

REPORT

on the

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

**TRELAWNYD VOLUNTARY AIDED PRIMARY SCHOOL
LONDON ROAD
RHYL
TRELAWNYD
FLINTSHIRE
LL18 6DL**

School Number: 664/3316

Date of Inspection: 23 – 25 February 2004

By

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Registered Inspector 11608

Under Estyn contract number: T/142/03P

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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:

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

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

GRADE DESCRIPTIONS

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

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

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1. CONTEXT

The school and its priorities

Trelawnyd VA Primary School is a small rural Voluntary Aided school in the parish of Trelawnyd. It draws its pupils from the village and other surrounding districts. The school has a mixed population but the school states that approximately 75 per cent of pupils come from economically advantaged backgrounds. The attainments of the pupils cover the full range. Most enter full-time education with above average speaking skills. There are currently 85 pupils in full-time education and in addition 10 nursery children who attend part-time in the morning. Pupils are organised in four classes. There are 14.7 per cent of pupils with special educational needs (SEN). This includes two per cent of pupils with a statement of special educational need. The pupils speak English as their first language apart from two per cent of pupils learning English as an additional language. Their main language is Dutch. There are 3 per cent of pupils eligible for free school meals.

The school has gained the Investors in People Award, the Basic Skills Quality Mark and the Healthy Schools Award.

The school's priorities for the coming year are to:

- improve the quality of target-setting for pupils to raise standards;
- continue to develop the role of the subject leaders;
- improve policy and practice in all aspects of inclusion;
- continue to improve opportunities for the continuing professional development of staff.

Since the last inspection in 1998 the school has been through a turbulent period and there have been two changes of leadership.

2. MAIN FINDINGS

The main findings of the report

Trelawnyd VA Primary School has many good features. It is well led and supported by a dedicated and committed headteacher and staff. They promote a positive, welcoming Christian ethos in which pupils successfully develop their learning and self-confidence.

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

- Standards for the nursery and reception children in all six areas of learning are as follows:

	Nursery	Reception
Language Literacy and Communication Skills	Good	Good
Personal and Social Development	Good	Good
Mathematical Development	Good	Good
Knowledge and Understanding of the World	Good	Good
Physical Development	Good	Good
Creative Development	Good	Good

- In Key Stage 1 (KS1) and Key Stage 2 (KS2), standards of achievement in the National Curriculum (NC) subjects are as follows:

Subject	KS1	KS2
English	Good	Good
Welsh second language	Satisfactory	Satisfactory
Mathematics	Good	Good
Science	Good	Good
Design and technology	Good	Very good
Information technology	Good	Good
History	Good	Good
Geography	Satisfactory	Satisfactory
Art	Good	Good
Music	Satisfactory	Satisfactory

- In physical education, there was insufficient evidence gathered during the inspection to make a judgement on standards.
- Within the context of the Voluntary Aided status of the school, religious education is inspected separately.
- Standards are good overall throughout the school. Standards were very good in 14 per cent of lessons observed, good in 55 per cent and satisfactory in 31 per cent. There is a strength in design and technology in KS2 where standards are very good. Some improvement is needed in Welsh second language, geography and music to raise standards from satisfactory to good.
- There was insufficient evidence to make a judgement on physical education.
- There is no significant difference in standards between the boys and the girls.
- Those learning English as an additional language make similar and sometimes better progress than others.
- Pupils achieve good standards overall in applying key skills across the curriculum. In both key stages, standards in speaking, reading and the application of numeracy and information technology (IT) are good. Standards are satisfactory in listening and writing skills.

- Pupils' spiritual, moral, social and cultural development is good. There are good opportunities for pupils to reflect on the world around them and take responsibility for their actions. Relationships are good and most pupils show respect for one another and a range of cultural beliefs and traditions.
- Pupils' behaviour and attitudes are satisfactory overall. Pupils' behaviour at playtimes and around school is good. However, at times some pupils in KS1 and lower KS2, pupils quickly become disinterested and are inattentive for too long. Consequently, their behaviour when they are off task tends to deteriorate.
- Pupils' attendance and punctuality are good overall apart from a significant number of pupils who take holidays in term time. This has an adverse impact on their learning.
- The quality of teaching overall is good throughout the school. It was good or better in 66 per cent of the 29 lessons observed, including 14 per cent that was very good. The remaining 34 per cent was satisfactory.
- Where the teaching was very effective, mainly in the Early Years and upper KS2, the work was very well matched to the pupils' needs and interests. Where teaching was satisfactory, expectations in terms of both achievement and discipline were lower and hindered the pace of pupils' learning.
- The assessment, recording and reporting of pupils' progress is satisfactory. There has been success in raising standards in science and writing. The assessment and targets for pupils with SEN are good. However, the assessments of pupils' progress, particularly the more able are not used sufficiently well to challenge the pupils and help them improve. As a result, more able pupils in some classes do not achieve as well as they should to attain above average NC levels in English and mathematics. Target setting for pupils is in its early stages and has been recognised by the school for improvement. The targets set on pupils' annual reports are too general to inform pupils and parents of the next learning steps. The teachers' marking does not consistently inform pupils how to improve.
- There is a good curriculum. The breadth of the curriculum and the arrangements for pupils' personal and social education are very good. The curriculum is enriched by a very good range of extra-curricular activities, visits to the locality and by visitors to school. Y Cwricwlwm Cymreig is represented well in all subjects.
- Personal support and guidance given to pupils are good. This is a caring community which is reflected within the Christian ethos of the school.
- There is good provision for pupils with SEN. Pupils make good progress in relation to their set targets. The Individual Education Plans (IEPs) are of good quality. The pupils achieve good standards.
- The quality of self-evaluation and planning for improvement is satisfactory. The issues arising from the last inspection have been prioritised and successfully resolved. There has been success in raising standards in science and writing for some pupils where targets for improvement have been set and met. In English and mathematics, the evaluation of

pupils' progress and the setting of targets to raise standards lack rigour. Pupils are insufficiently involved in setting and monitoring their own targets for improvement.

