

**Inspection under Section 28 of the
Education Act 2005**

A Report on the Quality of Education in

**Ysgol Caer Drewyn
Clawdd Poncen
Corwen
Denbighshire
LL21 9RT**

School Number: 6632216

Date of Inspection: 19/02/08

by

**Wil Williams
67644**

Date of Publication: 24/04/08

Under Estyn contract number: 1109907

© Queens Printer and Controller of HMSO 2008: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The copyright in the material must be acknowledged as aforementioned and the title of the report specified.

Copies of this report are available from the school. Under the Education Act 2005, 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.

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

The inspection of Ysgol Caer Drewyn took place between 19/02/08 and 21/02/08. An independent team of inspectors, led by Wil Williams undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a standard inspection.

Year groups and key stages

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

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

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

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

Contents	Page
Context	1
Summary	2
Recommendations	6
Standards	7
Key Question 1: How well do learners achieve?	7
The quality of education and training	9
Key Question 2: How effective are teaching, training and assessment?	9
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	11
Key Question 4: How well are learners cared for, guided and supported?	13
Leadership and management	15
Key Question 5: How effective are leadership and strategic management?	15
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	16
Key Question 7: How efficient are leaders and managers in using resources?	17
Standards achieved in subjects and areas of learning	19
Under fives	19
Welsh second language	22
Mathematics	23
History	24
Music	25
Physical education	25
School's response to the inspection	27
Appendices	
1 Basic information about the school	
2 School data and indicators	
3 National Curriculum assessments results	
4 Evidence base of the inspection	
5 Composition and responsibilities of the inspection team	

Context

The nature of the provider

- 1 Ysgol Caer Drewyn is situated in the Clawdd Poncen area of the small rural town of Corwen. The school is largely open plan with a multi purpose hall and set in pleasant spacious grounds.
- 2 The vast majority of the pupils come from the immediate vicinity of the school and the surrounding area. There has been a gradual decline in the number of pupils on roll over the past four years. Presently, there are 94 pupils on roll which include ten part-time nursery children. Key stage 1 (KS1) and key stage 2 (KS2) pupils are organised into three mixed ability and mixed age classes and taught by five full time teachers. Nursery and reception children are taught separately.
- 3 The school describes the area which it serves as neither prosperous nor economically disadvantaged. Approximately 21% of pupils are registered as being entitled to receive free school meals, which is slightly higher than the county and national averages.
- 4 English is the language spoken at home by all the pupils although a good number of the pupils' parents understand spoken Welsh. The school teaches Welsh Second Language programmes of study. There are two children under five who have English as an additional language (EAL).
- 5 The intake covers the full range of ability, and Baseline assessment indicates that ability on entry is slightly higher than the local average. Around a third of pupils are identified as having Additional Learning Needs (ALN) which is substantially higher than the national average. Five pupils have a statement of ALN.
- 6 There have been no significant changes in the organisation and nature of the school since the last inspection during the spring term in 2002. The head teacher took up her post in September 2005.
- 7 During the inspection three of the classes were taught by supply teachers who were covering for teacher absence.

The school's priorities and targets

- 8 The school priorities for 2007 – 08 include to:
 - continue to raise reading standards in both key stages with particular attention given to boys' reading;
 - make greater use of performance data to assess pupils' strengths and weaknesses;
 - make greater use of the digital and video cameras to record pupil assessments.

Summary

- 9 The quality of leadership provided by the head teacher is good and provides the school's work with a clear sense of direction. High priority is given to fostering team work, raising standards of achievement and improving the quality of the educational provision.
- 10 She is supported well by a committed governing body and a dedicated team of teaching and support staff. They have high expectations and share common values about learning, behaviour and relationships.
- 11 Good progress has been made in addressing the six Key Issues identified in the 2002 inspection report. Pupils' standards of achievement, the quality of curriculum planning and provision for the under fives have all improved significantly.
- 12 The school's judgements in its self-evaluation matched the findings of the inspection team in six of the seven key questions.

Table of grades awarded

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

- 13 In the subjects inspected, standards of achievement are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	95%	5%	0%	0%

- 14 These percentages are higher than the Welsh Assembly Government (WAG) target for 2010, which states that the quality of learning should be Grade 3 or higher in 98% of lessons.

15 They also compare well with the national picture reported by Her Majesty's Chief Inspector (HMCI) in the latest annual report where nationally standards in 81% of lessons were Grade 2 or better.

16 Standards of achievement of children under five are as follows:

Areas of learning	Nursery	Reception
Language, literacy and communication	Grade 2	Grade 2
Personal and social development	Grade 2	Grade 2
Mathematical development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 2	Grade 2
Creative development	Grade 2	Grade 2
Physical development	Grade 2	Grade 2

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

18 Standards of achievement in the subjects inspected in KS1 and KS2 are as follows:

Subject	Key stage 1	Key stage 2
Welsh Second Language	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
History	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical education	Grade 2	Grade 2

19 Pupils of all ages including those with English as an additional language or with ALN make good progress in their work.

20 In 2007 the number of pupils attaining Level 2 in English at the end of KS1 was substantially lower than the national and local averages. All pupils attained Level 2 or better in mathematics and science.

21 Similarly at the end of KS2, the number of pupils attaining Level 4 in English was much lower than the national performance whereas the school's performance in mathematics and science exceeded the national and local averages.

22 During the period 2004 - 2006, KS1 results in English have consistently been in the lowest performing 25% of schools which have a similar percentage of pupils eligible to receive school meals. Performance in mathematics and science at both key stages and in English at KS2, have generally been in the 50% highest performing schools.

23 Pupils of all ages make good progress in the key skills of language and communication, using and applying mathematics and information and communication technology (ICT).

24 Across the school, pupils have a positive attitude towards learning Welsh and make good progress in their bilingual competence.

- 25 Pupils face new challenges confidently and have a good understanding of the strengths and weaknesses of their work. They work hard in lessons, respond enthusiastically to questions and make good progress in their learning.
- 26 Standards of behaviour are consistently good. Pupils are respectful and courteous to their teachers, support staff and visitors to the school. This contributes substantially towards creating a pleasant ethos which is conducive to learning.
- 27 Across the school, pupils make good progress in their personal, social and moral development. They are caring of each other and display a responsible attitude. Pupils readily undertake responsibilities and make good progress towards being independent learners.
- 28 Pupils' awareness of equal opportunities is good. Their understanding of other beliefs and cultures develops well.
- 29 Pupils' average level of attendance over the last three complete terms is 92.5% which is slightly lower than the national and local averages.

