standards in numeracy are satisfactory. In general, pupils do not make sufficient use of their developing numeracy skills in their work across subjects.
- Standards in ICT across the curriculum are barely satisfactory. Pupils make increasing use of the Internet and of other computer programs but the use of ICT within the learning programmes has not been planned in sufficient detail and little use is made of audiovisual aids.

4. ETHOS OF THE SCHOOL

4.1 Pupils' spiritual, moral, social and cultural development

Pupils' spiritual, moral and social development is good and their cultural development is very good.

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- The school is a homely community with a family atmosphere. Its spirit is one of happy purposeful co-operation between staff and pupils. Maintaining the school's supportive ethos and atmosphere, based on care and respect for one another, is one of the school's main priorities. The sound principles and values expressed through the school's objectives are regularly avowed. Pupils' spiritual, moral, social and cultural development is central to the school's philosophy. Pupils respond positively to the provision offered them.
 - Pupils have good opportunities to contribute to the quality of the school's social life and to show initiative through joint planning of school rules and expressing opinions on the facilities available in the area. They work well together and take pride in helping each other; they are polite and courteous towards their fellow pupils, staff and visitors.
 - They work independently and fulfil their responsibilities sensibly. They are aware of the needs of others and of children less fortunate than themselves and give generously to charities. Their horizons are extended by the link the school has with a school in Ethiopia.
 - Pupils' social and cultural development is enriched by the very close links that exist between the school and the local community. The local eisteddfod is supported enthusiastically, religious services are held at various times in local places of worship and support is given to the Urdd activities. The *Cwricwlwm Cymreig* is given an appropriate place in school activities. The programme of visits and of visitors to the school broadens pupils' experiences well.
 - Morning services and religious education lessons contribute well to pupils' growing spiritual development. Christian values are regularly reinforced, and pupils have appropriate opportunities to take part in the services through discussion, singing and praying together. Pupils' awareness of other cultures and beliefs is developed very well in their curriculum work.

4.2 Behaviour and attitudes

Pupils' behaviour and attitudes are good.

- The school has a clear policy on behaviour and anti-bullying and it is effectively implemented.
- It succeeds in its main objective of maintaining a disciplined and organised community where every individual is happy, having been well motivated and helped to fulfil his or her full potential.
- The school makes appropriate use of rewards and sanctions to promote good behaviour and discipline. Certificates are awarded in recognition of pupils' success and efforts in various aspects of school life and work.
- Pupils are courteous and friendly. They are welcoming towards visitors and are considerate towards others. The older pupils set the younger pupils a good example.
- The majority of pupils work diligently at their tasks and have positive attitudes towards their work.

4.3 Attendance

Attendance rates are satisfactory.

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- Attendance figures for the three terms prior to the inspection show an average attendance of 92 per cent.
 - Good attendance is encouraged by presenting a cup at the end of the year to the pupil with full attendance.
 - Registers are kept correctly and in accordance with statutory requirements.
 - Pupils are punctual at the start of the school day and for lessons. Teachers ensure that lessons begin on time.

5. QUALITY OF EDUCATION

5.1 Quality of Teaching

In the lessons observed during the inspection, the quality of teaching was good in 60 per cent and satisfactory in the remainder (40 per cent). The quality of teaching for children under five is satisfactory.

In the best lessons:

- Teachers set clear aims and objectives for the lessons and they plan activities thoroughly and in detail.
- They build on pupils' previous knowledge well and make appropriate use of praise in order to encourage positive attitudes among pupils towards learning.
- There is a close relationship between teachers and pupils. Teachers arouse pupils' interest in the work by using a good variety of techniques and teaching aids.
- The work is appropriately differentiated according to pupils' age and abilities.
- Teachers have a good knowledge and understanding of the subjects or areas they teach.

Where there are shortcomings in the teaching:

- The teaching techniques and organisational strategies used are not wholly suited to their purpose, particularly from the point of view of establishing Welsh as the natural medium of communication in class, and likewise in some lessons which develop pupils' creative skills.
- There is insufficient busyness and pace in the teaching.
- Insufficient attention is given to the development of key skills across the curriculum.

5.2 Assessment, Recording and Reporting

The quality of assessment, recording and reporting is good overall.

- There are systematic arrangements for assessing and recording pupils' progress, including baseline assessment for those under five. Realistic targets for pupils' improvement are set for the next three years.
- Some pupils are able to carry out self-assessment in academic and personal progress, many are involved in setting their own targets.