- Overall, there is a good partnership with parents the community and other schools and institutions. The school provides very good information for parents and the community makes a very good contribution to school life. The contribution made by parents and other schools to pupils' development is good. The Prospectus is given to parents of all new pupils; it is of very good quality and portrays the school's ethos, aims and provision. The governors' Annual Report to parents, the School Prospectus and the Home/School Agreement meet statutory requirements.
- There is a good partnership with industry. Pupils are developing a good understanding of the world of work through for example, visits made to a local farm, a Garden Centre and a Post Office.
- The quality of the leadership and the efficiency with which the school is run are good. The staff, governors and parents work well together to move the school forward. Governors visit on a regular basis and monitor the work of the school well. The headteacher provides good leadership. Curriculum responsibilities are shared, and the staff work well as a team to carry out their responsibilities.
- The school budget priorities and expenditure are monitored carefully for best value for money. The school offers satisfactory value for money. Day-to-day routines are managed efficiently.
- The quality of staffing is good overall and they are deployed well. The teaching assistants make a considerable contribution to pupils' learning. Most teachers have good subject expertise except in music, and aspects of geography.
- The quality and the quantity of learning resources are satisfactory overall and they are used well to help pupils learn. There are some deficiencies in IT to support literacy and numeracy for SEN pupils, artefacts in history and geography books. The library is limited in the range and quality of books and is underused by the pupils.
- The support offered by part-time visiting teachers is good. They work closely with the class teachers.
- The accommodation is good overall. However, there is no dedicated area where children under-five play. Good use is made of the outdoors through planned supervised activities but this places some restriction on the organisation of the curriculum and the deployment of staff.
- The school has successfully addressed the key issues identified during the previous inspection in March 1998. The quality of improvement overall is good especially within the last two years.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards achieved in subjects and areas of learning

Standards are good overall; they were very good in 14 per cent of lessons, good in 55 per cent and satisfactory in 31 per cent.

- The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.
- In KS1, standards of achievement are good in English, mathematics, science, art, design and technology, history and information technology. They are satisfactory in geography, music and Welsh second language.
- NC teacher assessments for 2003 in KS1 show that the majority of pupils achieved standards above the national level 2 in English, mathematics and science. The school's average score was 85 per cent compared to the Wales average of 79 per cent.
- NC test results for 2003 in KS2 indicate that pupils attained above the national average in English, mathematics and science for level 4. The school's average score was 79 per cent in relation to the Wales average of 70 per cent.
- In KS2, standards of achievement are very good in design and technology. They are good in English, mathematics, science, art, history and information technology. They are satisfactory in geography, music and Welsh second language.
- There was insufficient evidence to make a judgement in physical education in both key stages.
- Overall, pupils from different backgrounds and abilities achieve good standards apart from the most able who are not challenged sufficiently in English and mathematics. Relative to their ability, their performance is lower than might be expected.
- In comparison with all schools and schools in similar contexts the percentage of pupils attaining the higher levels 3 in KS1 and 5 in KS2, in English and mathematics is below the national average at both key stages. In science, the higher attaining pupils do better throughout the school. The percentage of pupils attaining at the higher levels in science in both key stages is close to the national average.
- The pupils with SEN make good progress towards their targets.
- There is no significant difference between the achievement of boys and girls.
- Pupils learning English as an additional language achieve as well as and sometimes better than others.

3.2 Standards achieved in key skills across the curriculum

Standards in key skills across the curriculum are good overall.

- Achievement in literacy in all aspects of the curriculum is good in speaking and reading. They are satisfactory in listening and writing. In numeracy and IT, standards are good.
- There is no significant difference between the achievement of boys and girls.
- Pupils learning English as an additional language receive good support from a visiting specialist teacher. This work is monitored well and continued by the class teachers. As a result these pupils are achieving well.
- Children under five achieve good standards in literacy, numeracy and IT.
- In both key stages, pupils speak with confidence and call upon a wide range of relevant vocabulary and subject-specific terms.
- They read confidently and competently. The majority of pupils can read most of the written information they encounter with good comprehension.
- A significant minority of pupils do not listen attentively. They find it difficult to concentrate for long on what they are being told. When they do focus, pupils have good recall and understanding but the restlessness caused by the weaker listeners inevitably affects the pace and substance of the learning. This is evident in KS1 and lower KS2.
- Pupils in both key stages are developing satisfactory writing skills. Most pupils write in a style appropriate to the subject but too many do not write enough and make simple spelling and punctuation errors too frequently. Pupils of all abilities do not take enough care with the presentation of their work.
- Pupils make good progress in mental maths, in number, measuring, weighing and handling data. This supports their work in science, and in design and technology, in particular.
- In KS2, pupils make good use of their IT skills to research information on the Internet and CD-ROMs, and of specific packages to enhance their work in other areas.

4. ETHOS OF THE SCHOOL

4.1 Pupils' spiritual, moral, social and cultural development

The school makes good provision for the pupils' spiritual, moral, social and cultural development clearly based on Christian principles.

- Similar judgements were made at the time of the last inspection apart from pupils' cultural development which has improved.

- Pupils feel secure in a positive, family environment.
- They take part in regular Christian collective worship where prayers are spoken and pupils can reflect on their own values and attitudes towards others. Pupils are encouraged to celebrate their friends' and their own efforts and successes.
- The vicar takes the service each week and pupils regularly visit the church.
- They have a good understanding of what is right and wrong and why they should obey school rules. They show respect for their own and others' property and deal sensitively with class mates when they need support.
- Pupils participate in Harvest services, Christmas concerts and perform eagerly to the older people in the community.
- Pupils' social skills with each other and with visitors are, overall, positive and friendly. They interact confidently with each other and school staff.
- The school develops pupils' self-confidence by encouraging investigative and independent learning strategies. The 'Helpwr Heddiw' system successfully promotes initiative and leadership qualities in pupils.
- 'Circle Time', the 'Buddy' system and the 'School Council' are successfully developing pupils' personal and social skills. Pupils work very well in pairs and small groups and compete successfully in the Urdd eisteddfod.
- Y Cwricwlwm Cymreig permeates school life well especially in history and geography. However, although pupils sing Welsh songs, too little use is made of the work of contemporary Welsh musicians and composers, and too little emphasis is placed on Welsh artists in KS2.
- Pupils are made aware of other cultures in, for example, their study of Botswana and St Lucia in geography, and Christianity, Judaism and Hinduism in religious education. The pupils celebrate diversity and benefit from the contributions of pupils from minority ethnic backgrounds.

4.2 Behaviour and attitudes

Standards of behaviour are satisfactory and pupils have satisfactory attitudes to learning.

- Following the last inspection, the behaviour policy has been reviewed and disruption in classes has been addressed.
- Some pupils are inattentive for too long in lessons.
- An anti-bullying policy has been adopted and parents are pleased with the values and attitudes promoted.

- Relationships between pupils and pupils and staff are good and, as a result, a pleasant learning environment prevails in school.
- The school is a lively but orderly establishment where routines and procedures are well established.
- Pupils respect the different traditions and beliefs of others. There are effective procedures in place to address all forms of discrimination. There is a policy for educational inclusion and equal opportunities and an effective policy for racial equality.

