

REPORT

on the

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

**TREFNANT CHURCH IN WALES V C PRIMARY SCHOOL
HENLLAN ROAD
TREFNANT
DENBIGHSHIRE
LL16 5UF**

School Number: 663/3051

Date of Inspection: 8 – 10 October 2001

By

Mr J Harries
Registered Inspector W246/78220

Under Estyn contract number: T/36/01P

© CROWN COPYRIGHT 2001

This report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

Copies of the full report are available from the school. Under the School Inspection Act 1996, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

CURRICULUM NOMENCLATURE AND KEY STAGES

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

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

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

Key stage 1 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.

CONTENTS

	Page
1. CONTEXT	
The school and its priorities	1
2. MAIN FINDINGS	
The main findings of the report	2
3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS	
3.1 Standards achieved in subjects and areas of learning	6
3.2 Standards achieved in key skills across the curriculum	7
4. ETHOS OF THE SCHOOL	
4.1 Pupils' spiritual, moral, social and cultural development	7
4.2 Behaviour and attitudes	8
4.3 Attendance	8
5. QUALITY OF EDUCATION	
5.1 Teaching	9
5.2 Assessment, recording and reporting	10
5.3 Curriculum	11
5.4 Support, guidance and pupils' welfare	12
5.5 Provision for pupils with special educational needs (SEN)	12
5.6 Partnership with parents and community, schools and other institutions	13
5.7 Partnership with industry	14
6. MANAGEMENT	
6.1 Quality of self-evaluation and planning for improvement	14
6.2 Leadership and efficiency	15
6.3 Staffing, accommodation and learning resources	16

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives	16
English	18
Mathematics	19
Science	20
Welsh second language	21
Design and technology	22
Information technology	22
History	23
Geography	24
Art	25
Music	26
Physical education	27
Religious education	28

8. SCHOOL IMPROVEMENT

8.1	Progress since the last inspection	28
8.2	Key issues for action	30

APPENDIX

A.	Basic information about the school
B.	School data and indicators
C.	Results of National Curriculum assessments and public examinations
D.	The evidence base of the inspection
E.	Composition and responsibilities of the inspection team

1. CONTEXT

The school and its priorities

Trefnant Voluntary Controlled Primary School is situated in the small village of Trefnant on the A525, midway between Denbigh and St. Asaph in the Vale of Clwyd. The original stone building dates back to 1861 with extensions added in 1964 and 1976. It has a large playing field at the rear of the school with additional hard surfaced play areas ensuring a secure learning environment.

The school is a Church in Wales Voluntary Controlled Primary School which has over the years maintained its links with the Parish Church. The life of the school is underpinned by Christian values which respect education as the pursuit of truth with each individual given equal status. The rector visits the school regularly and takes collective worship on a regular basis.

The school serves a rural community with pupils drawn from a wide area of the lower Clwyd valley. This is also a commuter area, close to the busy A55. Pupil numbers have increased during the past five years and fluctuates between 50 and 60.

The head was appointed in 1993. Education is provided for 3-11 year old pupils with 52 full-time and eight part-time pupils. According to the school, the locality is considered to be neither prosperous nor economically disadvantaged. The intake includes the full range of ability, with many able and a few less able pupils. None of the pupils comes from Welsh speaking backgrounds with eight per cent from non-white ethnic backgrounds. The vast majority of pupils have participated in pre-school education, attending the voluntary play group for rising three year olds accommodated at the school.

The school maintains a high pupil:teacher ratio of 30:1 when the part-time nursery children attend during the afternoon session with two teachers in post. With 2.5 full-time equivalent teachers in post, the ratio decreases to 20:1. The governing body is striving to maintain this level of staffing while pupil numbers allow.

There are five pupils on the school's special educational needs (SEN) register including one pupil with a statutory statement of SEN. Approximately 15 per cent of the pupils are entitled to free school meals, slightly below the average for Denbighshire.

The main objectives of the school are:

- to recognise the unique qualities of each child;
- to provide a structured environment in which learning can take place in which children feel happy and secure;
- provide access to a wide variety of experiences including educational, social, spiritual and personal development;

- to lead children to become logical, imaginative and creative in their approach to learning in order to develop to their full potential and contribute positively to the world in which they live;
- encourage pupils to appreciate their historical and cultural heritage.

The school's main focus for the coming year is to:

- review policy statements and schemes of work;
- review the Cwricwlwm Cymreig policy;
- celebrate the 140th anniversary of the school.

2. MAIN FINDINGS

The main findings of the report

Trefnant V.C. Primary School provides a happy and caring environment, is continuing to improve and has some good features. It is managed by a supportive governing body. The head provides caring leadership and staff work hard ensuring that the school's clear values, especially respect for individuals, their needs and achievements, have a positive effect on all pupils.

Educational standards achieved by pupils

- Standards of achievement overall in the school were very good in nine per cent of the lessons observed, good in 41 per cent, satisfactory in 41 per cent and unsatisfactory in nine per cent.
- The majority of the children come to school with above average levels of literacy and numeracy skills. Overall in the nursery-reception class, children make consistently good progress. As a result, the overall quality of the educational provision for the under fives is appropriate to their needs and the children are making good progress towards the Desirable Outcomes for Children's Learning. Standards in the six areas of learning are as follows:

Language, literacy and communication skills	Very Good
Personal and Social Development	Very Good
Mathematical Development	Good
Knowledge and Understanding of the World	Good
Physical development	Satisfactory
Creative development	Good

- In Key Stage 1(KS1), and KS2, pupils' standards of achievement in the different subjects of the national curriculum (NC) and religious education are as follows:

	KS1	KS2
English	Good	Good
Mathematics	Good	Satisfactory
Science	Good	Satisfactory
Welsh as a second language	Satisfactory	Unsatisfactory
Design and technology	Satisfactory	Satisfactory
Information technology	Satisfactory	Unsatisfactory
History	Satisfactory	Satisfactory
Geography	Satisfactory	Unsatisfactory
Art	Satisfactory	Satisfactory
Music	Satisfactory	Satisfactory
Physical education	Good	Good
Religious education	Good	Good

- In both key stages, the results of the 2001 NC assessment test results were above the national average in all core subjects.
- Overall, pupils` achievement and progress in the key skill of listening are good. They are satisfactory in speaking and reading in English and in the application of number across the curriculum. In KS1, writing skills in English are satisfactory. In KS2, opportunities for pupils to use their writing skills in subjects such as history and geography are often missed, and standards are unsatisfactory. Their use of information and communications technology (ICT) across the curriculum is unsatisfactory in KS2. Limited strategies are in place to ensure the systematic development of writing and ICT skills in KS2 and limited use is made of Welsh in the teaching and learning in other subject areas.

Ethos of the school

- The ethos of the school is good. Daily acts of collective worship are Christian in character which is the root of the values on which the school is founded; they fully comply with statutory requirements. Pupils contribute to and respect the atmosphere of reverence.
- Pupils` moral and social development is good; their cultural development is satisfactory. Pupils have an increasing awareness of Welsh culture, traditions and heritage. However, pupils` knowledge of Welsh artists, music and characters in history is limited. Pupils` knowledge and understanding of other world cultures are underdeveloped.
- Pupils` behaviour and their attitudes towards learning are good. The school is a happy, caring and orderly community. The quality of relationships throughout the school is good and this contributes significantly to pupils` self-esteem, confidence and positive behaviour.
- Attendance levels are consistently good, as is punctuality. Registration of pupils generally conform to National Assembly of Wales (NAW) guidelines.