The quality of education and training

- 30 The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	90%	10%	0%	0%

- 31 The number of lessons where teaching is Grade 2 or better is higher than the WAG target for 2010 that 80 per cent of teaching should be Grade 2 or better. These averages also compare well with the national picture reported by HMCI in the latest annual report where 82% of teaching nationally was Grade 2 or better.
- 32 Where teaching is good, lessons are delivered at a brisk and purposeful pace and clear learning objectives are shared with pupils. Effective use is made of plenary sessions where pupils are encouraged to reflect on their learning.
- 33 A notable feature of all lessons is the quality of relationships between teachers, learning support assistants and pupils. This establishes a good learning environment and helps to develop pupils' self-esteem and encourages them to work independently.
- 34 The shortcomings evident in a minority of lessons include overlong introductory sessions and the slow pace of activities which lead to pupils lacking focus in their work.
- 35 The overall quality of assessment and its use in planning for pupils' learning is good. Assessment procedures are thorough and pupils' progress is recorded accurately and consistently. There is an effective tracking system to monitor the progress of individual pupils.
- 36 Annual reports to parents are detailed and informative. They give a clear picture of children's progress and helpfully indicate the ways pupils may improve.

- 37 The curriculum meets the needs of the range of learners and is equally accessible to all, including those for whom English is an additional language or have additional learning needs.
- 38 Provision for the development of learners' basic and key skills is good. Pupils' bilingual skills are generally developed effectively and appropriate opportunities are provided for the promotion of the Cwricwlwm Cymreig.
- 39 Pupils' experiences and the standards they achieve are enhanced by the good range of extra-curricular activities provided both within and outside the school day.
- 40 Provision for the moral, social and cultural development of pupils is good and is well integrated into the school's daily life. Daily acts of collective worship make an outstanding contribution to developing pupils' spiritual awareness. Personal and social education is carefully incorporated into the curriculum.
- 41 The curriculum is enriched by active partnerships with parents, the community and with other schools and colleges. Parents are very supportive of the school's work.
- 42 Good links have been established with neighbouring primary schools and transition links with local comprehensive schools are effective.
- 43 The good relationships which the school has developed with a range of commercial organisations, industries and businesses give pupils a good introduction to the world of work.
- 44 The attention given to sustainable development and provision to develop pupils' awareness of global citizenship have outstanding features.
- 45 The school is a close community where pupils are well cared for, guided and supported and where every member is valued. Effective procedures are in place to monitor pupils' academic progress, their social development and their personal welfare. Staff know pupils well and are sensitive to their needs and provide them with good support.
- 46 The School Council ensure that pupils' contributions are valued and that they have a voice in the running of the school.
- 47 Good arrangements are in place to ensure the health and safety and well-being of pupils. The school promotes healthy living effectively.
- 48 There is a comprehensive health and safety policy and all staff are alert to issues relating to the well-being of pupils. There is an appropriate policy and sound procedures for child protection.
- 49 The quality of provision for pupils who have ALN is good with outstanding features. Support and guidance for all these pupils is carefully structured to ensure that they reach their full capabilities.
- 50 There are well planned and documented procedures for dealing with race equality, bullying and equal opportunities. The school secures equal treatment of disabled pupils in all aspects of its work.

Leadership and management

- 51 All teaching staff including those on short term contracts shoulder a good proportion of curricular responsibilities. They have clearly defined roles and responsibilities and work very effectively as a team.
- 52 Governors are fully involved in the work of the school and are very knowledgeable about the school's needs and priorities.
- 53 Procedures for self-evaluation are comprehensive and systematic and focus specifically on pupils' standards of achievement and the quality of educational provision.
- 54 The self-evaluation report is of good quality. It has a clear focus on standards and performance and the judgements made are clear, honest and evidence based.
- 55 The School Development Plan (SDP) is a detailed and focused document which gives a clear sense of direction for the school's work.
- 56 The school has an adequate number of teachers and resources to teach the full requirements of the National Curriculum effectively.
- 57 The accommodation provides a suitable setting for good teaching, learning and support for all learners. Standards of maintenance are high and the general environment of the school is clean, attractive and well utilised.
- 58 Finances are well-managed and the governing body monitors spending rigorously to ensure cost effectiveness. The school provides good value for money.

Recommendations

- 59 In order to move the school forward, the governing body and staff need to:
- R1 further develop the present strategies for improving the National Curriculum assessments results in English at the end of KS1;
- R2 *continue with the present cluster group arrangements for moderating teacher assessment by creating a whole school subject profile for science; and
- R3 improve pupils' attendance rates across the school.

*priority in current School Development Plan

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

60 The inspection team's findings match the school's judgement in its self-evaluation report.

61 In the subjects inspected, standards of achievement are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	95%	5%	0%	0%

62 These percentages are higher than the WAG target for 2010, which states that the quality of learning should be Grade 3 or higher in 98 per cent of lessons.

63 They also compare well with the national picture reported by HMCI in the latest annual report where nationally standards in 81% of lessons were Grade 2 or better.

64 Standards of achievement of children under five are as follows:

Areas of learning	Nursery	Reception
Language, literacy and communication	Grade 2	Grade 2
Personal and social development	Grade 2	Grade 2
Mathematical development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 2	Grade 2
Creative development	Grade 2	Grade 2
Physical development	Grade 2	Grade 2

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

66 Standards of achievement in the subjects inspected in KS1 and KS2 are as follows:

Subject	Key stage 1	Key stage 2
Welsh Second Language	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
History	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical education	Grade 2	Grade 2

67 Pupils of all ages including those with English as an additional language or with ALN make good progress in their work.

68 In 2007 the number of pupils attaining Level 2 in English at the end of KS1 was substantially lower than the national and local averages. All pupils attained Level 2 or better in mathematics and science.