4.3 Attendance

Pupils' attendance and punctuality are generally good. The average attendance rate for the previous three terms was fairly good at 95.3 per cent.

- There has been a significant improvement in attendance since the last inspection.
- The rate of unauthorised absence is very small. There were no temporary suspensions or permanent exclusions in the previous year.
- Attendance is monitored effectively and members of staff are conscientious in following-up absences and general attendance matters.
- Registers are maintained in accordance with statutory requirements.
- The whole school day operates punctually and efficiently and without any fuss.
- Examination of current and previous years' registers revealed a significant number of holidays taken during term time and of pupils who took day holidays when parents withdrew their children for short periods. Taking these practices into account and allowing for absences such as illness and other approved reasons, some pupils are missing a significant amount of school time.
- The practice of very early arrival by some pupils reported in the last inspection has been resolved. All organisational matters in relation to attendance are efficient and effective and standards have been strengthened since the last inspection.

5. QUALITY OF EDUCATION

5.1 Teaching

The standard of teaching throughout the school is good overall. It was satisfactory or better in all of the sessions inspected. It was good in 52 per cent and very good in 14 per cent. The remainder was satisfactory.

- This is an improvement from the last inspection when the teaching was good or better in just over 50 per cent of sessions.

- The children of nursery and reception ages achieve well because the activities are interesting, varied and planned well to challenge all pupils.
- Teachers across the school use a good balance of activities and methods.
- Relationships between teachers and pupils are good. However, where teaching was judged to be satisfactory, teachers at times do not insist on consistent behaviour and standards. As a result, some pupils are inattentive for too long and this adversely affects the pace of their learning.
- Teachers encourage pupils to think for themselves and use their skills in investigational and problem-solving activities.
- Termly planning is good with clear learning objectives. However, there is a lack of rigour and consistency in day-to-day lesson planning to challenge the most able pupils, particularly in English and mathematics.
- Often, good links are planned between subjects to maximise pupils' learning. For example, pupils in upper KS2 plan information leaflets about Botswana. Pupils practise their literacy skills and this also contributes well to their geographical skills. Y Cwricwlwm Cymreig is generally taught well, particularly in history and geography. There are some deficiencies for example, in art and music.
- Teachers have good knowledge in most of the subjects they teach but they lack some subject knowledge and confidence in teaching music and aspects of geography.
- The teaching assistants make a significant contribution to the quality of teaching. They are skilled at what they do and give good support to individual and groups of pupils.
- In the best lessons, there are clear explanations given by teachers at the start so that pupils understand what they have to do. Work is interesting, proceeds at a very good pace and is matched accurately to the needs of the pupils including the ablest. At the end of lessons, pupils are encouraged to recap on their learning and often learn from others through discussion.
- There is insufficient expectation and encouragement for pupils in KS1 and KS2 to take pride in the presentation of their written work.
- Marking is often inconsistent in the extent to which it helps pupils improve their work.

5.2 Assessment, recording and reporting

The procedures for the assessing, recording and reporting pupils' progress are satisfactory. This represents good improvement from the previous inspection.

- Baseline Assessment occurs in the Nursery within the first half-term and, in Reception, is repeated at the beginning and end of the school year. Information gleaned from the Baseline Assessment of children in the Early Years is appropriately used to monitor individual progress and to plan the programme of Desirable Outcomes.

- Teachers mark pupils' work regularly but, too often, the work offers insufficient guidance to pupils on how they can improve.
- School-based continuous testing is used accurately to assess the progress of pupils in literacy and numeracy.
- Subject portfolios include samples of work assessed according to NC levels in the core subjects. Individual children's work is usefully recorded in Record of Achievement (RoA) files which accompany the pupils throughout their time in school.
- Recording of the progress made by pupils on the SEN list is carefully monitored, and information is used constructively to identify further targets.
- However, there is a lack of detail and rigour in recording the progress of average and more-able pupils. This results in a lack of specific target setting to help raise standards. Where targeting is effective, for example, in the case of pupils with SEN, pupils make good progress.
- There are good procedures to assess and make provision for the pupils learning English as an additional language.
- There are appropriate procedures to monitor the overall similarities and differences in the achievements of boys and girls.
- Lesson planning incorporates assessment opportunities but these are not always used stringently.
- Assessment is well used to identify and monitor the progress of pupils who have SEN. However, this good practice is not yet fully established with regard to all pupils.
- The annual written reports provided for parents often demonstrate good knowledge of each child and there are opportunities for parents to comment on their child's progress. However, the targets for improvement set are general and provide limited guidance to parents on how they can help their child improve. The school offers ample opportunity for discussion with parents.

5.3 Curriculum

The quality of the curriculum is good and statutory requirements are met.

- There is improvement in the quality of the curriculum since the last inspection.
- The school provides the pupils with a broad, balanced and relevant curriculum that includes all the NC subjects.
- The curriculum for the under-fives promotes well the Desirable Learning Outcomes for Children's Learning. The planning ensures good progression and continuity in the six areas of learning.

- The curriculum is successful in promoting links between subjects and pupils' learning skills.
- The provision for pupils with SEN is good. These pupils receive good support and consequently make good progress towards their targets.
- The provision for homework is good and effectively extends pupils' learning. The home-school agreement emphasises the need for parents to support regular homework as a means of extending pupils' learning. The parents are informed in more detail about the expectations of homework in the School Prospectus.
- Provision for social inclusion is good overall in ensuring that pupils have equality of access and opportunity to the curriculum including those learning English as an additional language. However, at times, the provision for the most able pupils is not promoted well enough for them to attain at a higher level.
- The school has good policies to promote equality of opportunity for all pupils, including racial equality.
- The arrangements for personal and social education are good. The 'School Council' and 'Circle Times' provide a good forum for pupils to express their views on the school's provision and provides them with a good awareness of citizenship.
- Pupils are aware of the need for sustainable development in the environment. For example, an awareness of a healthy diet and healthy snacks are promoted at break-times. Pupils also help to recycle products daily.
- Y Cwricwlwm Cymreig is well planned into subjects but there is insufficient provision for incidental Welsh during daily activities and deficiencies in aspects of art and music.
- There is an extensive range of extra-curricular activities, including visits to the locality, clubs, and visitors into school which provides very good enrichment to pupils' learning.

5.4 Support, guidance and pupils' welfare

The quality of support, guidance and pupils' welfare is good overall. The school offers pupils caring pastoral support and satisfactory educational guidance.