Quality of education

- Overall, the quality of teaching was satisfactory or better in 88 per cent of the sessions inspected of which 32 per cent was good and eight per cent very good. The quality of teaching in the early years and KS1 was consistently good or better.
- Teachers work hard ensuring appropriate provision and equal opportunities for all pupils. In the best practice, teachers have high expectations, plan lessons well and set challenging tasks. Lessons are conducted at a brisk pace, particularly in KS1.
- In KS2, in the sessions which were judged to be unsatisfactory or less effective, lessons were insufficiently challenging and the work set was not well matched to pupils' abilities and prior attainment. Low expectations were set of pupils in terms of achievement in a number of lessons. Teaching lacked pace and rigour with activities continued for an extended period of time. Plenary sessions at the end of lessons were rarely used to reinforce main points.
- The quality of assessment, recording and reporting is satisfactory overall. In the early years and KS1, detailed records are kept of progress in reading, mathematical and personal and social development with assessment results well utilised to inform planning and promote higher standards. In KS2, satisfactory records are kept of pupils' progress in the core subjects and personal and social development. However, results are insufficiently used to inform future planning to further raise standards. The quality of reports to parents are good in the early years and KS1, and satisfactory in KS2.
- The curriculum is broad, balanced and relevant in all subject areas except ICT where certain aspects are not being delivered. Arrangements for pupils' personal and social development, including health and sex education, are integrated into the whole school curriculum and there is good equality of access and opportunity for all pupils. The Cwricwlwm Cymreig is promoted satisfactorily in most subjects but is underdeveloped in art, history, geography and music. Curricular provision for pupils with SEN is satisfactory. The school's provision for extra-curricular activities is unsatisfactory but the regular use of homework to develop literacy and numeracy skills and to encourage further study of topics is a strength of the school. The school has an appropriate home-school agreement, detailing the responsibilities of each.
- The school's provision for support, guidance and pupils' welfare is good overall. The relationship between pupils and staff is good. The school takes account of and has appropriate measures for eliminating oppressive behaviour including all forms of bullying, sexism and racism. There is no school child protection policy identifying responsible personnel and adapted to the school's needs.
- The quality of provision for pupils with SEN is satisfactory. Pupils make satisfactory progress according to their age and ability and in line with the targets set in their individual education plans (IEPs).
- The school's partnership with parents is satisfactory and with the community, schools and other institutions it is good. Links with industry are satisfactory.

Management

- The quality of self-evaluation and planning for improvement is unsatisfactory. The range and nature of the objectives for improvement that the school has set in response to self-evaluation are broad and lack developmental points. The current school development plan (SDP) is insufficiently supported by plans of action with appropriate costings to ensure a clear focus on the main priorities. Monitoring of standards has not been undertaken by subject co-ordinators and governors.
- The school's leadership and management are satisfactory overall. However, a number of aspects remain unsatisfactory. The head provides caring leadership in endeavouring to improve the educational provision and standards of achievement. The head teaches on a full-time basis, with no time allocated to take the lead in monitoring and evaluating teaching and learning, fulfilling his leadership and management roles and ensuring that the school runs effectively and efficiently on a day-to-day basis. No formal procedures are in place for curriculum co-ordinators to know about the school's work overall, to judge its effectiveness and plan for further development.
- The governing body is supportive of the head and the school. Members visit the school on occasions and are beginning to develop an awareness of curricular matters though they are not actively involved in planning, monitoring and evaluating in order to secure school improvement.
- The school's budget is effectively and efficiently managed by the governing body.
- Adequacy of teaching staff is good when the extra teacher is employed for half the week. The pupil:teacher ratio is very high during the other half causing a heavy burden on teachers, particularly in KS2. The range and quality of learning resources are broadly satisfactory overall and the accommodation is good.

School improvement

- Since the last inspection in 1996, the school has made good progress in preparing policies and procedures for specific early years provision and for assessment and recording pupils' progress throughout the school. Improved use has been made of staffing, accommodation and teaching and learning resources. Satisfactory progress has been made in adapting the curriculum as a continuous experience throughout the school. Set tasks, based on a clear analysis of pupils' needs, are well matched in KS1; there is room for further improvement in KS2. Design is satisfactorily included in design and technology lessons. Pupils' fluency in Welsh in KS2 remains unsatisfactory as are aspects of leadership by the governors, head and other members of staff. In its present form, the SDP remains an ineffective document and has no discernible impact on school improvement.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards achieved in subjects and areas of learning

Pupils' standards of achievement were very good in around nine per cent of the lessons observed, good in 41 per cent, satisfactory in 41 per cent and unsatisfactory in nine per cent.

- In the early years, children's standards of achievement were very good in around 14 per cent of the lessons observed, good in 68 per cent and satisfactory in the remainder. The vast majority of the children come to school with above average levels of literacy and numeracy. Overall, nursery children make good progress in all six areas of learning except physical development where progress is satisfactory. Reception age children make very good progress in language, literacy and communication skills and personal and social development. They make good progress in their mathematical and creative development and in their knowledge and understanding of the world. They make satisfactory progress in physical development. As a result, the overall quality of the educational provision for the under fives is appropriate to their needs and the children are making good progress towards the Desirable Outcomes for Children's Learning.
- In KS1, standards of achievement were very good in around 28 per cent of the lessons observed, good in around 48 per cent and satisfactory in the remainder. Pupils make good and often very good progress in the development of key skills. Standards of achievement in the NC core subjects of English, mathematics and science are good with some very good features. Standards are good in physical education and religious education and satisfactory in the remainder of the foundation subjects.
- In KS2, standards of achievement were good in around 33 per cent of the lessons observed, satisfactory in around 54 per cent and unsatisfactory in around 13 per cent. Pupils generally make satisfactory progress, however they are insufficiently extended in the development of key skills. Standards of achievement are good in English, physical education and religious education and satisfactory in mathematics, science, design and technology, history, art and music. Standards are unsatisfactory in Welsh as a second language, information technology and geography.
- There is no variation between achievement and progress between boys and girls. Pupils with SEN make satisfactory progress towards the targets set in their IEPs.
- In KS1, the results of the 2001 NC assessment test results were above the national average with all pupils achieving Level 2. In KS2, they were above the national average with all pupils attaining Level 4.
- By the end of KS2, in comparison with similar schools, results of the NC assessment test results are slightly above in all core subjects.

3.2 Standards achieved in key skills across the curriculum

Overall, the standards achieved in the key skills of literacy, communication, and numeracy across the curriculum are satisfactory. Standards in writing in English, use of ICT and planning for the development of key skills across the curriculum are unsatisfactory in KS2.

- The majority of pupils concentrate and listen well in lessons. When the quality of teaching is good they are very attentive and carry out instructions well.
- Standards in speaking English are good in KS1 and satisfactory in KS2. Pupils in KS1 are given a variety of opportunities to discuss and express their thoughts clearly and confidently. Limited use is made of Welsh in the teaching and learning in other subject areas.
- Pupils reading skills in English are used satisfactorily in the majority of subjects to extend their learning. Personal research skills are enhanced when older pupils gather information in topic work relating to homework.
- In KS1, pupils' writing skills in English are developing satisfactorily through a variety of written tasks. In KS2, opportunities to use their writing skills in subjects such as history and geography are often missed, and standards are unsatisfactory.
- Numeracy skills are sometimes applied in subjects other than mathematics. In science, pupils use standard units of measure and produce graphs to illustrate their findings. They measure accurately in design and technology and use co-ordinates in geography work.
- The application of ICT skills is unsatisfactory. The use of ICT for data handling and for independent or group research is underdeveloped. Pupils do not have access to e-mail and internet facilities.