- 69 Similarly at the end of KS2, the number of pupils attaining Level 4 in English was much lower than the national performance whereas the school's performance in mathematics and science exceeded the national and local averages.
- 70 During the period 2004 - 2006, KS1 results in English have consistently been in the lowest performing 25% of schools which have a similar percentage of pupils eligible to receive school meals. Results in mathematics and science have generally been in the 50% highest performing schools.
- 71 Detailed analysis of KS1 performance by the school shows that during the last three years up to a half of each cohort included pupils with ALN.
- 72 During the same period, KS2 performance in all three subjects has more often than not been amongst the highest 50% of similar schools.
- 73 Girls generally perform better than boys, especially in English.
- 74 Pupils of all ages make good progress in their language, literacy and communication skills. Early years children speak confidently and listen attentively; they enjoy books and understand some of the functions of writing.
- 75 KS1 and KS2 pupils discuss their tasks confidently and use appropriate subject vocabulary in their work. By KS2 the vast majority are fluent readers and use their reading skills well to further their learning. A good number produce interesting and extended pieces of writing across the curriculum.
- 76 Pupils make good progress in their mathematical skills. The under-fives remember a good range of number rhymes and counting games and use their mathematical skills confidently during practical activities. KS1 and KS2 pupils apply their number skills well in many different contexts and are developing appropriate investigation skills.
- 77 All pupils make good progress in their ability to use ICT purposely in different subjects as an effective tool for learning.
- 78 Across the school, pupils have a positive attitude towards learning Welsh and respond confidently during lessons. By the end of KS2 a good number of the pupils read and write in Welsh competently and with encouragement, will converse with adults in Welsh.
- 79 Across the school, pupils use their creative skills well to explore situations. Problem solving skills also develop well.
- 80 Pupils acquire new knowledge, understanding and skills effectively and make good progress in their learning. They face new challenges confidently and have a good understanding of the strengths and weaknesses of their work. By Y4, many pupils are able to identify what they need to do to improve.
- 81 Pupils make good progress and move on confidently to the next stage of their education. By the end of KS2 they are well placed to face the challenges of secondary education.

- 82 Pupils of all ages work hard in lessons, respond enthusiastically to questions and keep fully engaged in their tasks. They are well motivated and participate fully in all aspects of school life.
- 83 Standards of behaviour are consistently good. Pupils socialise and play happily together with strong bonds of friendships. They relate to adults confidently and are respectful and courteous to their teachers, support staff and visitors to the school. This contributes substantially towards creating a pleasant ethos which is conducive to learning.
- 84 Across the school, pupils make good progress in their personal, social and moral development. They are caring of each other and display a responsible attitude. Pupils readily undertake responsibilities and provide each other with good mutual support in all school activities.
- 85 Pupils make good progress towards becoming independent learners. They organise their work sensibly and persevere with their tasks without much supervision. They work co-operatively within groups and respect each others' views. This contributes well towards developing the skills required for life-long learning.
- 86 Pupils' awareness of equal opportunities is good. Through collective worship and their classroom studies pupils learn to understand other beliefs and cultures and to show respect for those from other religious backgrounds.
- 87 Pupils' average level of attendance over the last three complete terms is 92.5% which is slightly lower than the national and local averages. Whilst monitoring is most efficient, there is room for improvement with a small percentage of families.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

- 88 The inspection team's findings match the school's judgement in its self-evaluation report.
- 89 The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	90%	10%	0%	0%

- 90 The number of lessons where teaching is Grade 2 or better is higher than the WAG target for 2010 that 80 per cent of teaching should be Grade 2 or better.
- 91 These averages also compare well with the national picture reported by HMCI in the latest annual report where 82% of teaching nationally was Grade 2 or better.

- 92 Teaching fully meets the needs of pupils of all ages and complies with the requirements of the Desirable Outcomes for Children's Learning and the National Curriculum.
- 93 Where the quality of teaching is good, lessons are delivered at a brisk and purposeful pace and clear learning objectives are shared with pupils. Effective use is made of plenary sessions where pupils are encouraged to reflect on their learning.
- 94 A notable feature of all lessons is the quality of relationships between teachers, learning support assistants and pupils. This establishes a good learning environment and helps to develop pupils' self-esteem and encourages them to work independently.
- 95 In the nursery and reception classes the quality of teaching is good and well matched to pupils' ability. Teaching reflects a sound understanding of how to organise appropriate learning experiences and activities with pupils benefiting from a wide range of stimuli. Good opportunities are provided for them to make choices and to become independent learners.
- 96 Careful lesson planning throughout the school ensures good continuity and progression in teaching and learning. Teachers have good subject knowledge and are aware of recent curricular developments.
- 97 The close partnership between support staff and teachers has a positive influence on the development of all pupils, particularly those children under five and those pupils with ALN.
- 98 All pupils are treated equally and with respect. Every opportunity is taken to nurture their appreciation of other cultures and languages.
- 99 The shortcomings evident in a minority of lessons include overlong introductory sessions and the slow pace of activities which lead to pupils lacking focus in their work.
- 100 The overall quality of assessment and its use in planning for pupils' learning is good and fully meets statutory requirements. The assessment system is comprehensive and pupils' progress is recorded accurately and consistently. There is an effective tracking system to monitor the progress of individual pupils.
- 101 Baseline and informal assessments in the Nursery and Reception classes are used well to underpin teachers' planning and to monitor and record children's progress over time.
- 102 An analysis of standardised and internal assessments is regularly undertaken and implications for teaching and learning considered. Good use is made of this information to inform planning and to address the needs of individual pupils.
- 103 The school works closely with its cluster schools to moderate portfolios of work in English and mathematics. These are used effectively to moderate standards of assessment and to ensure consistency and comparability of standards and levels awarded. A science portfolio of work is in the process of being developed.

- 104 Pupils are increasingly involved in setting their own short term targets for improvement and these are displayed in classrooms. The strategies that are employed to develop pupils' ability to evaluate their own learning in lesson plenary sessions have a positive impact on encouraging them to take responsibility for their own learning.
- 105 Teachers mark pupils' work regularly and written and oral feedback provide good guidance to pupils on to how to improve their work.
- 106 Annual reports to parents are detailed and informative. They give a clear picture of children's progress and helpfully indicate the ways pupils may improve.