- This aspect has improved since the last inspection.
- The staff know the pupils well and are sensitive to their personal needs. There are good procedures through the 'Buddy' system to welcome pupils into school who arrive at times other than at the start of their reception year.
- Emphasis is placed on pupils' conduct as citizens.
- Child Protection arrangements are established and fully understood by all staff.

- Health and Safety procedures for promoting the well-being, health and safety of pupils are good overall. Staff have appropriate First Aid qualifications.
- Fire and general risk assessment has been carried out by the school staff and governors.
- Sex education is appropriately incorporated into areas of the curriculum. 'Circle Time' offer pupils the opportunity to raise any topic they wish.

5.5 Provision for pupils with special educational needs (SEN)

Provision for pupils with special educational needs is good. The pupils make good progress and achieve good standards.

- This is a similar judgement to that made during the last inspection.
- The requirements of the SEN Code of Practice are being met; all pupils have equal access to the National Curriculum.
- All these pupils are well catered for. There are two pupils with a statement of SEN. Those pupils who are deemed to require school action and school action plus are withdrawn for extra support, and work is appropriately differentiated for them in the classroom.
- Overall, pupils identified as having special educational needs make good progress whether they have individual help or are helped in small group situations.
- Teachers follow the procedures of the SEN Code of Practice correctly.
- The IEPs have clear targets for improvement and these are closely monitored by staff. Pupils' progress in each target is well recorded.
- Links between school, and both parents and support agencies are good.
- There is good provision made for the pupils learning English as an additional language. They are supported effectively twice a week individually by a visiting specialist teacher. There is good liaison with the class teachers who continue this work in lessons. The pupils achieve good standards.

5.6 Partnership with parents and community, schools and other institutions

Partnerships with parents, schools and other institutions are generally good. However, the partnership with the partner secondary school is under-developed. There is a very good partnership with the community.

- Partnerships with other schools have improved significantly both in range and quality since the last inspection through the consortium of area primary schools. A range of beneficial links has been established through in-service training (INSET) and curricular, sporting and cultural activities.

- Although there is no comprehensive policy for partnerships, there is a strategy and an annual programme of activity, which make a very positive contribution to the quality of life in school.
- The School Prospectus is made available to parents of all new pupils; it is of very good quality in both presentation and tone and portrays the school's ethos, aims and provision in a user-friendly manner.
- The Annual Report to parents from the governors, the School Prospectus and the Home/School Agreement meet statutory requirements.
- There is an induction booklet on entry into the school and a regular flow of information and correspondence to parents, including a monthly newsletter. All information is of a good standard.
- The school operates an open door policy whereby parents are welcome to discuss problems at a mutually convenient time. In addition, there is often contact between parents and teachers at the commencement and end of the school day; parents stated their appreciation of the school's approachability.
- An open evening is held each term with a specific purpose for each one; during the summer term, pupils' reports are distributed with an invitation for parents to visit the school and discuss them if they so wish.
- Parents are invited and encouraged to help with school activities and some respond by assisting with the weekly Mother and Toddler Group and Healthy Tuck Shop; the PTA raises over £4k annually towards school activities, and parents are very supportive of fund raising and other school events.
- The local community and the community at large are very supportive of the school in many ways; good use is made of a broad range of quality links, with the contributions of visiting speakers and stimulating educational visits being woven into the general curriculum. The community is used well as an educational workshop.
- Partnerships with other primary schools have improved significantly both in range and quality since last inspection through the consortium of area primary schools. A range of beneficial links has been established through in-service training (INSET), curricular initiatives, sporting and cultural activities.
- The school is mindful of its responsibilities to the wider world by supporting a range of national charities and causes annually. The pupils contribute willingly to charities such as 'Christian Aid' and 'Operation Christmas Child Shoe Box Appeal'.
- Arrangements for receiving pupils into school are thorough and sensitive. Similarly, annual pastoral arrangements for the transfer of Y6 pupils to secondary school are well organised and established. Transition projects have been initiated with Y6 in core subjects which are continued in Y7 but overall, curricular partnerships with the partner secondary school are under-developed.

- The school is well used as a resource for students from an initial teacher-training establishment, students from FE Colleges and young people from secondary schools on work experience placements.
- Overall, the school has established a range of links and partnerships which make an important contribution to pupils' experiences and quality of life in school. This area of activity has strengthened considerably since the last inspection.

5.7 Partnership with industry

The school has been pro-active and outward looking in addressing links with industry and as a result, partnerships with industry and the world of business are good.

- There has been significant improvement in this area of provision since the last inspection.
- There is no overall policy for partnership with industry, but an annual strategy and programme of activity is planned and implemented to raise pupils' awareness of the world of work. For example, through visits to a local farm, garden centre and post office.
- Links and partnerships are linked to the curriculum across the school through thematic and project work. In particular, pupils' awareness of community services and environmental issues has been raised through a broad range of links, visits and appropriate projects. For instance, pupils understand the work of the church and the farming community and the effects of the rise and decline in the textile industry on the locality. They have a good understanding of the positive impact of recycling products on the environment through their daily recycling activities.
- The school has been successful in obtaining financial support from industry and business sources and has made good use of this support in strengthening the general curriculum, pupils' experiences and quality of life in school.

6. MANAGEMENT

6.1 Quality of self-evaluation and planning for improvement

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

- Much has been done since the last inspection in 1998. The school has been through a turbulent period and two changes of leadership since the last inspection. Since the appointment of the present headteacher in September 2001, priorities for improvement have been accurately identified. Much work has been done to improve the work of the school by resolving the key issues for improvement from the last inspection.
- The school sets targets for pupils' performance in the core subjects. Targets are set appropriately for pupils with SEN within the context of their IEPs. The targets are regularly reviewed and monitored.
- The School Improvement Plan (SIP) plans in detail for the present year and provides an overview of priorities to be tackled over the longer term. This is a useful tool for

improvement which includes specific, measurable, achievable and relevant targets with personnel and time related considerations.

- The SIP supports school self-evaluation. Strategies have been successful in raising standards for some groups of pupils, particularly in writing and science, but there is insufficient detail and rigour in the target setting to stretch the higher attaining pupils in English and mathematics. The school priorities and procedures are not sufficiently focused and rigorous enough in identifying and raising standards for individual and specific groups of pupils.
- The use of information technology is limited in aiding the school to identify and track pupils' individual performance.
- Individual targets for self-improvement are set, however, their effectiveness is diminished as pupils are insufficiently involved in setting and monitoring their targets. They do not always have a clear idea of their next learning steps.
- The school keeps a Record of Achievement (RoA) for each pupil. This includes samples of work which are levelled against NC criteria and helps to provide information on pupils' achievements.