4. ETHOS OF THE SCHOOL

4.1 Pupils' spiritual, moral, social and cultural development

Pupils' moral and social development is good and their cultural development is satisfactory. Pupils' response to the school's provision is good.

- Daily acts of collective worship and Christian in character which is the root of the values on which the school is founded; they fully comply with statutory requirements. Pupils contribute to and respect the atmosphere of reverence.
- Every effort is made by staff to promote good manners and mutual respect among pupils. Pupils respond well and appreciate the supportive and caring atmosphere.
- Pupils understand and conform to school rules. They have a good understanding of right and wrong and the importance of friendship. Moral issues are regularly discussed in 'circle time'.

- Older pupils carry out a variety of responsibilities sensibly and show consideration for the younger pupils. Relationships are good and pupils collaborate well in lessons.
- Pupils are aware of the needs of others and help to raise money for various charities.
- Their social awareness is well promoted by inter-school competitions, school trips and residential visits. The 'Helpwr Heddiw' system gives all pupils an opportunity to take on small responsibilities.
- Pupils have an increasing awareness of Welsh culture, traditions and heritage. However, their knowledge of Welsh artists, music and characters in history is limited. Pupils' knowledge and understanding of other world cultures are underdeveloped.
- Pupils respond well to the school's provision for spiritual, moral, social and cultural development.

4.2 Behaviour and attitudes

Standards of behaviour and attitudes to learning are good throughout the school.

- Pupils quickly learn what is expected of them when they join the nursery class. They learn to be polite, consider others and to take turns. This good start continues in KS1 and into KS2 and has a positive effect on standards.
- Most pupils display a positive attitude to work. They listen attentively to the teachers and respond well. They remain focused on the task in hand and, unless the lesson is overlong, sustain their concentration.
- Teachers give praise and encouragement to pupils when appropriate, recognising and rewarding good behaviour and effort. The merit system, involving the awarding of points, is effective in encouraging pupils to work hard, behave well and help others.
- During break times pupils play harmoniously together, and lunchtimes are friendly, social occasions.
- The school has a policy on behaviour and the parents support all areas of school discipline through the Home School Agreement.

4.3 Attendance

Attendance levels are good.

- Attendance in the three terms prior to the inspection is approximately 95% with no unauthorised absence. Attendance for the first few weeks of the current term averages over 95%. This shows an improvement since the last inspection though no targets have been set to improve attendance.

- To encourage better attendance, rewards are given to pupils who have good or improved attendance. These are valued by the pupils who are keen to win them.
- Although a few pupils are withdrawn from school for holidays, these are not in excess of the legal entitlement and the school ensures that the parents obtain the necessary permission.
- Pupils arrive at school on time and the day begins punctually. The school generally complies with NAW Circular 3/99. However, it does not include sufficient guidelines for parents about attendance, and statistical information regarding the levels of attendance achieved are not published.

5. QUALITY OF EDUCATION

5.1 Teaching

Overall, the quality of teaching was very good in eight per cent of the lessons inspected, good in 32 per cent, satisfactory in 48 per cent and unsatisfactory in 12 per cent. The quality of teaching in the early years and KS1 was very good in 13 per cent of lessons observed, good in 74 per cent and satisfactory in the remainder. In KS2, it was good in 12 per cent, satisfactory in 70 per cent and unsatisfactory in 18 per cent.

Good features

- All teachers have a good relationship with pupils and they know the pupils and their background well. Pupils` effort and good work are praised and consistent encouragement ensures their progress and achievement, particularly in KS1.
- Close co-operation between teaching and support staff ensures good provision and equal opportunities for all pupils. In early years, support staff are well utilised to support learning.
- In KS1 and the early years, the teacher organises activities confidently and manages tasks efficiently making good use of time. The quality of teaching of under fives is based on a secure knowledge and understanding of the Desirable Outcomes for children`s learning.
- Teachers have a secure knowledge and understanding of the majority of the subjects they teach. Teaching is of good quality when teachers teach subjects in which they have particular expertise.
- In the best practice, teachers plan their lessons well, paying attention to continuity and progression. Well organised direct teaching at a brisk pace is very effective in developing pupils` knowledge, understanding and skills. Pupils are provided with appropriate support including those with SEN.

Shortcomings

- In KS2, in the lessons which were judged to be unsatisfactory or less effective, lessons were insufficiently challenging and work set was not well matched to pupils` abilities and prior attainment. Low expectations were set of pupils in terms of achievement in a number of lessons.
- In KS2, teaching often lacks pace and rigour with activities continued for an extended period of time. Plenary sessions at the end of lessons are rarely used to reinforce main points.
- In whole-key-stage teaching sessions for KS2 pupils, the range of teaching techniques and organisational strategies do not ensure pupils work collaboratively in year groups.
- In KS2, teachers do not plan suitable opportunities for pupils to apply their bilingual skills in subjects across the curriculum.
- Insufficient use is made of pupils` completed work in KS2 to provide a stimulating environment conducive to teaching and learning.
- Teachers` knowledge in information technology is insecure. Insufficient use is made of computers to improve pupils` information technology skills and use the skills across the curriculum.

5.2 Assessment, recording and reporting

The quality of assessment, recording and reporting is satisfactory.

- The school`s policy for assessment, recording and reporting on pupils` development in the core subjects is satisfactory and appropriately supports pupils` learning in these subjects.
- The children are first admitted to the school on a part-time basis in the academic year following their third birthday. Accurate checks are made on entry and together with a uniform baseline assessment test during their first full term in school result in a comprehensive record of pupil development and progress. In the early years and KS1, detailed records are kept of progress in reading, mathematical and personal and social development with assessment results well utilised to inform planning and promote higher standards.
- In KS2, satisfactory records are kept of pupils` progress in the core subjects and personal and social development. However, results are insufficiently used to inform future planning to further raise standards.
- Assessment of pupils with SEN is satisfactory with records kept of pupils` progress mainly in reading and in the core subjects.
- Samples of pupils` work and comments to support the recording of NC levels are not kept in subject areas. There is no uniformity of procedures for recording achievement in the foundation subjects.

- The quality of marking is variable. Pupils` work is marked regularly. However, it does not consistently identify the way forward for pupils.
- Opportunities for pupils to assess and evaluate their own work are at an early stage of development. No individual targets are set to help pupils to become constructively critical of their achievements and to understand what they need to do to improve.
- There is one formal opportunity for parents to discuss their children`s progress with the class teachers. The school operates an open door policy to discuss pressing needs. Parents are content with this arrangement.
- The quality of annual reports to parents is variable. In the early years and KS1 they are consistently good. In KS2, reporting in the core subjects is good. However, comments in the foundation subjects often refer to effort rather than identifying strengths and weaknesses.
- The head analyses the NC Assessment test results and reports them annually to the GB. No year-on-year whole school targets are set to further improve pupils` attainment.

5.3 Curriculum

The curriculum is broad, balanced and relevant in all subjects except ICT, certain aspects of which are not being delivered.