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

Grade 2: Good features and no important shortcomings

- 107 The inspection team's findings match the school's judgement in its self-evaluation report.
- 108 The curriculum meets the needs of the range of learners and is equally accessible to all, including those for whom English is an additional language or have additional learning needs. This is achieved through a broad and balanced curriculum which meets statutory requirements including the provision for personal, social, health and religious education.
- 109 The general quality of the educational provision for children under five is appropriate to their needs. A range of stimulating, interesting and well structured experiences are provided which demonstrate clearly teachers' awareness of the implications of the impending Foundation Phase.
- 110 Provision for the development of learners' basic and key skills is good with opportunities clearly identified in all schemes of work and lesson plans. The school's promotion of pupils' bilingual skills across the curriculum is generally effective.
- 111 Pupils' experiences and the standards they achieve are enhanced by the good range of extra-curricular activities provided both within and outside the school day. These enable pupils to participate in a range of sporting, musical and cultural activities. They are well attended and effectively support the school's commitment to the importance of healthy living.
- 112 Visits are provided to local places of interest, local chapels and churches. These, together with opportunities for residential visits have a positive impact on the depth of pupils' knowledge and understanding across the curriculum.
- 113 Provision for moral, social and cultural development of pupils is good and is well integrated into the school's daily life. Daily acts of collective worship make an outstanding contribution to developing pupils' spiritual awareness. They allow very good opportunities for them to reflect quietly and thoughtfully on important issues that affect their lives.

- 114 Personal and social education is carefully incorporated into the curriculum. Structured opportunities such as in Circle Time encourage discussion of sensitive issues in a supportive environment. Good opportunities are provided for pupils to take responsibility for their own school community through membership of the School Council, the Eco Council and through the playground Buddy scheme. Pupils are given further opportunities to show initiative by their efforts to raise money for good causes both locally and internationally.
- 115 The school actively promotes pupils' cultural development. Appropriate opportunities for the promotion of the Cwricwlwm Cymreig are included in the schemes of work of subjects such as art, history, geography and music and are also through participation in the Urdd activities.
- 116 The curriculum is enriched by effective partnerships with parents, the community and with other schools and colleges. Parents are very supportive of the school's work and raise substantial sums of money to purchase additional teaching and learning resources.
- 117 Parents are kept well informed of school life through regular newsletters and bulletins. Family Learning programmes for parents further strengthen the partnership between home and school.
- 118 Visitors from the local community such as local clergy and members of the police and fire service, impact positively on pupils' learning and provide a range of valuable experiences from world of work.
- 119 Good links have been established with neighbouring primary schools and transition links with local comprehensive schools are effective. The school provides good training facilities for student teachers from local colleges.
- 120 The good relationships which the school has developed with a range of commercial organisations, industries and businesses give pupils a good introduction to the world of work. The planning, production and sale of items by KS2 pupils contributes effectively to the development of their entrepreneurial skills.
- 121 Provision to develop pupils' awareness of global citizenship is very effectively promoted through the sponsorship of a child in Vietnam, e-mail links with schools in Nepal and Madrid and regular visits by teachers from several European countries. This is an outstanding feature.
- 122 The attention given to sustainable development within the curriculum and through recycling projects has outstanding features. The Eco Committee is very active in promoting energy conservation and recycling practices and the school has been awarded the prestigious Green Flag as recognition of its success in this field.
- 123 Pupils' experiences across the curriculum enable them to gain a range of skills that are valuable for lifelong learning.

Key Question 4: How well are learners cared for, guided and supported?

Grade 2: Good features and no important shortcomings

- 124 The findings of the inspection team differ from the judgement made by the school in its self-evaluation report. The inspection team did not identify sufficient outstanding features to support the school's judgement of a Grade 1 in this Key Question.
- 125 The school is a close community where pupils are well cared for, guided and supported and where every member is valued. Effective procedures are in place to monitor pupils' academic progress, their social development and their personal welfare. Staff know pupils well and are sensitive to their needs and provide them with good support. The close relationships which exists between staff and pupils is evident throughout the school. Pupils confirm that they feel safe and very happy in school and enjoy all school activities.
- 126 The school works very closely with parents in matters relating to the welfare and care of their children and takes full account of their views. This was expressed clearly by parents in the pre-inspection meeting and parents' questionnaires.
- 127 A close working relationship has been established with external welfare agencies and effective support is provided for pupils with difficulties or ALN. The school responds promptly to advice and guidelines in respect of pupils' welfare.
- 128 Arrangements for welcoming children to the nursery class are good. This is supported by regular visits to school by both parents and children before admission, and through the provision of relevant information to the home. Efficient arrangements are also in place for the admission, induction and well-being of nursery and reception children for whom English is an additional language.
- 129 Provision for personal and social education is planned carefully and this has a positive impact on pupils' emotional and general well-being. Staff are good role models for pupils and much emphasis is placed on values of right and wrong and on the raising of pupil confidence and self-esteem.
- 130 The School Council ensure that pupils' contributions are valued and that they have a voice in the running of the school.
- 131 Good arrangements are in place to ensure the health and safety and well-being of pupils. The school promotes healthy living effectively through participation in the LEA's Healthy Schools initiative and fruit is available for pupils during break times and a salad bar is included as part of the school's healthy lunches. Play equipment ensures active playtimes and lunchtimes.
- 132 There is a comprehensive health and safety policy. Risk assessments are systematic and all staff are alert to issues relating to the well being of pupils. Every effort is made to ensure the safety of pupils and there are clear procedures for the safe 'hand to hand' delivery of pupils at the end of the day.

- 133 There are effective procedures for the monitoring of attendance and punctuality of all pupils by all school staff. Pupils' behaviour is closely monitored. Teachers and other members of staff apply policies for behaviour management consistently.
- 134 There is an appropriate policy and sound procedures for child protection. All teachers, support staff and lunchtime supervisors are trained to ensure they are aware and alert to signs and symptoms of child abuse and are fully aware of their responsibilities.
- 135 The quality of provision for pupils who have ALN, including those pupils who are deemed to be More Able and Talented, is good with outstanding features. Support and guidance for all these pupils is carefully structured to ensure that they reach their full capabilities.
- 136 The ALN co-ordinator and school staff work very closely together to identify individual learning needs at an early stage. An outstanding feature of the provision is the rigorous and careful tracking and monitoring of pupils' progress. Individual pupils' targets for improvement are very clearly documented in their individual educational plans. Pupils' work is regularly reviewed and parents are closely involved in the process. Following such reviews learning objectives are appropriately modified to take account of the progress made.
- 137 Support staff are well-trained and provide outstanding support for all pupils with ALN. The quality of this support is such that it enables these pupils to improve their skills and make good progress with their work. The Catch –Up scheme and the school's own intervention programme implemented at KS2 enable pupils to make substantial progress over a period of time.
- 138 Provision for pupils whose behaviour impedes their own and others' progress is effective, utilising the support of external agencies when necessary.
- 139 There are well planned and documented procedures for dealing with race equality, bullying and equal opportunities.
- 140 The school secures equal treatment of disabled pupils in all aspects of its work. There is an appropriate Disability Equality Scheme and action plan which promote disability equality for pupils, employees and service users.