6.2 Leadership and efficiency

The leadership and efficiency of the school are good.

- The headteacher provides good direction for the life and work of the school. There has been good improvement since the last inspection. The Christian ethos of the school is reflected well in its work and pupils' values and beliefs.
- The aims of the school have been revised and agreed with staff, parents and governors. The school improvement has been shaped by the need to resolve the previous key issues. Improvement has been good as a result of the commitment and dedication of the headteacher and the teamwork of the staff.
- The governors support the life and work of the school effectively. Most are regular visitors to the school and gain a good overview of the progress towards school priorities.
- The headteacher has a practical and clear view for the future of the school and seeks and takes account of the views of the governors, staff, pupils and parents in school development.
- There is efficient and effective day-to-day routine administration and organisation of the school.
- The effectiveness of curriculum coordination is satisfactory. Most coordinators are all well-informed about their subjects and undertake their responsibilities with commitment. There is good management overall of the Under Fives, English, mathematics, science and design and technology. However, teachers are at an early stage in gaining an overview of progress made by pupils and standards achieved in their subjects across the school.

- Teaching, planning and pupils' work are regularly monitored. Relevant in-service training is attended and shared with other staff. However, staff lack confidence and expertise in music and mapping skills in geography. The work of the higher attaining pupils is insufficiently monitored.
- The school's resources are used well. Spending is closely linked to the school priorities and areas for development. Best value for money is sought. The budget surplus has been appropriately reserved for the retention of staffing, the replenishment of resources and to safeguard against changes in the school's roll.

6.3 Staffing, accommodation and learning resources

The quality of staffing and accommodation is good. Although resources are well used there are deficiencies in some subjects such as IT, history, geography and the library.

- The school is adequately staffed for the number of pupils on roll. There are 4.4 full time equivalent members of staff for four classes including the head-teacher who has a reduced teaching commitment and two part-time teachers, for pupils with SEN and headteacher's relief.
- The paid teaching assistants make a most valuable contribution to pupils' achievement. They are deployed well.
- The whole staff work very well as a team and are mutually supportive.
- Teachers and support staff have access to relevant INSET and Performance Management and the school has been re-assessed successfully for the 'Investors in People' Award.
- All teachers have appropriate job descriptions which have been agreed with the teachers concerned.
- Overall, teachers are suitably qualified for the subjects they teach, with the exception of music where there is no specialist knowledge on the staff.
- The accommodation, including the grounds, has been attractively adapted and is well used to support a broad and lively curriculum. It is well decorated by displays of pupils' work.
- Pupils who needed wheelchair access would find difficulties in gaining full access to the accommodation. The governors have a satisfactory policy in place if this need were to arise.
- The school is well maintained by the caretaker and pupils take care of their environment.
- Children in the nursery and reception do not have a dedicated play area. However, good use is made of the outdoor environment with supervision.
- The school has satisfactory resources in the core subjects but insufficient artefacts in history and books in geography.

- The library is very limited in its range and quantity of books. However, there is a satisfactory range of other cultures reflected in the books available and in the topic loans from the local library. The library is not attractive for pupils and insufficiently used.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

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

Language, literacy and communication skills

Good features

- The 3-4 year old children in the nursery listen to their teacher and other adults well. They are keen to talk about their work and experiences. Most enjoy looking at books and listen attentively to stories. They know and recite some well-known rhymes in English and Welsh.
- The 4-5 year old children in reception make good progress in learning to read and write. Most are developing good pencil control as they copy and attempt to write independently. Most read some words and the most able read simple phrases and sentences. Children's speaking skills are very well developed, children talk confidently and fluently. Children learn well some Welsh phrases and words and sing some Welsh songs.

Shortcomings

There are no significant shortcomings.

Personal and social development

Good features

- Nursery children settle into the class routines quickly and make good progress in their personal and social skills. Most follow directions well and are independent in choosing activities. The majority have good relationships with adults and other children.
- Reception children work well together in small groups. They concentrate well on their tasks and persevere until they finish. Most listen and respect the views of others, for example, when they discuss what characters in the story of Cinderella might say. Children help to tidy away their resources at the end of each session.

Shortcomings

There are no significant shortcomings.

Mathematical development

Good features

- The nursery children make good progress in understanding numbers to five and counting to ten. They are developing mathematical vocabulary well. Most know the names of some basic shapes and colours.
- The reception children achieve well when solving and recording simple problems of addition and subtraction. The children count to 10 and beyond. The children describe the properties of 2-D shapes. They recognise and name some coins. Most make a repeating pattern using two criteria, the more able use three criteria.

Shortcomings

There are no significant shortcomings.

Knowledge and understanding of the world

Good features

- The nursery children use the surrounding garden area appropriately to explore the features of living things. They observe the changes in the seasons and learn the days of the week. They are acquiring a good understanding of the differences in the properties of fabrics, clay and papers from exploring a wide range of materials.
- The reception children are confident in talking about their experiences. For example, when they discuss old and new artefacts such as candles and electric light and understand how they have changed the lives of people over time. Children appreciate the importance of healthy eating. Children are developing good control as they use the mouse and interactive whiteboard to operate simple programs.

Shortcomings

There are no significant shortcomings.

Physical development

Good features

- The nursery children make good progress in listening, and respond well to instructions. Children are learning well to develop their skills of coordination. They move and work confidently with other children. They handle small equipment such as scissors and pencils with increasing control.
- The reception children develop effectively their throwing, climbing and balancing skills using a range of small and large equipment. They continue to extend their skills well when

handling small equipment and tools when they participate in activities such as drawing, writing, cutting out and sticking.

Shortcomings

There are no significant shortcomings.

Creative development

Good features

- The nursery children respond well to a wide range of creative activities. They explore colour and texture as they mix paints and discover the properties of clay. The children make good progress in their response to music and literature. They enjoy listening to stories and singing well known songs.
- The reception children explore a wide range of resources and enjoy making clay pots and puppets representing characters from the story of Cinderella. Children paint pictures and printing patterns. They use an extensive range of construction and recycled materials and develop a good awareness of the properties of materials. Children use their imaginations well as they use the role-play area of the 'Shoe Shop' and play musical instruments.

Shortcomings

There are no significant shortcomings.

English

Standards of achievement are good overall in both key stages. They are good in speaking, reading and aspects of writing. In some aspects of writing and listening, standards are satisfactory.