- The educational provision for the under fives at the nursery and reception stage is good overall and successfully promotes the desirable outcomes for children`s learning. However, the lack of sufficient and appropriate large play equipment for daily indoor use inhibits aspects of their physical development. The children are well prepared for transition to work on the National Curriculum.
- The breadth and balance of curricular provision in KS1 are good. Lessons are well planned with clear objectives and pupils experience a wide range of appropriate activities suitably matched to their abilities.
- In KS2, the breadth and balance of the curriculum are satisfactory. However, there is little planning for the delivery of the key skills across the curriculum and, as such, opportunities are missed in using and developing ICT and writing skills. Tasks often lack challenge and there is insufficient depth to some of the pupils` studies in the foundation subjects.
- Although not fully formalised, the arrangements for pupils` personal and social development, including health and sex education, are integrated into the whole school curriculum and there is good equality of access and opportunity for all pupils. Curricular provision for pupils with SEN is satisfactory.
- Over-long sessions on the school timetable sometimes impinge adversely on the quality of pupils` learning.

- The school's provision for extra-curricular activities is unsatisfactory but the regular use of homework, to develop literacy and numeracy skills and to encourage further study of topics, is a strength of the school.
- The Cwricwlwm Cymreig is promoted satisfactorily in most subjects but is underdeveloped in art, history, geography and music. Opportunities to use the Welsh language incidentally across the curriculum are often missed and sometimes the language is unnecessarily translated. Limited provision is made for pupils to develop their bilingual skills.

5.4 Support, guidance and pupils' welfare

The school's provision for the support, guidance and pupils' welfare is good overall.

- Teachers and support staff know their pupils well. Pupils' personal and academic progress is monitored in teachers' record books. This is done very comprehensively in KS1 and the early years.
- The relationship between pupils and staff is good. The school takes account of and has appropriate measures for eliminating oppressive behaviour including all forms of bullying, sexism and racism.
- The school follows the guidelines of the county's child protection policy. However, there is no school child protection policy identifying responsible personnel and adapted to the school's needs.
- The health and well being of pupils are well monitored by outside agencies which have good links with the school. The school nurse talks to Y6 pupils about the growing up process and staff sensitively handle pupils' questions on sex and health education in science lessons.
- The pupils are safe and secure both within and outside the school building. They are appropriately supervised by staff at all times. Parents are very satisfied with the present arrangements.

5.5 Provision for pupils with special educational needs (SEN)

The quality of the provision for pupils with SEN is satisfactory.

- The school policy and guidelines for SEN conform to the requirements of the Code of Practice. To ensure timely and appropriate remedial support, efforts are made to identify special needs as early as possible.
- The head as SEN co-ordinator (SENCO) plans the provision effectively and ensures that the liaison with the class teacher and support staff is good. The named governor with responsibility for SEN takes an interest in the work and progress of pupils.
- One pupil has a statement of SEN. This pupil is supported by a peripatetic SEN teacher for one hour per week which corresponds to the recommendations in the statement. No

judgement is made on the effectiveness of the provision as the pupil was absent during the inspection.

- The school has identified four additional pupils (eight per cent) who need SEN support. The pupils are integrated fully within the mainstream classes. They follow a broad and balanced curriculum. They are supported by their class teachers. The tasks set do not always correspond well to the learning needs of the pupils, mainly in KS2.
- Relative to their age and ability, pupils achieve satisfactory standards in speaking, listening and reading. The pupils` numeracy and writing skills are not as advanced, but are generally satisfactory. Standards in the use of ICT across the curriculum are unsatisfactory.
- The IEPs designed by the SENCO for pupils on the SEN register are of satisfactory quality; they include appropriate learning objectives which are revised regularly and which are the basis for the work undertaken by the support teacher. The IEPs are not sufficiently integrated in the class work as part of the teaching and learning.
- Parents of pupils with SEN receive information regularly. However, they do not participate sufficiently in the process of formulating IEP`s nor do they provide specific support where it would be beneficial.
- Links with outside agencies are appropriate.

5.6 Partnership with parents and community, schools and other institutions

The school`s partnership with parents is satisfactory and with the community, schools and other institutions it is good.

- Regular newsletters are sent out by the head detailing information about the life and work of the school. The school has an open-door policy to discuss pressing needs.
- The school`s detailed prospectus provides a good range of information. However, curriculum details do not include the learning outcomes for the nursery and reception children.
- The school has an appropriate home-school agreement, detailing the responsibilities of each, which is signed by most parents.
- There is a very supportive PTA which all parents are encouraged to join. It raises considerable sums of money for specific items required by the school as well as holding social events. Parents attend open nights, exhibitions and concerts. They are also invited to attend school acts of worship. At present, no parents help in school.
- The school is well used out of hours by the Guides, Brownies, Badger group and dance classes.

- There are good links with the local church. The rector visits regularly and takes assembly every fortnight. Pupils also visit a local old peoples home. There is also good liaison with local services including the fire and police services, and members of the community visit the school to talk to the pupils. They make a good contribution to pupils' overall development and standards of achievement.
- The school has good links with other primary schools in the area, particularly in regard to sporting fixtures. A good relationship has been developed with the local High School but curricular links are less well developed.
- The local playgroup meets in the school and the head liaises closely and is chairman of this charitable trust.
- The school has a formal partnership with two initial teacher training institutions.

5.7 Partnership with industry

The school's partnership with industry is satisfactory.

- The school has good links with the farming community and pupils learn about life on a farm.
- Pupils visit a nearby hotel to learn about its work. Other local business and trades people come into school to talk about their work. Pupils enter competitions sponsored by industry.
- There is no policy on partnership with industry to enable the school to plan visits to support learning in the classroom.
- Teachers have not undertaken work placements in industry.

6. MANAGEMENT

6.1 Quality of self-evaluation and planning for improvement

The quality of the school's approach to self-evaluation and planning for improvement has some developing features but overall is unsatisfactory.

- The five-year programme drawn up in 1997 has not recently been reviewed and the current SDP is not sufficiently supported by plans of action with appropriate costings to ensure a clear focus on the main priorities.
- The range and nature of the objectives for improvement that the school has set in response to self-evaluation are broad and lack developmental points. Monitoring of standards has not been undertaken by subject co-ordinators and governors.

- The school's recently written 'Way Ahead' document identifies what has been done but not what needs to be done to move the school ahead. There is insufficient reference to checking progress, identifying strengths and weaknesses, target setting and using benchmark information.

6.2 Leadership and efficiency

The school's leadership and management are satisfactory overall. The school has a positive ethos; teachers and governors share a sense of purpose. However, a number of aspects remain unsatisfactory.

- The head provides caring leadership in endeavouring to improve the educational provision and standards of achievement. The school's clear values, especially respect for individuals, their needs and achievement, have a positive effect on all pupils and staff.
- The head teaches on a full-time basis, teaching all 31 pupils in KS2 for half the week and Y5/6 pupils for the other half, whilst a 0.5 teacher teaches Y3/4 during that time. No time is allocated for the head to take the lead in monitoring and evaluating teaching and learning, fulfilling his leadership and management roles and ensuring that the school runs effectively and efficiently on a day-to-day basis. This is an unsatisfactory arrangement. No clerical assistance is utilised resulting in all the administrative work being undertaken by the head in his own time.
- Staff meetings are held on an ad hoc basis with no minutes kept of decisions taken. No formal procedures are in place for curriculum co-ordinators to know about the school's work overall, to judge its effectiveness and plan for further development.
- The governing body is supportive of the head and the school. Members visit the school on occasion and are beginning to develop an awareness of curricular matters though they are not actively involved in planning, monitoring and evaluating in order to secure school improvement.
- Governors have good oversight of the budget and supervise expenditure well and are ably supported by the LEA finance officer. The school manages its resources appropriately ensuring satisfactory value for money.
- Through prudent fiscal management, the school has accrued a surplus in its budget which is well utilised to employ an extra class teacher for half the week. An audit of school finances has not been undertaken recently.
- The school satisfies statutory requirements and pays due attention to NAW guidelines.