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- Pupils with SEN are accurately identified and suitable provision is made to meet their needs.
 - Records of pupils' progress are kept and regularly consulted, for example pupils' profiles and home-school reading records. A weekly monitoring record is made on pupils under five.
 - The quality of reports to parents is good. Reports reflect the individualism of the pupils and concentrate on the pupils' progress in the skills, knowledge and understanding of the subject. There is, however, insufficient guidance on how parents can help their child improve.
 - The school satisfactorily analyses its assessment data to improve pupils' performance according to gender and ability.
 - Marking of written work is supportive but at times there is insufficient guidance given to pupils on how to improve on their achievement in order to attain the next level in the NC.

5.3 The Curriculum

The quality, breadth and balance of the school curriculum for pupils in KS1 and KS2 is good; it is satisfactory for children under five.

- There are useful and up-dated policies for each NC subject. They all relate satisfactorily to the *Cwricwlwm Cymreig*.
- Clear policies and schemes of work are in place and offer substantial guidance to staff on continuity and progression. However, there are no policies for the teaching of key skills across the curriculum. This influences progress made by pupils in literacy, numeracy and ICT.
- The organisation of classes is well considered and caters well for pupils' learning needs. Reception children are taught with the nursery each morning; they join KS1 pupils in the afternoons. Staff expertise is used appropriately to deliver specific areas of the curriculum across the school; the headteacher teaches music and religious education to all classes, the assistant teacher teaches art, design and technology and physical education and a part-time teacher teaches science, history and geography across all age groups.
- Arrangements for social inclusion, in particular pupils with SEN, are good; pupils are fully integrated in school life.
- Personal health and social education is successfully taught within a number of subjects, for example religious education, language and science.
- The homework policy is approved by parents and is very effective in supporting pupils' learning.
- The pupils have many extra-curricular experiences such as performing in concerts, visiting places of interest, for example Oriel Mostyn, various museums, Llanberis quarries, and welcoming visitors into the school. There are a number of clubs available to them including the Urdd and a gardening club. However, few pupils take up the opportunities for residential courses.
- The curriculum for children under five is not sufficiently focused on linguistic development across the whole curriculum so that children can participate fully and fluently in a wide range of dynamic and lively activities through the medium of Welsh.

5.4 Support, guidance and pupils' welfare

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

- Pupils are very aware of the importance of healthy eating and of the need to act in accordance with the school's health and safety arrangements.
- There are effective arrangements in place to ensure pupils' personal and social development including sex education.
- There is a policy relating to child abuse. This is the headteacher's responsibility and the staff are aware of their responsibilities in this area.
- The school is a close, safe and caring community. The relationships between teachers, all the school staff and pupils, and among the pupils themselves are good.
- The staff are aware of each individual child's needs and respond to them sensitively and conscientiously. The school's equal opportunities policy is effectively implemented. Pupils find it easy to turn to school staff for help and guidance.
- The educational support and guidance provided by the school ensures that every pupil makes progress in accordance with his or her age and ability.
- The school's main entrance is safeguarded effectively by preventing any unauthorised entry.

5.5 Provision for pupils with SEN

The overall provision for pupils with SEN is good.

- The school meets the requirements of the Code of Practice appropriately offering all pupils equal access to the NC and religious education. Pupils with SEN are well integrated in all aspects of school life.
- Three pupils have statements of special educational needs in a range of difficulties. They make satisfactory progress with the support of care assistants and some specialist tuition.
- There are eight other pupils on the SEN register. These pupils are withdrawn for small group tuition twice a week. They make steady progress.
- The Special Educational Needs Coordinator (SENCO) is experienced in working with SEN pupils and organises provision effectively. Individual Education Plans (IEPs) have a satisfactory format; the targets for improvement are precise, realistic and consistently monitored.
- There has been insufficient in-service training (INSET) on providing for pupils with SEN.
- Resources for teaching and learning SEN pupils, in particular computer hardware and software, are limited in scope and number.

5.6 Partnership with parents and community, schools and other institutions

Partnership with parents, the community, schools and other institutions is good.