Good features

- Pupils in KS1 ask and answer questions confidently and take part eagerly in role-play and small group work.
- KS2 pupils are articulate and mature speakers. Many discuss at length supporting their opinions well. Most are able to express their ideas clearly and fluently. Boys and girls contribute equally well to discussions in class.
- In KS1, those pupils who are able to concentrate for a length of time show interest in what they hear. They carry out instructions carefully and remember the events of a story in the correct sequence.
- By the end of KS2, pupils have improved their listening skills. They have good recall of facts and ideas from previous lessons and pay attention to both the teacher and other pupils' contributions.

- KS1 pupils read at levels appropriate to their age and make good progress in phonic awareness. Most are knowledgeable about the conventions of books and can find information quickly.
- They predict outcomes of stories sensibly and imaginatively. Many are beginning to broaden their reading experiences.
- Pupils in KS2 read well. Most are fluent and have good comprehension of what they read. They scan screen text accurately.
- KS1 pupils are making steady progress in writing according to their ability and willingness to focus on the given task. More able pupils have a clear understanding of how to punctuate a sentence. They have a satisfactory understanding of the functions of writing. Examples include reporting in diary form the experiences of their class puppet when they take him home overnight, composing their own tourist leaflets and creating their own Welsh myths.
- KS2 pupils write in a number of different styles. There are good examples of creative writing, dialogues, diary entries, letters and some poetry.
- Pupils use IT well, for example, to research their topics and to write poetry and letters.

Shortcomings

- In KS1 and early KS2, many pupils are erratic listeners. This affects the pace and substance of their learning.
- Throughout the school pupils spell and punctuate carelessly.
- Pupils have insufficient understanding of how to improve their writing.
- Pupils' library skills are limited.

Mathematics

Standards of achievement are good in both key stages.

Good features

- Pupils' in both key stages use problem-solving skills effectively to find solutions to their tasks.
- In both key stages, pupils have a good understanding of number work. Most have a good understanding of mathematical vocabulary.
- In KS1, pupils know the names and properties of common 2D-shapes.

- In KS1, younger pupils are competent in solving simple addition and subtraction problems. Most pupils in Y2 work with two digit numbers solving word problems with addition and subtraction.
- Pupils have a satisfactory knowledge and understanding of measures and solve problems of basic measures of time, money length and weight.
- Pupils in KS2 calculate accurately perimeters and areas of compound 2-D shapes. They have a good understanding of reflective and rotational symmetry. They know the names and properties of common 3-D shapes.
- In KS2, pupils are developing an increasing awareness of number patterns and relationships.
- The majority of pupils have a sound understanding of table facts. They understand fractions and decimals at the appropriate stages.
- Pupils link their use of mathematics well to other areas of the curriculum. For example, they have learned the eight point compass and apply their skills well to find directions.
- Older pupils know the value of thousands, hundreds, tens and units. Their work in mental calculations is good. They apply a range of strategies to find solutions to problems.
- Pupils have a sound idea of standard measures and apply themselves well to solving problems of weight, length and time.
- Pupils collect data, and draw and analyse successfully their graphs and tables.
- Pupils use information technology well in both key stages. KS1 pupils develop their understanding of number sequences and patterns, and KS2 pupils use the interactive whiteboard and a program well to learn about rotational symmetry.

Shortcomings

- The higher attaining pupils in KS1 are insecure using simple multiplication and division to solve problems. In KS2 some most able pupils are slow in recalling number facts.
- Some pupils in both key stages present written work untidily and do not sustain concentration sufficiently when working out mathematical problems. This leads to simple mistakes being made.
- Pupils are not sufficiently aware of how to improve their mathematical skills.

Science

Standards of achievement are good in both key stages.

Good features

- Pupils' investigational skills are good in both key stages.

- In KS1, pupils use simple equipment safely and make relevant observations. They discuss and interpret the results of their investigations using appropriate scientific vocabulary. The most able have a good understanding of fair testing.
- Most pupils in KS1 distinguish between made and natural objects and describe the properties of materials using straightforward criteria.
- Pupils investigate a range of objects and materials to investigate how their senses work.
- In KS1, the majority of pupils understand the dangers of electricity and know how to complete a simple circuit.
- Pupils in KS1 understand the importance of healthy eating and dental care. They study different animals and mini-beasts, and learn about their habitats.
- In KS2, pupils have well developed investigational skills. In their study of electricity, they achieve very good standards in their ability to use their knowledge to predict, identify and control variables.
- In their study of the conditions for the growth of a plant, pupils in KS2 make appropriate hypotheses and measurements and interpret sensibly the results of their findings. They understand the purpose of plants and recall some products made from plants.
- Pupils in KS1 use IT to research natural and made materials. In KS2, pupils use IT to create graphs and interrogate data.
- Pupils in KS2 have a good understanding of the changes in daylight and seasons resulting from the movements of the earth and the moon around the sun. Through their research, pupils know some features of the planets in our solar system.

Shortcomings

- Some pupils in KS1 do not consistently listen and concentrate well during class discussions. This slows the pace of their learning.
- Pupils in both key stages do not consistently present their work neatly.
- Pupils have limited knowledge of scientific and technological discoveries.

Welsh second language

Standards of achievement are satisfactory in both key stages.

Good features

- Pupils in KS1 build on the sound introduction to Welsh they receive in the nursery and reception classes through incidental greetings, songs and regular use of Welsh instructions.

- They sing a number of Welsh action songs; describe the weather and how they feel.
- KS1 pupils are acquiring a satisfactory range of vocabulary, everyday phrases and a limited number of sentence patterns. They speak with growing confidence using familiar and basic language patterns. They take their roles as ‘Helpwr Heddiw’ seriously and often use Welsh confidently in role-play.
- By the end of the key stage, pupils can count to 10, recite the days of the week, and identify various weather conditions, colours and name suitable items of clothing. They pray in Welsh at the end of the session.
- Some KS2 pupils capitalise on and extend what they have learned and develop their sentence patterns through role-play.
- Many read familiar and simple new words and phrases accurately.
- Satisfactory progress is made in writing complete sentences.

Shortcomings

- KS1 pupils do not use audio-visual aids, such as listening stations or videos, regularly to improve their enunciation and pronunciation and to extend their vocabulary.
- By the end of KS2 many pupils lack confidence in speaking Welsh beyond making familiar and simple responses.
- Pupils do not use incidental Welsh sufficiently in order to reinforce their speaking and listening skills.

Design and technology

Standards of achievement are good in Key Stage 1 and very good in Key Stage 2.

Good features

- In both key stages, pupils use problem-solving skills well in designing and making their artefacts.
- Throughout the school, pupils develop their subject vocabulary well.
- Many pupils articulate their ideas clearly, work well together in small groups, listen well to one another’s ideas and learn from them.
- In KS1, pupils know the properties of basic materials and are competent in using a range of tools and equipment for cutting, shaping and joining.