Leadership and management

Key Question 5: How effective are leadership and strategic management?

Grade 2: Good features with no important shortcomings

- 141 The inspection team's findings match the school's judgement in its self-evaluation report.
- 142 The quality of leadership provided by the head teacher is good and provides the school's work with a clear sense of direction. High priority is given to fostering team work, raising standards of achievement and improving the quality of the educational provision.
- 143 The head teacher is supported well by a committed governing body and a dedicated team of teaching and support staff. They have high expectations and share common values about learning, behaviour and relationships. Their active involvement in monitoring and evaluating classroom work ensures that they are well-informed about all aspects of the school's performance and are able to contribute effectively to strategic management.
- 144 Detailed attention has been given to ensuring that all requisite policies and procedures have been adopted and that they are clearly understood and implemented by governors and staff.
- 145 All teaching staff including those on short term contracts shoulder a good proportion of curricular responsibilities. They have clearly defined roles and responsibilities and by sharing expertise and supporting one another, work very effectively as a team. They are encouraged by the head teacher to reflect critically on their work and to become fully involved in the formulation of aims and policies.
- 146 Equality of opportunity for pupils and adults is actively promoted by the head teacher and governors.
- 147 Good attention is given to national and local priorities in the school's programme of work. All three elements of the Healthy Schools Initiative have been successfully completed; the school has been accredited for Quality Mark for the third time and has twice received the Investors In People award. Preparations are well in hand for the introduction of the Foundation Phase in September 2008.
- 148 The school has a good working relationship with the LEA and takes an active part in many initiatives such as behaviour management. Effective partnerships have also been cultivated with local schools and colleges.
- 149 Procedures for setting whole school targets are effective. Pupils' past as well as their predicted performance are examined in detailed during the process of setting both individual and whole school targets. The targets agreed upon are both realistic and challenging.

- 150 There are effective procedures for managing and improving staff performance. Objectives for all members of staff are set through the Performance Management system and are closely monitored by the head teacher.
- 151 Newly Qualified Teachers (NQTs) are well supported by the head teacher and other experienced staff and benefit substantially from their induction programmes.
- 152 There are effective procedures for identifying individual and school training needs. A planned programme of both school based and LEA In-Service training ensure that all staff have good opportunities to develop their professional expertise.
- 153 The roles and responsibilities of governors are clearly understood by all. Through their committee structure and the detailed reports they receive from the head teacher, governors are well informed about the school's needs and priorities and contribute effectively to strategic planning. Governors are fully involved in the work of the school and through their link roles with subject co-ordinators and their regular visits to classrooms are very knowledgeable about what is taught. They play an active part in the school self-evaluation procedures and have an appropriate understanding of the significance of their role as critical friend to the school.
- 154 The Governing Body fulfils all the legal duties placed upon it thoroughly.

Key Question 6: How well do leaders and managers evaluate and improve quality and standards?

Grade 2: Good features with no important shortcomings

- 155 The inspection team's findings match the school's judgement in its self-evaluation report.
- 156 Self-evaluation is well established in the school and is used very effectively by the head teacher and staff to identify strengths and shortcomings in performance and provision and to make further improvements. The school's judgements in its self-evaluation matched the findings of the inspection team in six of the seven key questions.
- 157 Procedures for self-evaluation are comprehensive and systematic and focus specifically on pupils' standards of achievement and the quality of educational provision. The head teacher and curriculum co-ordinators collect evidence from a number of different sources which include pupils' work, planning documents and lesson observations during the process of evaluation. The detailed action plans that follow ensure that prompt action is taken to address any shortcomings that are identified.
- 158 Through well-constructed questionnaires, parents and pupils have ample opportunities to express their views about various aspects of school life and educational provision. Prompt and purposeful action is taken to address any issues raised in the questionnaires.

- 159 Good opportunities are provided for members of the School Council to influence decision making processes especially on matters of school life which have a direct bearing on their experiences.
- 160 The self-evaluation report is of good quality. It has a clear focus on standards and performance and comments made are evaluative rather than descriptive. The judgements made are clear, honest and evidence based. Both the strengths of the school and the areas for improvement are identified clearly in the report.
- 161 The SDP is a detailed and focused document which gives a clear sense of direction for the school's work. There is a strong link between the priorities of the Plan and the priorities which emanated from the self-evaluations. Developments are planned with care, the expected outcomes noted, responsibilities apportioned to individuals and the necessary resources identified.
- 162 The practice of constantly reviewing and updating the SDP on a termly basis ensures that it is a working document which contributes significantly to school improvement.
- 163 Inspection evidence supports the school's view that self-evaluation has brought about significant improvements both in standards and the quality of the educational provision.
- 164 Good progress has been made in addressing the six Key Issues identified in the 2002 inspection report. Standards in Welsh Second Language and music in KS2 have risen, by now ICT is used effectively across the curriculum and pupils' handwriting has improved. The quality of curriculum planning and large play provision for the under fives has also improved.

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

Grade 2: Good features with no important shortcomings

- 165 The inspection team's findings match the school's judgement in its self-evaluation report.
- 166 The school has an adequate number of appropriately qualified teachers who have the necessary knowledge and expertise to teach the full requirements of the National Curriculum and religious education effectively.
- 167 Classroom support staff work effectively with teachers in planning, teaching and recording pupils' progress and make a valuable contribution to the quality of teaching and learning.
- 168 The quality and range of learning resources is good and are well-tailored to meet the needs of pupils of different abilities and age groups. The well-stocked library is used regularly by pupils and effective use is made of ICT equipment. Attractive displays of pupils' work on classroom walls and in the corridors are used effectively as teaching and learning resources.
- 169 The accommodation provides a suitable setting for good teaching, learning and support for all learners. Standards of maintenance are high and the general

environment of the school is clean, attractive and well utilised. The building is accessible to all learners, security is good and traffic within the school premises is well regulated.