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- Information is provided for parents regarding the administration of the school and the various activities arranged by means of newsletters and the prospectus, which is of good quality.
 - A home-school agreement has been adopted which fully meets statutory requirements.
 - Parents support the school in a variety of ways. A number of them provide valuable practical help in the classroom, with extra-curricular activities and on school visits.
 - The Friends of Ysgol Trefriw are active in raising substantial sums of money which are used to buy additional resources for the school.
 - The school has good links with the community. Pupils take part in a number of community activities such as Eisteddfod Trefriw, services in the chapel and church and entertaining the elderly in the village.
 - School life is enriched by educational visits and by visitors to the school such as poets, artists and local residents.
 - There are good links with the Cylch Meithrin which meets in the school and the links with other schools in the area, including the secondary school to which the pupils transfer, are also good. Pupils' horizons are broadened by means of the school's international policy which fosters links with other countries and cultures.
 - The school profits from the good support it receives from UA advisors and officers and also from the relationship with an initial teacher training institution.

5.7 Partnership with industry

The school's partnership with industry is generally satisfactory.

- Pupils' awareness of the world of work is extended by occasional visits to local businesses and industries.
- Members of the local community are invited to the school to speak about their work in relation to the school's termly themes.
- Local businesses and companies show their support for the school through financial contributions, sponsorship or goods.
- Advantage has been taken of local links to plan and renovate the garden at the rear of the school.

6. MANAGEMENT

6.1 Quality of self-evaluation and planning for improvement

The quality of self-evaluation and planning for improvement is good.

- The school has a clear and suitable policy on self-evaluation and it is implemented thoroughly. Appropriate use is also made of external agencies in measuring the school's performance against recognised targets.
- Information is collected regarding pupils' performance in the school, in the county and nationally; the information is analysed and used to set targets.

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- The SDP identifies priorities and sets targets for the school and pupils to aspire to. The self-evaluation procedures ensure that these are regularly evaluated and monitored.
 - A monitoring programme has been created which includes class visits by teachers and governors, looking at pupils' work and reviewing policies and schemes of work.
 - The headteacher conducts an annual review with every member of staff, and this forms the basis of a staff training and development programme.
 - When evaluating curricular areas, teachers identify strengths and weaknesses, and list the aspects which require further attention along with the additional resources necessary.
 - The school has conducted a survey to seek the response of parents to the educational provision. A meeting was organised, on the basis of the responses, to pass on further information on what is taught and also on pupils' achievements.

6.2 Leadership and efficiency

The quality of leadership and efficiency is good.

- The headteacher provides firm and effective leadership for the school. The school has a positive ethos and a homely, friendly atmosphere. Emphasis is placed on the development of each individual which includes a commitment to equal opportunities for everyone.
- The school has clear and appropriate aims and objectives. The headteacher, staff and governors are working diligently to realise them and are achieving a good measure of success. In spite of good efforts, the school is not achieving its linguistic aim of enabling every pupil to develop fluency in both Welsh and English.
- The SDP contains an evaluation of the previous plan and notes the school's priorities over the period 2001 to 2003. The plans contain the appropriate steps for implementation.
- The governors play a prominent part in the life of the school. They are aware of their responsibilities to evaluate the educational provision and to monitor pupils' standards of achievement. Individual members are linked directly with different subjects; they visit the school periodically, attend classes and then report back to the full governing body.
- Every member of staff has a job description. They undertake their duties conscientiously and the work of co-ordinating subjects and cross-school issues is effective.
- The school manages its budget well. The finance sub-committee is responsible for monitoring spending and presenting regular reports to the full governing body. The school received a satisfactory financial audit report in February of 2002; its recommendations have been implemented.
- Regular administration and day-to-day arrangements are effective. Appropriate use is made of resources and the school provides good value for money.

6.3 Staffing, accommodation and learning resources

The school is well staffed and the accommodation is adequate both for the number of pupils on roll and for the curriculum. Learning resources are satisfactory.

- The school has 3.3 full time equivalent teachers, two of whom are full time. Of the two part time teachers one teaches the nursery and reception children in the mornings and teaches SEN pupils in small groups two afternoons a week. Another part time teacher is responsible for science, history and geography for KS1 and KS2 pupils.

- Newly appointed staff are well supported by those with experience. Staff have attended a number of INSET courses relevant to curriculum development. However, teachers have not received sufficient training in their work with SEN pupils or for the role of SENCO.
- Class assistants are well deployed and make a valuable contribution to pupils' learning.
- The school building is used imaginatively to teach various aspects of the curriculum. Within limited facilities the grounds are well used for secure play; the pupils have used the garden at the back of the school as a useful learning tool.
- The early years department has a satisfactory number of large toys for the use of nursery and reception children. These are well used to develop children's co-ordination and social development.
- The school is adequately resourced with books and artefacts but has only a limited stock of computer software and audio-visual aids. This impacts on the level of the pupils' independent learning skills and on the pace of their linguistic development.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

Provision for children under five is appropriate and promotes the desirable outcomes in the six areas of learning.