- Pupils make puppets in KS1 and evaluate and adapt their work successfully to improve the quality of their work.
- In KS1, pupils use a wide range of materials to make cat boxes, healthy sandwiches sweets and puppets.
- In KS2 younger pupils design a park and make money containers and torches with a good consideration of the purpose and age group for their products.
- The oldest pupils apply their skills very well to developing their ideas and designs for fairground rides. They demonstrate very good knowledge of mechanisms such as pulleys and gears.
- Through visits, field trips and investigational work pupils have a good awareness of structures within bridges and castles and mechanisms such as those in Victorian water mills as features of Welsh culture and heritage.

Shortcomings

- In both key stages, pupils lack precision in design.

Information technology

Standards of achievement are good in both key stages.

Good features

- Pupils throughout the school are confident and keen to use computers to help them learn in all subjects. Some pupils are becoming familiar with operating the interactive whiteboard.
- In KS1, pupils are achieving well in their skills to use the keyboard and in their control of the mouse to operate simple programs.
- Pupils in KS1 independently access the programs they need, enter text and data. They save and print their work.
- Pupils use the Internet widely to find out information about the topics they study such as the history of Beddgelert and Dolwyddelan Castle.
- Pupils operate listening centres successfully when learning about Welsh myths and legends.
- A floor robot is programmed by pupils in KS1 to follow a set route.
- In KS2, pupils have a good understanding of the use of logo for modelling.
- Pupils use the Internet and CD-ROM discs confidently to research history and geography topics.

- Pupils are familiar with using and creating databases to store and present data.
- Email and video-link is used by the older pupils to communicate with people in Africa.
- Pupils in upper KS2 use 'Powerpoint' presentations to demonstrate their learning to an audience.

Shortcomings

- There are no major shortcomings but resources are at a minimal level. This restricts standards for pupils.

History

Standards of achievement are good in both key stages.

Good features

- Pupils in KS1 and KS2 are developing their historical enquiry skills well.
- In KS1, pupils use artefacts effectively to help recognise similarities and differences between past and present. Pupils in lower KS2 use the Internet and photographs to research the history of Trelawnyd. In upper KS2, pupils read accounts of what life is like in Victorian times.
- In both key stages, pupils are acquiring subject vocabulary well. For example, in KS1, pupils understand what is meant by a 'time line'. In KS2 pupils know the occupations of a 'scavenger' and a 'piecer' in Victorian cotton mills.
- Pupils throughout the school have a good knowledge of Welsh history. In KS1 pupils know well the history of Prince Llywelyn and, in KS2, pupils study the lives of famous people such as William Morgan.
- The visits that pupils make to places of interest such as Dolwyddelan and Penrhyn castles make a significant contribution to their enthusiasm for the subject.

Shortcomings

- Pupils' listening skills are underdeveloped in KS1 which at times affects their concentration and slows their learning.
- The quality of pupils' writing is diminished at times by poor presentation, spelling and punctuation.
- Pupils' knowledge and understanding of local history are adversely affected by the lack of appropriate resources.

Geography

Standards of achievement are satisfactory in both key stages.

Good features

- In KS1, pupils show a satisfactory knowledge and understanding of the main features of their locality.
- Pupils in KS1 understand the main features of seasonal changes.
- In KS1, pupils make and use maps to follow simple routes of the local area. They plan their route on a local map when making a field trip to Snowdonia.
- In KS2, pupils have a good knowledge of Trelawnyd. They contrast the features of their village with another contrasting locality.
- Pupils in both key stages are developing well their knowledge and understanding, appropriate to their level of the character of Wales and its relationship with other people and places.
- Older pupils in KS2 have a good understanding of features of less economically developed countries such as Botswana and St Lucia.
- Pupils use IT well to research their topics, email other countries and make presentations by video link to Africa.
- Fieldwork within the local area contributes well to pupils' enthusiasm for the subjects and their knowledge and understanding. Pupils in upper KS2 develop good orienteering skills during their residential visit to Pentrellyncymer.

Shortcomings

- Pupils in KS2 have insufficient knowledge of local maps in a variety of scales to be able to find places and interpret data.
- Standards are adversely affected by insufficient geography books.

Art

Standards of achievement are good in both key stages.

Good features

- Pupils respond eagerly and imaginatively to the experiences offered to them in art lessons.
- Pupils make good progress in observational drawings in both key stages demonstrating good development in the use of line and tone.

- KS1 pupils explore arts and crafts from different cultures with clear enjoyment. They discuss the Prince Llywelyn collage intelligently, explaining the aim and how they are to achieve it. They study the composition Bayeux tapestry on the web in order to glean ideas for their own work.
- Pupils use equipment tools such as pencils, felt tip pens, brushes, scissors, paper and fabrics competently.
- Pupils make 3-D papier-mâché mini-beasts demonstrating a developing sense of form and colour.
- KS2 pupils use their art skills well to enhance their work in other subjects.
- Younger pupils work well in small groups when preparing their tie dye fabrics and creating symmetrical prints in the style of William Morris.
- They make min-beasts using reclaimed materials.
- By the end of the key stage, pupils produce mature work based on paintings, for example, Picasso, and photographs. Their observational drawing indicates good line, shape and tone.
- Most pupils have a subtle sense of colour and colour shading. They produce well wrought head sculptures based on their portraits.
- They use the computer well to produce or support their art. They discuss the processes involved clearly.

Shortcomings

- KS1 and KS2 pupils' skills in 3-D work are limited.

Music

Standards of achievement are satisfactory in both key stages.

Good features

- Pupils in KS1 copy clapping rhythms accurately, often providing their own complex rhythms. Most can keep a steady beat.
- Many can identify changes in pace and mood in a piece of music.
- In KS2, pupils create percussion accompaniment to a class song.
- They plan their work well in small groups and appraise the quality and appropriateness of the music.

- Older pupils listen to Holst's 'Mars Suite' and compose their own sounds to represent peaceful and stormy moods, using a satisfactory range of percussion instruments.
- Pupils perform confidently at concerts and local church services.

Shortcomings

- Overall pupils do not have a good sense of pitch. Too many sing out of tune for too long and strain at higher notes.
- During the lessons observed, pupils took too little care in the accuracy and presentation of their work, for example, in KS2, little attention is paid to breathing and enunciation when singing.
- Pupils show little imagination when composing: they tend to imitate rather than invent.
- Pupils' knowledge of Welsh musicians is limited.