- 170 Teaching and support staff are deployed effectively. Teachers update their skills and knowledge by attending training sessions, which are matched to the needs and interests of individual teachers and to school priorities. Support staff also benefit from attending a wide range of courses, for example, dyslexia training. Well-established performance management systems contribute positively to staff development as does the effective mentoring of NQTs.
- 171 The positive ethos in the school which encourages staff to exchange ideas and support each other contributes substantially towards enabling both teachers and support staff to share and develop their subject expertise effectively.
- 172 Teachers' preparation, planning and assessment time is used effectively. The cover provided by the head teacher during these sessions is of high quality and is an effective strategy for monitoring continuity in pupils' learning.
- 173 Appropriate attention has been given to the teachers' workload agreement and to the requirements of the workforce remodelling.
- 174 The school uses competent administrative staff to good effect, and the caretaker, cleaner, and lunch-time staff contribute well to pupils' development.
- 175 Finances are well-managed and resources including staffing are under constant review. Budgetary control is stringent, and the governing body monitors spending rigorously to ensure cost effectiveness. Spending decisions are well-matched to the school's priorities, as identified in the SDP. The school provides good value for money.

Standards achieved in subjects and areas of learning

Under-fives

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

Language, literacy and communication skills

Nursery: Grade 2 – Good features and no important shortcomings

Reception: Grade 2 – Good features and no important shortcomings

Good features

- 177 Nursery children listen attentively to stories and enjoy retelling familiar folk tales. They respond well to questions and instructions, take turns to speak and are eager to talk to adults and to each other about their experiences. Their speaking skills develop well as they use an increasing range of words with fluency and clarity. They use appropriate language during imaginative play in the Wendy house and in their role play activities. Children correctly recall a variety of nursery rhymes and verses and mark making in a variety of media to form letters correctly. They make good progress in learning and understanding Welsh and respond confidently during registration times, and when naming items and colours.
- 178 Reception children listen well to others and respond appropriately to what they say. They take turns to speak clearly and audibly using a wide range of vocabulary. They welcome the opportunity to talk with adults about their experiences and are becoming increasingly aware of the sounds of different letters and words. Many recognise their own names; they are interested in the contents of books and use pictorial clues to follow a story line. Their emergent writing skills are developing well with some children writing their own words independently. Children make good progress in learning and understanding Welsh using the language confidently when naming days of the week, numbers and colours and when responding to instructions and greetings.

Shortcomings

- 179 There are no important shortcomings.

Personal and social development

Nursery: Grade 2 – Good features and no important shortcomings

Reception: Grade 2 – Good features and no important shortcomings

Good features

- 180 Nursery children settle well into school routines and face new experiences with confidence and enthusiasm. They behave well and quickly establish good

relationships with other children and with adults. They are courteous and play harmoniously together and display an increasing awareness of the importance of sensitivity to the needs of others. They have a good understanding of the necessity to take turns and share equipment and they co-operate positively during activities. Children demonstrate the growing ability to concentrate, work independently and persevere in their learning and take responsibility for their own personal hygiene.

- 181 Reception children are happy and confident within the school environment. They are attentive and interested in both structured and independent activities and welcome the opportunities to undertake new experiences and to make choices. Children take responsibility for dressing and undressing themselves with the minimum of fuss and are keen to tidy the classroom at the end of activities. They demonstrate a growing sensitivity to the needs and feelings of others and are aware of the importance of showing care, concern and respect for all living things.

Shortcomings

- 182 There are no important shortcomings. .

Mathematical development

Nursery: Grade 2 – Good features and no important shortcomings

Reception: Grade 2 – Good features and no important shortcomings

Good features

- 183 Through singing number rhymes and songs and the use of number as part of their daily routine, nursery children develop a good understanding of mathematical concepts. They count, compare, sort, match and identify objects or colours confidently. They correctly count objects up to five with some counting up to ten. They correctly identify common shapes such as circles or squares and use mathematical vocabulary such as big/small correctly by placing objects in their correct size according to their properties.
- 184 Reception children's mathematical understanding develops well through a range of practical and purposeful activities such as matching numbers on a large dice. They develop a good awareness of the figure "two" and understand that this is a form of recording objects. Children confidently use non-standard units to measure length, weight and capacity. Their mathematical vocabulary, knowledge and understanding of weight is further extended through cooking activities. Their mathematical concepts and use of terms such as more/less, long/short are further developed through their sand and water play.

Shortcomings

- 185 There are no important shortcomings.

Knowledge and understanding of the world

Nursery: Grade 2 – Good features and no important shortcomings

Reception: Grade 2 – Good features and no important shortcomings

Good features

- 186 Nursery children talk confidently about themselves and their families. They are aware of the changing weather and of the need to dress appropriately for the varying weather conditions. Children begin to develop an awareness of the passage of time and are familiar with the order of routines of the school session and of the difference between night and day. They are aware of the characteristics of their own environment and discuss their observations of plants and trees growing outside in their play area confidently. When making bird food cake, they observe that materials change when heated.
- 187 Reception children clearly understand the importance of healthy eating for their well-being and of the need for a variety in diet such as drinking milk or eating a wide variety of fruit at snack time. They realise that people in the community undertake different kinds of work and have an appropriate understanding of the contribution of various people to their lives and well being. They act out their work realistically in their role-play activities and use ICT equipment with increasing confidence.
- 188 Both Nursery and Reception children's awareness of Welsh culture is developed effectively. They becoming increasingly aware of the importance of other cultures through observing the traditions, celebrations and food associated with the Chinese New Year.

Shortcomings

- 189 There are no important shortcomings.

Physical development

Nursery: Grade 2 – Good features and no important shortcomings

Reception: Grade 2 – Good features and no important shortcomings

Good features

- 190 Nursery children have good gross motor skills; they climb safely and show good balance when jumping and landing. They move confidently showing an increasing awareness and good control of the differences between walking, running and skipping. They handle small equipment such as jigsaws, scissors, brushes and marking resources with increasing dexterity and accuracy.
- 191 Reception children display good skills as they respond to instructions when playing games. They show good co-ordination when riding and manoeuvring a range of wheeled vehicles such as bicycles and cars. When travelling through a tunnel or along benches of varying heights children show good body control and balance. Their cutting and sticking skills are developing well and they use brushes with some competence and dexterity. They are beginning to develop their fine motor skills through cutting paper and using a variety of media to make attractive and colourful class friezes. Manipulative skills are further developed through the use of construction toys such as bricks, malleable materials and large junk boxes to build their own fire engine.