Standards of achievement of the nursery and reception children are satisfactory in all areas.

Reception children join the nursery class each morning and the KS1 class in the afternoons. The teachers concerned plan the curriculum together.

Good features

Language, Literacy and Communication skills

- Children in the nursery and in the reception class are making satisfactory progress in acquiring a working fluency in Welsh. They are encouraged to communicate in class, pairs and in role-play activities. Their single word vocabulary is extended and enriched by their activities based on the themes of 'myself', 'homes', 'journeys', 'the weather', 'colours' and 'minibeasts'.
- They listen to the teacher reading a story which some can recall well. They repeat Welsh words and phrases with clear pronunciation.
- Nursery children are beginning to recognise the sounds and forms of letters and are getting familiar with books.
- Some reception children read simple words. Most form their letters and numbers accurately and the majority can write their names clearly. Many form short sentences using basic punctuation.

Mathematical Development

- Nursery children can count to 10, match shapes and know 'first' and 'last'.

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- In the reception class, children can add objects and numbers up to 20, sort objects into sets, know 'more' and 'less than', 'short' and 'long'. Children can identify objects by their shapes and recognise and make regular patterns.
 - Children under five learn to sequence, sort and match well through a variety of number games. They can correlate between the number of dots and the relevant digit, identify the greater of two numbers, draw a number of different shapes, name coins and do basic calculations and count one on and back.
 - They use the 'roamer' to reinforce their orientation and control skills.
 - Children survey their classmates to research the houses they live in and report their findings in a chart.

Knowledge and Understanding of the World

- Children learn about the senses, can identify a number of different materials and know the forces of sinking and floating, pushing and pulling.
- They identify a number of features, including various shapes, seen, from their window, around school and in their houses.
- Reception children understand the need to use different methods of transport to reach various destinations.
- Children have observed the traffic flow outside the school and are aware of traffic signs.
- They are beginning to understand how they are changing as they are growing up and identify differences between old and new.

Personal and Social Development

- Children under five generally work well together and are learning to share toys and take turns in games.
- Most communicate easily in role-play in the travel agent's office and playing table games. Many respond well to adults.
- The *'helpwr heddiw'* system gives children useful experience in leading the class and showing some initiative.
- Children learn about right and wrong, caring for others and who cares for them through many Bible stories and discussion.
- The majority of children are responsible for their own hygiene and can dress themselves.

Creative Development

- Children use colours and patterns, textures and shape in their printing and painting activities on flowers. Good progress is made in artwork where children experiment with a range of media including printing with cotton reels and potatoes to reinforce their mathematics work on circles.
- They develop their creativity in their 'space' theme by making rockets, stars and the moon from different materials.
- Children sing a wide repertoire of English and Welsh songs.

Physical Development

- Most children demonstrate a good sense and use of space. They participate eagerly.

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- Children are generally well co-ordinated; most have good fine motor control when using small tools.
 - They are making satisfactory progress in larger movements in jumping, hopping, walking and running.

Shortcomings

- Not all pupils are making the required progress in fluency in Welsh.
- Many children are not able to concentrate or stay on task sufficiently.

Welsh

Standards of achievement are satisfactory in both key stages.

Good features

- Pupils' understanding of spoken Welsh develops consistently across both key stages. The majority listen attentively to teachers' presentations and instructions and respond appropriately.
- Pupils in Y2 can converse about matters within their experience and ability. A minority offer additional comments and detail.
- By the end of KS2, pupils take part well in class and group discussions and a number express opinions clearly.
- Pupils in KS1 enjoy following a story in the big books and the best among them are able to talk about some of the events and characters in the books. In KS2, pupils read a variety of factual and fictional texts. Overall, they respond satisfactorily to what they read and a minority are able to express opinions clearly and concisely about the content.
- In KS1, pupils on the whole form their letters correctly and by Y2, the best of them are able to write independently and for a variety of purposes. They have an appropriate awareness of basic punctuation.
- Pupils across KS2 write for different purposes using forms of writing suited to the task. They produce syntax and basic sentences that are fairly correct and their punctuation and spelling skills are developing satisfactorily.