Physical education

As only two folk dance lessons were observed during the inspection it is not possible to make an informed judgment on standards in physical education.

- Pupils participate in a good range of games, gymnastics, dance, athletics, outdoor/orientation work and swimming.

8. SCHOOL IMPROVEMENT

8.1 Progress since the last inspection

The previous inspection in March 1998 identified seven key issues as follows:

- undertake an analysis of the NCA results and provide targets to improve future performance and raise the standards of pupil achievement in Key Stage 1 in the core subjects;
- provide better continuity and progression in pupils' learning experiences in certain aspects of geography, physical education and history in Key Stage 1;
- secure regular opportunities for subject coordinators to fulfil their monitoring roles to improve standards in their respective subject areas and to evaluate their initiatives;
- provide a more consistent system of assessment in the non-core subjects;
- include long-term objectives and targets in the SIP directly related to teaching and learning;

- involve parents formally when identifying pupils with SEN and in annual reviews of their IEPs;
- include in annual governors' reports to parents and in the school prospectus, information to comply with statutory requirements.

There has been good improvement in the key issues. The school's response is well documented in its action plan and there is a positive response to each of the key issues raised.

- There is a comprehensive system to monitor pupil and year group progression.
- Standards have improved in KS1 although the school has recognised more needs to be done to raise standards for the higher attaining pupils.
- Work has been reviewed for geography, history and physical education at KS1 and monitored by LEA and subject leaders and curriculum support staff. Geography and history work provide continuity and progression in learning for pupils.
- Subject leaders have a reasonable allocation of time on a rota base to monitor plans, pupils' work, implement action plans, monitor teaching and learning and update policy and planning. Subjects are reviewed termly against targets.
- A system for assessment for the non-core subjects has been implemented.
- The SIP includes targets related to teaching and learning, linking action to improvement.
- Parents are now involved from the outset in all reviews for pupils with SEN and are invited to be involved in their children's learning.
- Statutory requirements are met for the annual governors' reports to parents and in the school prospectus.

8.2 Key issues for action

The governors, headteacher and teachers need to:

1. raise standards in geography, music and Welsh;
2. make better use of the outcomes of self-evaluation in order to inform target-setting to raise pupils' achievement especially for the more able pupils;
3. improve the quality of assessment and marking;
4. improve pupils' attitudes to learning;
5. continue to improve the attendance of pupils.

6. improve IT resources, the quality and range of books in the library, artefacts in history and books in geography.

The school has already identified the majority of these issues for development. In addition to the above key issues, the school should note other areas for improvement in the report and act upon them. At the same time, the school must not lose sight of the many things it does well and maintain these positive aspects.

APPENDIX

A. Basic information about the school

Name of School	Trelawnyd Voluntary Aided Church in Wales Primary
School type	Voluntary
Age -range of pupils	3 - 11
Address of school	London Road Trelawnyd Flintshire
Post-Code	LL18 6DL
Telephone Number	01745 570171

Headteacher	Mrs Jane Borthwick
Date of appointment	September 2001
Chair of Governors/ Appropriate Authority	Councillor Nigel Steele-Mortimer
Registered Inspector	Mrs Anna Dawson
Dates of inspection	23 – 25 February 2004

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	5	15	12	12	8	12	11	15	90

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	4	2	4.4

<i>Staffing information</i>	
Pupil:teacher (fte) ratio (excluding nursery and special classes)	21:1
Pupil:adult (fte) ratio in nursery classes	4.5:1
Pupil:adult (fte) ratio in special classes	n/a:1
Average class size, excluding nursery and special classes	23.5
Teacher (fte) : class ratio	1:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole School
Term 1	95.5	96.4	93.3	95
Term 2	96	93	97.5	95.5
Term 3	95.3	95.3	95.3	95.3

Percentage of pupils entitled to free school meals	3%
Number of pupils excluded during 12 months prior to inspection	0

C. Results of National Curriculum assessments and public examinations

END OF KEY STAGE 1: 2003

National Curriculum Assessment KS 1 Results: 2003	Number of pupils in Y2: 9
As the number of pupils eligible for assessment at the end of Key Stage 1 was greater than four but fewer than 10, overall 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:	85	In Wales:	79

D Pupils who have been disapplied from the statutory arrangements
W Pupils who are working towards level 1

END OF KEY STAGE 2: 2003

National Curriculum Assessment KS 2 Results: 2003							Number of pupils in Y6: 6					
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0	0	0	0	0	17	66	17	0
		National	0	0	0	0	1	6	16	45	31	0
	Test/Task	School	0	0	0	0	0	17	0	66	17	0
		National	0	0	0	0	0	5	12	38	40	0
Mathematics	Teacher assessment	School	0	0	0	0	0	0	17	66	17	0
		National	0	0	0	0	0	4	19	46	30	0
	Test/Task	School	0	0	0	0	0	0	17	66	17	0
		National	0	0	0	0	0	4	18	42	33	0
Science	Teacher assessment	School	0	0	0	0	0	0	0	67	33	0
		National	0	0	0	0	0	2	13	49	35	0
	Test/Task	School	0	0	0	0	0	0	0	67	33	0
		National	0	0	0	0	0	1	9	48	39	0

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:	78	In the school:	79
In Wales:	68	In Wales:	68

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

D. Evidence base of the inspection

- Pre-inspection meetings with governors and parents.
- 29 questionnaires from parents were returned and analysed.
- Policy documents and schemes of work were examined
- A team of three inspectors spent 6 days between them in school.
- Discussions were held with pupils, staff and parents.
- Pupils were observed in a full range of contexts.
- A range of pupils' work was examined.
- Attendance registers, pupils' records and teachers' assessments and planning files were scrutinised.

E. Composition and responsibilities of the inspection team

{PRIVATE }Team member	Subject responsibilities	Aspect responsibilities
Mrs Anna Dawson Registered Inspector	Under-fives; mathematics; science; design and technology; geography; history; information technology.	Context, main findings; standards achieved in subjects and areas of learning; teaching; curriculum; self-evaluation and planning for improvement; leadership and efficiency; progress since the last inspection; key issues for action.
Mr J James Lay inspector		Attendance; partnerships with parents and community, schools and other institutions; partnerships with industry.
Mrs M Meredith – Jones Team inspector	English; Welsh second language; art; music; physical education.	Standards achieved in key skills; spiritual, moral, social and cultural development; behaviour and attitudes; assessment, recording and reporting; support, guidance and pupils' welfare; provision for pupils with special educational needs.

Acknowledgement

The Registered Inspector and the team wish to thank the governors, headteacher and the staff and pupils for their courtesy and cooperation before and during the inspection.