6.3 Staffing, accommodation and learning resources

The provision of teaching staff is good when the 0.5 teacher is employed, but satisfactory otherwise. The range and quality of learning resources are broadly satisfactory overall. The accommodation is good.

- Staff are deployed effectively with good use of specialist teaching in physical education and music.
- Each member of staff has a job description and, apart from the 0.5 teacher, a responsibility for a number of curricular areas. The job descriptions do not specify the role of co-ordinators in monitoring standards.
- There is no clear link between the SDP and INSET to meet the needs of the school and of staff professional development.
- The adequacy of the accommodation for the number of pupils on roll and the curriculum provided is good. The school grounds provide good facilities for play. Good use is made of displays of pupils' work to create a bright and colourful environment in KS1.
- The quality and quantity of the learning resources are broadly satisfactory overall. However, there is a limited supply of Welsh/English dictionaries, insufficient globes, OS maps and compasses for geographical studies and limited artefacts in history and the study of other faiths in religious education.
- The classroom computers are underused in KS2, especially for data handling and research across the curriculum with no resources to develop control technology.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under fives

The educational provision for the under-fives is appropriate and promotes the Desirable Outcomes for Children's Learning. Overall, standards are good.

Children are admitted to the school on a part-time basis during the academic year in which they attain their fourth birthday with the vast majority having attended the on-site play group for morning sessions. They attend on a full-time basis during the academic year they attain their fifth birthday. There are eight part-time nursery age children (3-4 year olds) who have attended the school for around five weeks during afternoon sessions. There are eight full-time reception age children (4-5 year olds). They share the classroom with KS1 pupils. Baseline assessment results indicate above average attainment for the majority of the children. A nursery nurse supports the reception age children during the morning session and another supports the part-time nursery children during the afternoon session. They both work under the guidance of the KS1 teacher.

- Children's language, literacy and communication skills are very good. Nursery children's listening skills are consistently good. Reception age children listen very attentively and respond very well orally to the likeable characters in the class story books and understand the broad thrust of the story. They are all gaining confidence when responding to questioning and most children display very good skills in expressing

opinions. Nursery age children enjoy marking and basic writing experiences. Reception age children form letters well and begin to copy words accurately. Nursery age children recognise a number of letters and know that writing symbols have their own sound and meaning. Able reception age children begin to read independently with developing confidence. Reception age children are making satisfactory progress in developing an understanding of common Welsh phrases and are beginning to gain confidence when responding to questioning.

- Children's mathematical development is good. Nursery age children recognise and form simple numbers and begin to understand the concept of larger and smaller. Reception age children recognise numbers to 10 and confidently order and sequence them. They measure and compare quantities during sand and water activities. They begin to form numbers accurately and begin to recognise two-dimensional shapes. When role-playing in the shop, reception age children sort, match and order when laying the table for a party and begin to handle money correctly and with increasing confidence.
- Children's personal and social development is very good. Nursery age children soon settle into class routines. Reception age children play together very well and readily share, take turns and clear up after practical activities. All children show respect for their teacher and show care and fondness towards other children and adults. They take care of their personal hygiene and change appropriately in preparation for physical activities. They behave very well and understand the difference between right and wrong. They respond positively to a wide range of new cultural and linguistic experiences.
- Children's knowledge and understanding of the world is good. Nursery age children begin to understand concepts of time in terms of yesterday and tomorrow. Reception age children recognise the order of the days of the week and have a good understanding of the seasons. All children identify workers by characteristics of work particularly that of the fireman, nurse and policeman. They talk about home and where they live and identify some of the different buildings in the locality.
- Children's creative development is good. Nursery age children use a range of colours with imagination in their painting and are confident in the choices they make. Reception age children handle equipment confidently and enjoy cutting, gluing and sequencing pictures. They make choices about colour and medium and begin to appreciate the work of others. All children's language, literacy and communication skills significantly develop through well planned role-play activities. They propose and discuss, imitate and converse effectively during these sessions. They respond well to rhythm in music and sing in tune in formal music activities.
- Children's physical development is satisfactory. Nursery age children handle small table top toys well and develop skills in pushing and pulling when playing on a range of equipment at floor level. While working on the computer, reception age children handle the mouse well to enable them to make choices and to activate some commands. They move very confidently with increasing control and co-ordination in formal physical activity lessons. Dependent on the weather, children have some opportunities outdoors to use small play equipment during break-times. There is a lack of large play equipment for children to have regular opportunity indoors to develop their pushing, climbing and sliding skills. There is a safe outdoor play area for nursery and reception age children

which is soon to be further developed to provide a more stimulating learning environment.

English

Standards of achievement are good in both key stages.

Good features

- Pupils in KS1 speak confidently. They answer questions without hesitation and offer relevant observations. Pupils extend their contributions by offering their opinions on each other's written work. In story time sessions, they listen attentively, discuss and make relevant comments effectively on the text read from Big Books.
- Pupils in KS1 read well displaying good levels of fluency, expression and understanding. Phonic knowledge is well taught with good reading practices established which are clearly grasped by the pupils. They eagerly discuss what they have read using appropriate terminology and demonstrate a good understanding of various features of books including the content and index pages.
- KS1 pupils' writing skills are good. They write with developing accuracy in response to a range of stimuli including stories, poems, classroom activities, letters and personal experiences. They present their writing clearly and neatly in order to communicate their meaning effectively.
- In KS2, pupils express themselves confidently and clearly; they speak with clear diction and appropriate intonation. When given the opportunity, older pupils contribute effectively to class discussions.
- In lower KS2, pupils' reading skills are satisfactory. They read with increasing fluency and accuracy. By the end of the key stage, pupils read well with good expression. They display good understanding of the text and take appropriate notice of punctuation. They read effectively for different purposes, including skimming and scanning to locate information.
- In language development, pupils in lower KS2 use the standard written forms of nouns, verbs and adjectives and effectively distinguish between words of similar meanings, evident in whole class planning and drafting of a poem. Older pupils in KS2 write for varied purposes, using the characteristics of different kinds of writing evident in dialogue, poetry, drama scripts, letters and stories.

Shortcomings

- In lower KS2, slower and less able readers do not practice their reading in class on a sufficiently regular basis.
- In KS2, pupils do not check spellings and meanings of words using dictionaries. Older KS2 pupils carelessly punctuate their initial draft by regularly omitting capital letters.

- In KS2, pupils` handwriting skills are insufficiently developed with the vast majority using the printed style necessitating extended time to finish scripts. Excessive use of pencil detracts from layout and presentation with limited use of ICT to word process.

Mathematics

Standards of achievement are good with very good features in KS1, and satisfactory in KS2.

Good features

- In KS1, pupils quickly become familiar with number symbols, recognise number sequences and start to identify patterns, including odd and even numbers.
- Y2 pupils are confident in using basic numeracy skills, demonstrate a firm understanding of place value and have a very good understanding of number bonds to 10 and to 20. They recognise the value of coins and calculate the necessary change from purchases with 10p or 20p. These are very good features.
- Pupils identify and name two and three-dimensional shapes and create suitable block graphs from gathered information such as the colour of pupils` eyes and hair. They are beginning to tell the time, to use standard and non-standard measures and to understand simple fractions.
- In KS2, pupils continue to reinforce their work in numeracy and deal competently with written exercises involving the four rules of number. They recite multiplication facts confidently and their understanding of place value is sound.
- They estimate and measure accurately, using standard units, and their knowledge of the characteristics of regular and irregular shapes is developing well.
- They create and interpret charts and graphs, use co-ordinates to find or fix a position and solve a variety of problems based on time.