Shortcomings

- A significant minority in both key stages lack confidence when asked to converse in different contexts about experiences and events, even when subjects are within their experience and interests.
- In KS1, a number of pupils' knowledge of phonics is not sufficiently sound to promote and extend their reading skills. There is a minority of KS2 pupils who read mechanically and without expression.
- Pupils in both key stages do not respond regularly enough to a range of texts.
- Across both key stages, a significant number of pupils' grasp of sentences, syntax, idioms and expressions that are Welsh in nature is insecure.

English

Standards of achievement in English in KS2 are good in relation to ability.

Good features

- Pupils are articulate, confident and are keen to participate in group and class discussion. More able pupils speak at length drawing on a broad vocabulary.
- Pupils listen attentively and with interest and have good recall of the sequence and events of a story or report. They both understand and follow instructions accurately. Pupils pay heed to their teacher and to each other carefully and learn to value other people's contributions.
- Most pupils are reading at levels appropriate to their age and ability and many make good progress. They predict outcomes of stories sensibly using their previous knowledge and their imagination.
- By the end of KS2, pupils have a satisfactory repertoire of differing reading materials. The majority of pupils read fluently with satisfactory understanding and expression. Most pupils can read their own work accurately.
- Some pupils know the difference between fiction and non-fiction, the roles of author and illustrator, and can find information from books quickly and correctly.
- Pupils write in a number of different styles including poetry, biographies, autobiographies, diary entries and dialogues. Many pupils write imaginatively and at length. They can write to persuade using thoughtful arguments in an accurate layout and style. Their presentation skills are satisfactory, often good.

Shortcomings

- There are pupils who are capable of reading more books at a more challenging level by using paired or group reading practices.

Mathematics

Standards of achievement are good in relation to ability in KS1 and KS2.

These standards are reflected in the Standard Assessment Tests (SATs) results.

Good features

- Pupils develop good mathematical skills by the end of Y2. They are becoming confident in mental mathematics.
- Pupils have a good understanding of number bonds, place value and number patterns. They know odd and even numbers and persevere well with problems involving money.
- They identify and draw 2-D shapes accurately and recognise 3-D shapes. They use mathematical language correctly and measure accurately.
- More able pupils can solve problems involving everyday practical problems, time and money. They can interpret simple graphs correctly.
- Key Stage 2 pupils know and describe the properties of 2-D and 3-D shapes accurately using correct mathematical terminology; they recognise vertical and horizontal symmetry.
- Pupils explain the process they use in their calculations; they estimate sensibly and most calculate accurately in mental arithmetic. Progress in decimal and fraction work is good.
- By the end of KS2, the majority of pupils can measure weight, length, area, perimeter, volume and capacity.
- Pupils are making good progress in investigative and mental mathematics. They have a sound grasp of their tables. Many older pupils in KS2 tackle challenging and individualised investigations competently and with interest.

Shortcomings

- Although pupils in Y3 and Y4 express interest in mathematics they do not have the deductive techniques necessary for some of the problems they encounter.

Science

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

Good features

- Pupils in KS1 have a satisfactory knowledge of living and non-living things. They know that physical exercise and eating the right kinds of food help human beings to keep healthy.
- They are able to sort materials into groups and separate them according to simple properties which can be seen or felt.
- They describe the movement of familiar things and are beginning to understand that pushing and pulling are examples of forces.

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- Key Stage 2 pupils' understanding of forces and motion is developing well. They explain how friction as a force between surfaces slows moving objects or prevents them from moving.
 - They are able to name the main organs of the body and explain their main functions.
 - Key Stage 2 pupils' scientific vocabulary is developing well and they have a good understanding of the essentials of a fair test.
 - They communicate knowledge effectively, using diagrams, tables, charts and graphs.

Shortcomings

- Key Stage 1 pupils are not confident when describing and presenting scientific knowledge, either verbally or in written form.
- Key Stage 1 pupils' investigative skills are underdeveloped, as is their ability to keep appropriate records of observations and measurements.

Design and technology

Although no lessons were observed during the inspection, scrutiny of work and discussions with staff and pupils indicate that standards of achievement are good in KS1 and satisfactory in KS2.