Shortcomings

192 There are no important shortcomings.

Creative development

Nursery: Grade 2 – Good features and no important shortcomings

Reception: Grade 2 – Good features and no important shortcomings

Good features

- 193 Nursery children respond enthusiastically to music activities and show a great deal of pleasure when singing a wide variety of songs and traditional nursery rhymes. They state firmly which are their favourite songs and sing along independently when engaged in other tasks. They enjoy role play activities and show imagination as they devise and create constructions and scenarios during their play. They show interest in their paintings, mix colours and make choices about their use of colour to create representational images.
- 194 Reception children enjoy creating their own musical accompaniment to songs when playing in a band with percussion instruments and home made “junk “instruments. They use their imagination well when role playing, becoming engrossed in their imaginary world in the doctor’s surgery, fire engine or Wendy House. They use many kinds of materials skilfully to create a variety of friezes, paintings and effective collages.

Shortcomings

195 There are no important shortcomings.

Welsh second language

Key stage 1: Grade 2 - Good features and no important shortcomings

Key stage 2: Grade 2 - Good features and no important shortcomings

Good features

- 196 Pupils in KS1 make good progress in their speaking and listening skills. They listen attentively and have a good understanding of the names of colours and everyday objects. Pupils have a good awareness of simple greetings as they engage in basic conversations with adults and with each other using appropriate vocabulary. They respond well to instructions and confidently ask and answer questions using familiar language patterns .They effectively seek, understand and communicate simple information by asking and answering questions.
- 197 KS1 pupils make appropriate progress in reading basic words from flashcards and the interactive whiteboard. They read words accurately and with increasing confidence.

- 198 KS1 pupils make good progress in their written work. They record phrases and simple sentences about such topics as clothing, favourite pets or personal details using given patterns and acquired vocabulary.
- 199 In KS2, pupils display good speaking and listening skills using an increasing vocabulary and variety of sentence patterns effectively. They enunciate well when speaking and answering questions or commenting about the weather. During a role play activity, year 3 and 4 pupils re-enact a familiar story with enthusiasm giving correct intonation and expression to the dialogue. Year 5 and 6 pupils construct more complex sentence patterns as they give directions and indicate locations to fellow pupils to reach specific destinations.
- 200 Pupils at KS2 make good progress in their reading skills. They read their own work, worksheets, dialogues and books with appropriate expression and intonation.
- 201 KS2 pupils make good progress in their writing using appropriate vocabulary and sentence patterns in their work. By year 5, pupils produce independent writing of good quality and use dictionaries confidently to ensure a wide range of sentence patterns.

Shortcomings

- 202 Pupils at both key stages make only a limited use of Welsh outside lesson situations to speak, share their experiences or convey information.

Mathematics

Key stage 1: Grade 2 - Good features and no important shortcomings

Key stage 2: Grade 2 - Good features and no important shortcomings

Good features

- 203 Key stage 1 pupils read, write and order numbers with increasing accuracy and by the end of the key stage they have a sound understanding of place value. They remember well a wide range of previous work, understand key concepts and recall key facts quickly and accurately.
- 204 They make reasonable estimations of amount and use the correct mathematical terminology to describe their work. By year 2, they explain their work logically, count orally in steps of different size and recognise simple numerical patterns. They have an appropriate understanding of money and fractions.
- 205 KS1 pupils' understanding of the features of two and three dimensional shapes is good. They recognise shapes according to their mathematical names and describe in detail their main characteristics. At year 2, they use standard units for the accurate measurement of length, mass and volume and their understanding of time develops appropriately.
- 206 Year 3 and 4 pupils read, write and order four digit numbers confidently showing a good understanding of the place value of digits. They count on and count back in

various multiples and use symbols correctly. They use their knowledge of multiples skilfully to assist with other times tables and have a firm grasp of the principles of division.

- 207 Year 5 and 6 pupils have a good understanding of place value in six-digit numbers or above, and recall and use multiplication and division facts with appropriate speed. They employ a wide range of strategies for mental calculations and make good approximations of the correct answers. They use the four rules with increasing assurance and work accurately on paper and mentally. They handle decimals confidently and have a thorough understanding of fractions and percentages.
- 208 KS2 pupils use diagrams, graphs and mathematical notation effectively to convey their findings and ideas clearly to others. They measure and identify angles correctly and note the symmetries in two dimensional shapes. Year 5 and 6 pupils use standard metric units effectively when estimating and calculating the area of different shapes.

Shortcomings

- 209 There are no important shortcomings.

History

Key stage 1: Grade 2 - Good features and no important shortcomings

Key stage 2: Grade 2 - Good features and no important shortcomings

Good features

- 210 Pupils in KS1 demonstrate a secure understanding of the passage of time when examining and sorting old and new objects. Their understanding of life in the past develops well through role play such as enacting a day in the life the nurse Betsi Cadwaladr.
- 211 KS1 pupils ask intelligent questions to obtain information about the past and have a secure understanding of the differences between life in Victorian times and life today. They empathise well with the hardships endured by people in the past, such as the soldiers in the Crimean War.
- 212 KS1 pupils are well informed about notable historical figures such as Florence Nightingale and discuss intelligently the importance of her work.
- 213 Pupils in years 3 and 4 apply their previous knowledge well to develop their understanding of life in the Tudor era. They make effective use of secondary sources, namely pictures, to abstract information and to form hypotheses. They differentiate well between different sources of historical evidence evaluating their usefulness and validity in some detail.
- 214 Years 5 and 6 pupils know about the main events and characteristics of different periods in history and can place them in their correct chronological order. Their knowledge of Welsh history during different periods is very thorough.

Shortcomings

- 215 KS2 pupils only have a limited appreciation of the causes and effects of some historical events and changes.