Shortcomings

- In KS2, pupils` ability to calculate mentally is slow and uncertain. Their understanding and use of various mental strategies are underdeveloped.
- Pupils have limited skills in using computers for representing and exploring data in a variety of forms and in their understanding of position and movement using appropriate software.

Science

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

Good features

- In KS1, pupils develop good observational skills. When looking at, measuring and drawing growing plants, pupils learn to observe carefully. They recognise and name parts of the plant and are beginning to understand their function and what is needed for healthy growth.
- Pupils identify the similarities and differences between living and non-living things and they show a good awareness of simple forces when describing pushing and pulling.
- Pupils name the major parts of the human body, know that human offspring grow into adults and that they use their senses for an awareness of the world around them.
- Through their investigations into dissolving, evaporation and waterproofing, pupils are developing the skills of measuring, recording and creating a fair test.
- In KS2, pupils continue to increase their knowledge of different parts of the human body and the importance of a healthy diet and exercise.
- Pupils sort a range of materials by their properties, identifying differences and similarities, and they know how to separate different mixtures in appropriate ways. In their study of solubility, pupils predict which substance will dissolve and carry out the experiment carefully, recording their measurements accurately.
- Their understanding of forces, magnetism and electricity is developing well.
- Pupils show a developing understanding of the principles of a fair test in their investigation on the strength of different bridges.
- In both key stages, pupils develop and broaden their scientific vocabulary effectively.

Shortcomings

- In KS2, pupils' investigative skills are underdeveloped and their understanding of a fair test is insecure and uncertain.
- Pupils' ability to use ICT to record and display the results of investigations is limited.

Welsh second language

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

Good features

- In KS1, pupils know and sing a selection of simple songs and action rhymes to reinforce vocabulary.
- They know their colours, can count to 10 and, in some cases, beyond. They show a familiarity with simple forms of greetings and questioning.
- Older KS1 pupils make simple comments about the weather and are able to write and read short phrases.
- In KS2, pupils further develop their knowledge and understanding through hearing incidental Welsh, occasionally listening to stories and repeating set phrases. The younger pupils enjoy stories in Welsh and are becoming familiar with the characters in the books.
- Pupils complete simple written tasks in their workbooks and can read short phrases or sentences with satisfactory pronunciation.

Shortcomings

- In both key stages, pupils lack confidence in using the language without the support of the class teacher.
- The use of incidental Welsh is underdeveloped. Opportunities are often missed in other areas of the curriculum.
- Immediate translation of greetings, commands or instructions into English, hinders pupils' learning and development of the language.
- Older KS2 pupils are unable to use the vocabulary and sentence patterns learnt outside the context in which they have been introduced.
- Progress from KS1 to KS2 is limited.

Design and technology

No lessons were observed during the inspection, however, scrutiny of previous work indicates that standards of achievement are satisfactory in both key stages.

Good features

- In KS1, pupils use a range of constructional apparatus and materials confidently. They plan, select suitable materials, find effective ways of joining pieces together, decorate and make simple comments about the finished item.
- In their models of puppets, teddies and clock faces, pupils show an understanding of moving parts and good skills of cutting, sticking and decorating. They show originality and thought.
- In both key stages, pupils plan satisfactorily and list the materials and tools needed before commencing, and are beginning to evaluate the finished product.
- In KS2, pupils experiment to find the best shape for strength and stability. This knowledge is well used in their models of bridges. They understand how loaded structures can fail and methods of reinforcing them.
- Pupils measure and manipulate simple tools accurately.
- The work seen shows good links with other areas of the curriculum.

Shortcomings

- Pupils' design and technology skills are underdeveloped because of the lack of variety in tasks and experiences and of opportunities to use a wide range of tools and techniques.
- Pupils have limited skills in using simple mechanisms and electrical circuits to achieve functional outcomes.

Information technology

There was no formal teaching of information technology during the inspection. Judgements are based on observations of pupils using IT to support learning and work previously produced. From this evidence standards of achievement are satisfactory in KS1 but unsatisfactory in KS2.

Good features

- In KS1, pupils use the computer confidently and with enjoyment. They are developing basic keyboard skills and control the mouse competently. They select and run programs to reinforce learning in literacy and numeracy. They listen and follow instructions carefully.

- In KS2, pupils can, with varying degrees of success, produce pictures and patterns using a paint program improving their work by introducing colours and different layouts. They can change font size and style, save and retrieve, edit their work and print.
- Pupils create a database using information gathered in a traffic survey and produce simple graphs and pie charts.
- Some use is made of CD-ROMs for research and digital photography for displays. Pupils are aware of the Internet and the use of e-mailing for communication.

Shortcomings

- In KS2, pupils' use of ICT across the curriculum for research, data handling, control and modelling is underdeveloped.
- Pupils' progress in KS2 is limited by shortcomings in teachers' planning, knowledge and systems to monitor achievement.
- Pupils do not have access to e-mail and internet facilities.

History

Standards of achievement are satisfactory in both key stages.

Good features

- Pupils in both key stages develop a good historical vocabulary. They develop a satisfactory chronological awareness with satisfactory use made of time-lines to promote learning.
- In their study of past times, KS1 pupils display a good understanding and knowledge of the difference between toys of long ago and those of today.
- Pupils in both key stages have a good recall of life and times in the Victorian age. They effectively communicate their knowledge and understanding of life in a Victorian school through drama and role-play, evident in their celebration of 140 years of schooling at Trefnant.
- In their study of the Tudors, lower KS2 pupils have a developing understanding and knowledge of the differences between houses and furniture then and now. They have good recall of the kings and queens of the Tudor era.
- In their historical enquiries, older KS2 pupils begin to differentiate between primary and secondary sources of evidence in their study of life in Tudor times. Pupils have satisfactory recall of the developments and changes in steam and railway travel throughout the ages.

- Visits to places of historical interest and displays of satisfactory quality enrich pupils' understanding and interpretation of history, and contribute to the range and depth of their knowledge.

Shortcomings

- In KS1, pupils' historical enquiry skills are underdeveloped. They make insufficient use of a range of sources to investigate historical topics.
- In both key stages pupils have a limited knowledge of characters from Welsh history.
- In KS2, pupils' writing and personal research skills are underused to extend their knowledge and understanding of historical units studied.

Geography

Standards of achievement are satisfactory in KS1 but unsatisfactory at the end of KS2.

Good features

- Pupils in both key stages develop a satisfactory geographical vocabulary, and use and understand known geographical terms appropriately.
- In KS1, pupils are developing a satisfactory awareness of their locality. They identify some prominent features in the village and draw simple plans of their classroom identifying the main features using simple co-ordinates effectively.
- Older KS1 pupils have a developing knowledge of the location of some places in the locality and can follow directions on a simple route.
- Lower KS2 pupils have a satisfactory knowledge and understanding of directions and use simple co-ordinates to locate features. Pupils satisfactorily interpret keys and symbols when studying a map of an imaginary island and appreciate the importance of using keys.
- In their study of the locality, lower KS2 pupils satisfactorily record their findings and offer simple explanations following an investigation of the good and bad features within the village. They draw simple plans of their route to school and make effective plans when designing a park.
- In their study of a contrasting locality, older KS2 pupils have a satisfactory knowledge and understanding of Rhyl. Using appropriate geographical vocabulary, they discuss the way of life, local economy, climatic conditions and tourist opportunities in simple terms.
- Older KS2 pupils identify and locate places using atlases. They have a good knowledge of the location of continents and major oceans and a developing understanding of Denbighshire. In their study of homes set for homework, pupils plan, research and write on an extended basis producing good quality work.