Good features

- Pupils in both key stages follow a well structured format involving research designing, making and evaluating a product.
- Key Stage 1 pupils learn about wheels and axles, and model stereotypes with cotton reels and kits.
- They test their model before making their vehicle from a range of materials and make good progress in marking out, cutting, joining and assembling their materials.
- Key Stage 1 pupils imaginatively choose the kind of puppet they wish to make after investigating a fairly wide range of finger, hand and string examples. After selecting the most appropriate materials, some pupils sew their puppets carefully or use rivets or strings to produce moving parts.
- In KS2, pupils explore different ways of making moving vehicles using junk.
- When making slippers, they investigate a selection of materials before making their choice; they change and adapt their 'product' to improve its quality and its appropriateness for the task.
- Most pupils can evaluate the strengths and weaknesses of their results.

Shortcomings

- Many pupils pay too little attention to the quality of the presentation of the final product in both key stages.
- In KS2, pupils make insufficient use of ICT skills, especially control and data handling.

Information technology

Standards of achievement are satisfactory in both key stages.

Good features

- Key Stage 1 pupils use ICT to help them produce and communicate ideas in different forms, such as producing simple text, graphs, pictures and sounds.
- With help, they retrieve, save and publish their work.
- Their keyboard skills are developing appropriately and they know how to give simple instructions to control the roamer's movements.
- Key Stage 2 pupils make increasing use of ICT equipment and software to communicate, share and exchange information in different forms.
- They use a variety of equipment such as a digital camera and scanner and are able to adapt and examine and present information which has been stored in a variety of forms.
- They use the internet to communicate with others and to gather information relevant to their studies.

Shortcomings

- Pupils make insufficient use of their ICT skills or of audio-visual or computer equipment to support their work across the curriculum.
- Pupils' control and modelling skills are underdeveloped.

History

Standards of achievement are satisfactory in both key stages.

Good features

- Key Stage 1 pupils are beginning to develop the idea of chronology by comparing some of the practices of their own lives with what happened in an earlier period. For example, they are able to note the differences between the 'washday' of former times and today.
- Their concept of the passage of time is reinforced by looking at objects and pictures belonging to different periods. They learn about characters and events from the past by following different themes in their current work on 'pirates'.
- Key Stage 2 pupils' knowledge and understanding of Celtic society is developing satisfactorily. Through studying pictures and handling different artefacts, they are able to describe and explain how people from that time lived and worked.
- The most able pupils in KS2 organise and communicate their historical knowledge well, for example, by producing a conversation with a child from the Victorian age.

Shortcomings

- Pupils' historical inquiry skills across both key stages are not sufficiently sound.
- Pupils ability to organise and convey information in a variety of forms is too limited.
- Key Stage 2 pupils' ability to interpret evidence while being aware of the difference between valid evidence and products of the imagination are not sufficiently developed.

Geography

Standards of achievement are satisfactory in both key stages.

Good features

- Pupils in both key stages are developing knowledge and understanding of places and directions in their local area.
- Key Stage 1 pupils use mapping skills to locate places on a map. They are able to follow a path and use simple co-ordinates to find features on a map of an island, for example.
- Year 2 pupils are able to name some of the main physical and human features of the area. They use a simple computer program to develop their geographical skills further.
- Key Stage 2 pupils show that they have a knowledge and understanding of different places and are able to refer to some of their similarities and differences. They are able to make comparisons between some of the geographical patterns of Wales and Ethiopia.
- They use maps and plans of different scales appropriately and are able to interpret symbols and keys correctly.

Shortcomings

- Key Stage 2 pupils' knowledge and understanding of a contrasting community in Wales or in another part of the European Union is underdeveloped, although work on this aspect is being planned.
- Pupils' ability to analyse evidence, to draw conclusions and to communicate them in an appropriate manner is too limited.

Art

Standards in art are good in both key stages. The presence of an artist in residence and the pupils' work on designing the garden have enhanced the quality of art in the school.

Good features

- All pupils develop a wide range of skills and techniques using a variety of materials. They use art to explore and reinforce their studies across the curriculum, for example, the Celts in KS1, the plaiting of Ethiopia in Y3 and Y4, and the patterns used in Hinduism in Y5 and Y6.
- Pupils eagerly experiment with shape, colour, pattern, line and tone adopting the techniques of William Morris and Laura Ashley.
- In their work on the Celts, KS1 pupils make convincing pots in earth colours and a Celtic Roundhouse from twigs and hay.
- Following their research and observations in Oriel Mostyn, pupils produce a large mural depicting the relationship between feelings and colour.
- Key Stage 1 pupils develop their line drawing by observing and copying the shapes, especially circles, seen in their village, and by working in pairs drawing each other's portraits.
- Pupils are learning weaving, silk printing and collage making using a variety of materials and textures.