Music

Key stage 1: Grade 2 - Good features and no important shortcomings

Key stage 2: Grade 2 - Good features and no important shortcomings

Good features

- 216 The quality of singing is good in both key stages. Pupils sing tunefully during daily acts of worship with good awareness of pitch, diction and dynamics. They know a good range of songs and show an increasing ability to sing rounds in two or three parts, sustaining their parts well as dynamics and tempo vary.
- 217 Pupils in KS1 display a good sense of duration of notes as they experiment with recognising long and short sounds from a variety of different stimuli. They discover ways of responding to differing sounds of fireworks by composing and performing long and short sounds with their voices. They work well collaboratively when composing their own group compositions using percussion instruments.
- 218 Years 3 and 4 pupils display a good sense of rhythm as they correctly clap and perform a series of complex beat patterns using parts of the body as percussion instruments. They play a widening range of tuned instruments with increasing dexterity and control improvising and composing simple tunes.
- 219 At years 5 and 6, pupils compose and perform effective accompaniment to a familiar song using notes from a five-note music scale and a wide variety of tuned instruments as well as brass and woodwind instruments . They read music notation with increasing confidence and incorporate musical elements in their performances.
- 220 Throughout KS2 pupils appraise their performances and that of others thoughtfully in order to improve compositions and performances. They show an increasing understanding of musical elements such as pitch, timbre, dynamic and tempo.
- 221 Pupils' appreciation of Welsh music is promoted through listening to well-known Welsh singers and instrumentalists.

Shortcomings

- 222 Pupils understanding and use of ICT software to compose and record their work is limited.

Physical education

Key stage 1: Grade 2 - Good features and no important shortcomings

Key stage 2: Grade 2 - Good features and no important shortcomings

Good features

- 223 Pupils at both key stages dress appropriately for physical education lessons, they listen carefully to instructions, concentrate well when working and enjoy participating in the activities. They have a good understanding of the beneficial effect of physical exercise on health and of the need to ensure safety during the lessons.
- 224 KS1 pupils move lithely and with agility as they travel around the hall demonstrating good body control and balance. They use space effectively and create a good variety of shapes and movement. During Welsh folk dancing lessons, they repeat a learned sequence of movements effectively working well in pairs and in groups. They make good progress within the lesson and evaluate their own performance and that of others well displaying an appropriate understanding of the features of good quality movements.
- 225 Years 3 and 4 pupils suggest their own ideas for preliminary warm-up activities during lessons displaying a good understanding of physical activities. They perform a wide variety of jumps and movements with a small majority showing good balance when landing.
- 226 When transferring their running and throwing skills to a team game situation, year 5 and 6 pupils work hard and energetically and compete enthusiastically. The vast majority show a high level of physical fitness and move with agility and speed.

Shortcomings

- 227 A substantial group of year 3 and 4 pupils are unsteady on their feet when landing and do not produce good quality body shapes.

School's response to the inspection


The inspection findings recognise that we have successfully maintained high standards since our last inspection. We are pleased that the inspectors found the pupils to be respectful, courteous and confident with a good understanding of their school work and related activities enabling them to become independent learners.

Of the lessons observed 95% were deemed as being good, a percentage that is well above the Welsh assembly target. The teaching in the early years, key stage 1 and 2 were described as consistently good proving that the planning and assessment are effective.

The report acknowledges the quality of relationships between teachers, learning support assistants and pupils. The staff know the pupils well and provide them with good support and the aims and objectives of the school provide positive purpose for the good of the pupils, ensuring good standards in all aspects within the life of the school, with some outstanding features.

The report confirmed the good leadership from the head teacher and school governors and the effectiveness of the good quality self evaluation document as a tool to assess and plan for improvement.

An action plan will be put in place to address the recommendation in the report, in order to continue the process of providing a first class education.



Appendix 1

Basic information about the school

Name of school	Ysgol Caer Drewyn
School type	Nursery and Primary
Age-range of pupils	3 – 11 years
Address of school	Clawdd Poncen, Corwen, Denbighshire
Postcode	LL21 9RT
Telephone number	01490 412418

Headteacher	Mrs Jayne Davies
Date of appointment	September 2005
Chair of governors	Mr W R Jones
Registered inspector	Mr Wil Williams
Dates of inspection	19 – 21 February 2008

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	5	6	15	15	9	11	13	15	89

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	5	0	5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	21:1
Pupil: adult (fte) ratio in nursery classes	5:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	21
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2007	97	93.1	93.04
Summer 2007	89.4	95.1	90.7
Autumn 2007	80.7	92	94

Percentage of pupils entitled to free school meals	21%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2007	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	66.7%	In Wales	80.1%

National Curriculum Assessment Results End of key stage 2:

National Curriculum Assessment KS2 Results 2007						Number of pupils in Y6		11		
Percentage of pupils at each level										
			D	A	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	36	55	9
		National	0	0	0	1	4	16	50	29
Welsh	Teacher assessment	School	0	0	0	0	0	9	82	9
		National	0	0	0	1	3	15	50	30
Mathematics	Teacher assessment	School	0	0	0	0	0	9	82	9
		National	0	0	0	1	3	16	50	30
Science	Teacher assessment	School	0	0	0	0	0	0	91	9
		National	0	0	0	0	2	12	53	32

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) according to teacher assessment			
In the school	63.6%	In Wales	74.1%

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

Appendix 4

Evidence base of the inspection

Three inspectors spent a total of six inspector days in the school and met as a team before the inspection. The head teacher undertook the role of nominee.

These inspectors visited:

- nineteen lessons or part lessons;
- all classes;
- acts of collective worship; and

- a range of extra-curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection began; and
- senior managers, teachers, support staff and groups of pupils during the inspection.

The team also considered:

- the school's self-evaluation report;
- fifteen parents' questionnaire of which 97% of responses were positive;
- comprehensive documentation provided by the school before and during the inspection; and
- a wide range of pupils' past and current work.

The inspection team held post-inspection meetings with staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Wil Williams Registered Inspector	Context, Summary, Recommendations, Annexes, Key questions 1, 5, 6 and 7. mathematics, history, physical education
Mrs Eleri Honour Team Inspector	Key questions 2, 3, and 4 Under fives, Welsh Second Language, music
Mr Wil Owen Lay Inspector	Contributions to key questions 1, 3, 4 and 7
Mrs Jayne Davies Nominee	Provision of information Contributions to all key questions

Contractor: Arolygiadau Deheubarth Inspections; Afallon; Heol Llandeilo; Gorslas; Llanelli; SA14 7LU.

Acknowledgement

The visiting inspectors wish to thank the governors, the head and all the staff for the co-operation and courtesy they received during the inspection.