Shortcomings

- Pupils in KS1 do not make simple plans and maps of the locality to further develop their mapping skills.
- In KS2, older pupils do not make and use maps and plans of various scales. They are insufficiently challenged to develop their mapping skills at an appropriate level. Older pupils do not use instruments to estimate and calculate directions and distances. They make limited use of the locality to observe, collect and record information in the field.
- Older pupils in KS2 have limited knowledge and understanding of a contrasting locality in a less economically developed country.
- Pupils in both key stages do not use ICT sufficiently to gain access to additional information sources and to assist in handling, classifying and presenting evidence and communicating ideas.

Art

No art lessons were observed during the inspection, however, scrutiny of work on display indicates that standards of achievement are satisfactory in both key stages.

Good features

- Pupils in KS1 carefully and confidently cut, draw, stick, paint, paste and handle equipment with confidence. They create paintings, collages and drawings with good imagination.
- They select and mix paint to achieve a desired colour or shade.
- Pupils' work shows individuality, imagination and control of medium used. Collages are bright, colourful and show a variety of techniques.
- In KS2, pupils' art work shows a developing sense of awareness and observational skills. Pencil drawings, linked to a history topic, show good control and use of shading techniques.
- Their paintings of characters from the Tudor period display good reproduction of colours, shapes and detail.
- Paintings of flowers show good observational skills, use of colour and fine control of a paintbrush.
- Their attempts to reproduce a painting using the style of Claude Monet are very successful and effective.

Shortcomings

- Pupils have limited knowledge of Welsh artists and opportunities to work with visiting artists.
- Pupils' understanding of three-dimensional form and shape is underdeveloped.

Music

Standards of achievement are satisfactory in both key stages.

Good features

- In KS1, the majority of pupils demonstrate satisfactory understanding of tone and rhythm as they sing a variety of songs and hymns. Their diction is good and they are beginning to pay appropriate attention to the quality of sounds.
- KS1 pupils explore sounds in a variety of ways. They begin to play untuned instruments with increasing confidence and keep to a steady beat.
- Pupils develop their creative and composing skills satisfactorily as they explore a developing range of sound sources.
- The majority of KS2 pupils make good progress in singing, particularly when accompanied on piano. They sing a good range of songs from memory and are developing good skills in the musical elements of pitch, duration and timbre.
- The majority of older pupils are developing an appropriate musical vocabulary and a minority demonstrate satisfactory skills of responding to a fairly narrow range of music.
- Throughout the key stage, pupils demonstrate satisfactory progress in their composing skills as they use, in the main, untuned instruments to respond to a range of stimuli.

Shortcomings

- KS1 pupils' skills of composing music in response to a range of stimuli are underdeveloped.
- In KS2, the majority of pupils' skills of performing using tuned instruments are limited. Opportunities to play in whole school gatherings are infrequent.
- KS2 pupils' knowledge of a range of music is limited and their skills of musical appreciation are underdeveloped. Pupils do not work in groups to reflect on, and discuss their work and plan how to improve it.
- Pupils in both key stages have limited ICT skills to record their music in order to select or alter sounds on a variety of instruments.

- Pupils listen to a limited range of music including classical, multicultural and Welsh composers.

Physical education

Standards of achievement are good in both key stages. One gymnastics lesson was seen in KS1. No games, swimming or athletics lessons were observed during the inspection. Pupils were observed in games activities during playtimes. Y5 and Y6 pupils engage in outdoor and adventurous activities in a different environment whilst on a residential course.

Good features

- In both key stages, pupils change suitably, warm up appropriately and listen attentively to instructions making appropriate use of space.
- In a gymnastics lesson, KS1 pupils display good skills when performing the basic actions of travelling, including jumping and landing, stretching, curling, rolling and turning, both on the floor and when using apparatus. They contrast body shapes, direction and speed effectively in response to instruction.
- KS1 pupils plan, perform and evaluate a sequence of movements effectively. They lift, carry, place and use apparatus safely.
- From observation of KS2 pupils at play, the vast majority display good skills when passing, receiving, striking and travelling with a ball. Pupils observe the conventions of fair play and display good sporting behaviour as individual participants and team members.
- All KS2 pupils undertake swimming lessons. The school states that the vast majority are competent swimmers by the end of the key stage.
- In residential outdoor and adventurous activities, older pupils benefit significantly from the challenges of physical and problem solving activities including canoeing, sailing, indoor rock face climbing, and develop the necessary skills for the activities undertaken.
- From discussion and other evidence, the school regularly engages in a number of sporting activities at local, area and county level, enabling KS2 pupils to gain individual and team honours. Equal opportunities are provided for both sexes to play in team games.

Shortcomings

There are no significant shortcomings.

Religious education

Standards of achievement are good in both key stages.

Good features

- Pupils have a good knowledge of well-known Bible stories and recall details well. They appreciate the need for family and friends and the importance of people who help us. In KS1, they have a very good understanding of what makes a good friend.
- Pupils in both key stages know about the main Christian festivals and ceremonies. They visit the local church and learn about the significant features and their purpose.
- In KS2, pupils develop a good understanding of Christianity and have an increasing knowledge of the beliefs and practices of other faiths. In studying aspects of other religious traditions, including their festivals and traditions, they develop an understanding of, and respect for, different cultures and points of view.
- On special occasions, pupils make up their own prayers, which are relevant to them.
- Through good use of ‘Circle time’, pupils develop a sensitivity to the feelings of others and appreciate the importance of caring and sharing.

Shortcomings

There are no significant shortcomings.

8. SCHOOL IMPROVEMENT

8.1 Progress since the last inspection

The school has made good progress in meeting two of the targets set in the action plan following the previous inspection. It has made satisfactory progress in meeting three other key issues and unsatisfactory progress in the remaining four:

“Base the curriculum upon a clear view of the NC as a continuous experience beginning in the early years and designed to ensure progress to Y6 and beyond.”

- All policies and schemes of work have been rewritten based on NC requirements ensuring continuity and progression from early years to Y6. Whole school topics were planned to ensure both key stages worked cohesively. In the 2001 inspection, it was judged that good progress has been made in ensuring the curriculum is a continuous experience from early years to Y6.

“Prepare policies and procedures for specific early years provision and for assessment and recording of pupils` progress throughout the school.”

- A comprehensive early years policy has been drawn up to ensure appropriate provision for the under fives. An assessment policy was compiled with common record keeping methods introduced for all pupils. In the 2001 inspection, it was judged that provision for the early years is good. Good assessment and record keeping is practiced in the early years and KS1; it is satisfactory in KS2. There is no uniformity of procedures for recording achievement in foundation subjects.

“Ensure that the tasks pupils are given to carry out, in KS2 as in KS1, are based upon clear analysis of pupils` needs and planned to further their learning individually.”

- On-going assessment of pupils` progress was utilised to indicate the `next step` and inform short term planning. In the 2001 inspection, it was judged that set tasks at KS1 are very well matched to pupils` prior attainment and furthers pupils` learning. In KS2, in a significant number of lessons, particularly when foundation subjects are taught, lessons are insufficiently challenging and set work is not well matched to pupils` abilities and prior attainment. Low expectations are set of pupils in terms of achievement in a number of lessons.