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- In KS2, pupils build on the solid foundation laid in KS1 on variety and skills. Although they follow a very similar programme of study and make the same visits, they progress well in imagination and use of media.
 - Pupils' observational drawing based on examples of Kyffin Williams' work, is often of good standard demonstrating thoughtfulness and perseverance.

Shortcomings

- Pupils in both key stages are limited in the amount of appreciation and evaluation they record.

Music

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

Good features

- Pupils throughout the school sing a wide repertoire of English and Welsh songs confidently, mostly in tune and with good rhythm and diction. They respond to and enjoy singing tonic sol-fa in the Curwen mode. Older pupils sing well in the round.
- Key Stage 1 pupils can repeat simple rhythm patterns. They can identify most music elements in a simple piece of music and are developing some competence in playing untuned instruments.
- Key Stage 2 pupils have a good understanding of musical terms and perform well in small ensembles on tuned and untuned instruments.
- All pupils learn the recorder and, in so doing, are becoming competent readers of simple annotated scores. They patiently rehearse and try to improve their playing skills.
- Most are developing competent composition skills in the style of Carl Orff. They understand both the concept of matching words and music well and grasp nuances in graphic scores.
- They can evaluate a famous piece of music sensibly using a good musical vocabulary.

Shortcomings

- Key Stage 1 pupils' composing skills are limited.
- Key Stage 2 pupils do not explore their compositions sufficiently as individuals.

Physical education

Standards of achievement are satisfactory in KS1 and KS2.

Pupils follow a physical education programme that fulfils the requirements of the NC.

Good features

- The majority of pupils in both key stages enjoy the lessons and respond appropriately to set tasks.
- Key Stage 1 pupils are increasingly flexible in their movements when using the restricted yard space to warm up for their activities.
- They co-operate well in pairs to develop their ball control skills. A good number are able to throw, roll, bounce and catch a ball while moving and changing direction.

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- In KS2, pupils have a good awareness of the importance of warming up before starting activities and of how to relax at the end.
 - They work methodically in teams in improving their jumping and landing techniques and in transferring weight from one foot to the other.
 - The best among them display increasing body control, with appropriate tension and a more defined shape when finishing their movements.

Shortcomings

- A minority of pupils in both key stages have not developed sufficient body control when undertaking activities.
- Key Stage 2 pupils' ability to produce a sequence of activities smoothly connected to each other with a good finish is underdeveloped.
- The lack of space and appropriate facilities is restricting pupils' ability to work energetically.

Religious education

Standards of achievement are very good in both key stages.

Good features

- In KS1, pupils have a very good knowledge of Bible stories, understand the differences between the Old and New Testaments and understand the Christian rites of passage, how they are celebrated and the role of places of worship.
- They have a very good grasp of the festivals and celebrations held in Hinduism. When they dress up in the clothes of a Hindu wedding they are able to compare and contrast with the Christian customs.
- Pupils further reinforce their awareness of the importance of lifestyle in religions by exploring Hindu hand painting and patterns, art and food.
- They learn about people who care for them and the need to trust others. Pupils know about famous religious leaders from the time of Moses to the present.
- Key Stage 2 pupils understand the importance of prayer and reflection, holy scriptures and symbols such as the Ganges and observing patterns of living in clothing, food and social rules in Christianity, Hinduism and Judaism.
- They are keen to discuss and extend their learning through practical research such as making a vegetarian meal and plaiting friendship bracelets in Hindu style patterns.
- Pupils throughout the key stage acquire, and use correctly, a very good range of religious and cultural terminology.
- Pupils' knowledge and understanding of Christianity, comparative religions and the role of significant individuals in the world are comprehensive.

Shortcomings

- There are no shortcomings.

8. SCHOOL IMPROVEMENT

8.1 Progress since the last inspection

The school has succeeded well in addressing the issues raised in the previous inspection report published in May 1997.

- 1 The school and the authority should arrange for the headteacher and staff to be evaluated by their colleagues as soon as possible.**

The school has by now an annual programme of staff review and the outcomes are recorded in detail are recorded in detail and used in the staff development programme.

- 2 The school should produce an appropriate classroom strategy so as to ensure that all pupils have greater responsibility for their own learning.**

Strategies have been developed in order to ensure that pupils have greater responsibility for their own learning though further attention needs to be given to this in some lessons.