“Include design in technology.”

- The design element was included in the scheme of work in design and technology. In the 2001 inspection, it was judged that pupils satisfactorily plan and list the materials and tools needed before commencing, and are beginning to evaluate the finished product.

“ Find ways to reinforce pupils` understanding and skills in reading, number and design when engaged in other foundation subjects.”

- Policies were redrawn with a view to identifying areas for the development of key skills across the curriculum. In the 2001 inspection, it was judged that standards achieved in key skills are satisfactory in KS1 with appropriate short term plans drawn up. Short-term planning to ensure the systematic development of key skills and raise standards in writing and information and communication technology across the curriculum in KS2 has not been addressed.

“Improve pupils` fluency in Welsh in KS2 and the use of Welsh as language of communication throughout the school.”

- Staff worked on a new Welsh scheme concentrating on better use of incidental Welsh. Pupils were encouraged to converse regularly in Welsh. In the 2001 inspection, it was judged that pupils` fluency remains unsatisfactory. In both key stages, pupils lack confidence in using the language without the support of the class teacher. The use of incidental Welsh is underdeveloped with opportunities often missed in other areas of the curriculum, particularly in KS2. Immediate translation of greetings, commands or instructions into English hinders pupils` learning and development of the language.

Older pupils are unable to use the vocabulary and sentence patterns learnt, outside the context in which they have been introduced. Progress from KS1 to KS2 is limited.

“Improve the leadership by the governors, the headteacher and other members of staff.”

- New job descriptions were drawn up identifying subjects for staff to co-ordinate. Staff were encouraged to attend appropriate INSET and to guide colleagues. Discussions were held between KS1 and KS2 staff to ensure continuity and consistency of approaches in assessment and recording procedures. Pupils were encouraged to become active partners in evaluating their work. In the 2001 inspection, it was judged that significant aspects of the leadership of the school remain unsatisfactory. No time is allocated for the head to take the lead in monitoring and evaluating teaching and learning and fulfilling his leadership and management roles. No formal procedures are in place for curriculum co-ordinators to know about the school’s work overall, to judge its effectiveness and plan for further development. Governors are not actively involved in planning, monitoring and evaluating in order to secure school improvement.

“Improve the school development plan.”

- Medium term plans were drawn up to reinforce pupils` learning and the development of key skills. Provision was acquired for early years children and gymnastic equipment was purchased and installed. In the 2001 inspection, items of early years provision and gymnastic equipment have been purchased with good use being made of the resources. The present SDP, drawn up in 1997, has not recently been reviewed and is not sufficiently supported by plans of action with appropriate costings to ensure a clear focus on the main priorities. In its present form, the SDP remains an ineffective document and has no discernible impact on school improvement.

“Improve the use of staffing, accommodation and teaching and learning resources.”

- The school building has been altered to accommodate two teaching areas for KS2 pupils with the voluntary play group meeting each morning in the school hall. Part of the site and accommodation have been refurbished and health and safety matters addressed. In the 2001 inspection, it was judged that good progress has been made in providing appropriate teaching areas for KS2, expanding the teaching provision to 2.5 teachers and ensuring appropriate learning resources are in place.

8.2 Key issues for action

To build on its strengths and the standards which are improving, the school needs to:

1. raise standards in Welsh as a second language, geography and information technology in KS2;
2. amend short-term plans to ensure the systematic development of key skills and raise standards in writing and information and communication technology across the curriculum in KS2;

3. continue to maintain the standards in subjects and aspects which were judged to be good and raise standards in the areas judged to be satisfactory by addressing the weaknesses identified;
4. improve the quality of teaching in KS2 by;
 - (a) raising teacher expectations;
 - (b) matching work to pupils` abilities;
 - (c) improving teaching techniques and strategies;
5. improve the leadership and management by the head, governors, and other members of staff by;
 - (a) further developing the role of curriculum co-ordinators;
 - (b) monitoring standards and quality of teaching;
6. improve the quality of self-evaluation and planning for improvement and produce a detailed, appropriately costed SDP which will move the school forward;
7. produce a Child Protection Policy.

Acknowledgement

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

APPENDIX

A. Basic information about the school

Name of School	Trefnant V C Primary School
School type	Community
Age -range of pupils	3-11
Address of school	Hellan Road Trefnant Denbighshire
Post-Code	LL16 5UF
Telephone Number	01745 730276

Headteacher	Mr R A Peters
Date of appointment	September 1993
Chair of Governors/ Appropriate Authority	Mrs J Griffith
Registered Inspector	Mr Jeffrey Harries
Dates of inspection	Oct 8 th – 10 th , 2001

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	8	8	5	9	8	6	8	56

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	1	2.5

<i>Staffing information</i>	
Pupil:teacher (fte) ratio (excluding nursery and special classes)	20:1
Pupil:adult (fte) ratio in nursery classes	n/a
Pupil:adult (fte) ratio in special classes	n/a
Average class size, excluding nursery and special classes	20
Teacher (fte) : class ratio	1.05:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole School
Term 1	96%	95.2%	91.5%	93%
Term 2	95%	94%	92.5%	94%
Term 3	96.7%	96.2%	94.5%	95.4%

Percentage of pupils entitled to free school meals	15
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: 2001

National Curriculum Assessment KS 1 Results: 2001	Number of pupils in Y2: 8
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:	100	In Wales:	80

END OF KEY STAGE 2: 2001:

National Curriculum Assessment KS 2 Results: 2001	Number of pupils in Y6: 3
As the number of pupils eligible for assessment at the end of Key Stage 2 was fewer than five, summary information is not included.	

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school:	100%	In the school:	100%
In Wales:	63%	In Wales:	63%

D. Evidence base of the inspection

The inspection was carried out by a team of three inspectors who spent a total of five inspector days at the school.

Before the inspection:

- meetings were held with the head and staff, the governing body and the parents; seven parents attended the pre-inspection meeting;
- questionnaires were distributed to all parents and the 18 completed questionnaires were analysed; the inspection team took note of the results;
- school documentation was examined.

During the inspection:

- evidence of lessons or sessions observed was based on the inspection of classes in a total of 32 lessons or sessions across the age groups;
- other observations included assemblies, registration, playtimes and lunchtimes;
- discussions were held with pupils about aspects of their work and life in the school; inspectors listened to a representative sample of pupils read;
- inspectors undertook a scrutiny of pupils` work from each year group, as well as work in the classrooms and on display around the school;
- post-inspection meetings were held with the head, staff and the governing body.

E. Composition and responsibilities of the inspection team

Inspector	Type	Aspect Responsibilities	Subject Responsibilities
Mr J Harries	RgI	The school and its priorities; Main findings; Standards of achievement; Quality of teaching; Assessment, recording and reporting; Support, guidance and pupils` welfare; Provision for pupils with SEN; Leadership and efficiency; Progress since the last inspection; Key issues for action.	Early years; English; History; Geography; Music; Physical education.
Mr M D Jones	Team	Standards achieved in key skills across the curriculum; Pupils` spiritual, moral, social and cultural development; Behaviour and attitudes; Curriculum; Quality of self-evaluation and planning for improvement; Staffing, accommodation and learning resources.	Welsh as a second language; Mathematics; Science; Design and technology; Information technology; Art Religious education.
Mrs S Boardman	Lay	Attendance; Partnership with parents and community, schools and other institutions; Partnership with industry.	