- 3 In order to improve working conditions for all pupils, the school and the authority should give urgent attention to parts of the rear wall, to improving the surface of some steep parts of the school yard and to the provision of toilets within the main building.**

The rear wall has been repaired, the surface of the yard has been put on the yard and indoor toilets have been provided.

8.2 Key issues for action

The school needs to:

- address the weaknesses in the subjects where standards are in general satisfactory;
- realise the school's linguistic aim of ensuring that every child is fluent in Welsh and English by putting greater emphasis on developing pupils' communication skills in Welsh, particularly in the early years and KS1;
- plan for balanced development of the key skills across the curriculum by giving specific attention to:
 - (i) literacy and communication in Welsh;
 - (ii) information and communication technology in both languages.

APPENDIX

A. Basic Information about the School

Name of School	Ysgol Trefriw
School type	Community School
Age-range of pupils	3–11
Address of School	Ffordd Llanrwst Trefriw Conwy
Post-code	LL27 0PX
Telephone number	01492 640747

Headteacher	Mrs Siân Vaughan-Wilkinson
Date of appointment	January 1998
Chair of Governors	Mr Eric Metcalfe
Registered Inspector	Mr D G Evans
Dates of inspection	20-22 May 2002

B. School Data and Indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	4.5	6	8	10	6	4	10	7	55.5

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	2	3.3

<i>Staffing information</i>	
Pupil : teacher ratio, excluding nursery and special classes	18.8:1
Child : adult ratio (fte), nursery only	9:1
Average class size, excluding nursery and special classes	25
Teacher : class ratio	1.1:1

<i>Percentage attendance for three complete terms prior to the inspection</i>			
Term	R/KS1	KS2	Whole school
Spring 2002	90.2	94.7	92.4
Summer 2001	86.6	91.0	88.6
Autumn 2001	90.0	99.9	95.0

<i>Number of pupils excluded during 12 months prior to inspection</i>	0
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C. Results of National Curriculum Assessments

END OF KEY STAGE 1: 2001

NC Assessment Results: KS1: 2001	Number of pupils in Y2: 6
As the number of pupils eligible for assessment at the end of KS1 was greater than four but fewer than 10, performance indicators only are included.	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language), according to teacher assessment			
In the school:	64.4	In Wales:	81

END OF KEY STAGE 2: 2001

NC Assessment Results: KS2: 2001	Number of pupils in Y6: 3
As the number of pupils eligible for assessment at the end of KS2 was fewer than five, a summary of information is not included.	

D. The Evidence Base of the Inspection

- The school was inspected by a team of three inspectors who were present for five inspector days.
- Twenty-four lessons or parts of lessons were inspected.
- A sample of pupils were heard reading in both key stages. A number of pupils were spoken to and questioned about aspects of their work in NC subjects and religious education.
- A sample of pupils' written and practical work in all subjects was examined.
- School policies and documents were studied prior to the inspection.
- The inspectors held discussions with the teachers during the inspection period on a wide variety of issues relating to their responsibilities and the work of the school. Consideration was given to the school's planning documents and various files and records.
- Attendance registers were scrutinised.
- The inspectors were present for every act of collective worship.
- Five parents attended the pre-inspection meeting and nine questionnaires were completed.
- The Registered Inspector met with the governors before and following the inspection.
- A pre-inspection meeting was held with the staff and they were provided with an oral feedback following the inspection.

E. Composition and responsibilities of the inspection team

Inspector	Type	Aspect Responsibilities	Subject Responsibilities
Mr D G Evans	RgI	1. Context 2. Main findings 3. Educational standards achieved by pupils 4.1 Pupils' spiritual, moral, social and cultural development 5.1 Quality of education 5.4 Support, guidance and pupils' welfare 6.1 Quality of self-assessment and planning for improvement 6.2 Leadership and efficiency 8. School improvement	Welsh science information technology history geography physical education
Mrs M Meredith-Jones	Team	5.2 Assessment, recording and reporting 5.3 Curriculum 5.5 Provision for pupils with SEN 6.3 Staffing, accommodation and teaching resources	English mathematics design and technology music art religious education the under-fives
Miss E Edwards	Lay	4.2 Behaviour and attitudes 4.3 Attendance 5.6 Partnership with parents and community, schools and other institutions 5.7 Partnership with industry	

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