

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

**Ysgol Dyffryn Iâl  
Llandegla / Bryneglwys  
Wrexham**

**School Number: 6633061**

**Date of Inspection: 20/03/06**

**by**

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- \* primary schools;
- \* secondary schools;
- \* special schools;
- \* pupil referral units;
- \* independent schools;
- \* further education;
- \* adult community-based learning;
- \* youth support services;
- \* LEAs;
- \* teacher education and training;
- \* work-based learning;
- \* careers companies; and
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Ysgol Dyffryn Ial 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 Dyffryn Ial took place between 20/03/06 and 22/03/06. An independent team of inspectors, led by Phil Mostert undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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## Context

### The nature of the provider

1. Ysgol Dyffryn Iâl is a voluntary controlled Church in Wales school situated on two sites. It is located in the villages of Bryneglwys and Llandegla, six miles apart. It is a category C school; those schools are described by the Unitary Authority as schools where 'a percentage of the pupils learn the core subjects through the medium of Welsh and a percentage through the medium of English'. The school provides education for four part-time pupils and 44 full-time pupils. Pupil numbers have been relatively consistent over the past four years.
2. At the time of the inspection, Ysgol Dyffryn Iâl was clustered with Ysgol Llantysilio, three miles from the town of Llangollen; the head of that school is also head of this school.
3. English is the main language spoken in the home by 86% of the pupils.
4. Children are admitted on a part-time basis in the term following their third birthday and on a full-time basis in September following their fourth birthday. Pupils from the full range of ability are admitted but there are a number of able pupils in the top end of the school.
5. The school describes the nature of the pupils' background as prosperous on the whole. 5% of pupils are entitled to free school meals. Ten [23%] pupils have special educational needs [SEN], a slightly higher percentage than the national average; no pupil has a statement of SEN.
6. The present head came to the school in January 2006. The school was last inspected in April 2000. The school has had four different heads over the past year.

### School's priorities and targets

The current priorities of the School Development Plan [SDP] compiled by a former acting head include:

- review the schemes of work;
- self-evaluation of all subjects;
- introduce positive discipline;
- review the assessment and target setting system;
- produce an English spelling scheme;
- include more investigative activities in the science curriculum;
- improve the resources for physical education;
- raise standards of Welsh second language;

- prepare for the foundation phase for the youngest pupils;
- create opportunities for the whole schools to assemble more often;
- create a team morale amongst staff;
- paint parts of both buildings.

The school achieved the Basic Skills Agency's Quality Mark in December 2004.

## Summary

7. This school has serious weaknesses. There have been improvements in many directions during the past two and a half months the current head has been at the school, including the appointment of a new deputy. But there are still obvious shortcomings in the standards of some subjects, the assessment system in Key Stage 2, leadership and self-evaluation. Some key issues raised in the previous two inspections have not had enough attention.
8. There have been many staff changes at the school over the past year with as many as eleven different supply teachers teaching some Key Stage 2 pupils. Including the head, there were four experienced teachers at the school during the inspection.
9. The inspection team did not agree with the views of the school in three key questions. The school judged that questions 5 and 6 deserved Grade 3; the inspection team deems that grade 4 should be awarded to the school for both areas. The school judged that question 7 deserved Grade 2; the inspection team deems that Grade 3 should be awarded to the school for this area. There was agreement with the school's views on other areas of its work.

### Table of grades awarded

10. The inspection team judged the school's work as follows:

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

### Standards

11. Standards of achievement in the subjects inspected are set out below:

Standards in subjects inspected		
Subject	KEY STAGE 1	KEY STAGE 2
Welsh second language	4	4
Welsh	3	3
English	3	2
Science	4	4
Physical Education	3	4
Geography	3	4
Religious Education	3	3

<b>Pupils' standards of achievement</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
	-	35%	53%	12%	-

12. Pupils do not currently have full access to a broad and balanced curriculum; there are gaps in the provision. Pupils have equal opportunities to experience all the school's activities.
13. The overall quality of the educational provision for children under five is appropriate to their needs. Children make good progress towards the Desirable Outcomes for Children's Learning.
14. Children in the early years make good progress in their speaking, listening, reading and writing skills. Their ability to solve problems, numeracy skills and information and communication technology [ICT] skills are also good.
15. At Key Stage 1, the standards achieved and progress made by pupils across the curriculum in speaking and listening skills are good. Their reading, writing, numeracy and ICT skills develop appropriately. There are shortcomings in their creative skills and ability to solve problems.
16. At Key Stage 2, the standards achieved and the progress made by pupils across the curriculum in speaking and reading are good. Pupils make satisfactory progress in their listening, writing, numeracy and ICT skills. There are shortcomings in their creative skills and ability to solve problems.
17. With the exception of oral skills, not enough emphasis is placed on developing pupils' key skills across the curriculum.
18. At Key Stage 1 and 2, the assessment results are substantially higher than the county and national averages; this is also true for the rolling results over three years and when schools of a similar nature are compared. There is no difference between the performance of boys and girls.
19. Only those few pupils who speak Welsh at home are able to communicate in Welsh. The bilingual skills of the other pupils do not develop sufficiently.
20. Pupils with SEN make appropriate progress in achieving the targets set for them. The school conforms to the majority of the requirements of the SEN Code of Practice. Individual Education Plans [IEPs] were not reviewed as required in February. The school does not currently have a SEN Co-ordinator.
21. Good features outweigh shortcomings in pupils' spiritual and moral development. [A representative of the Church in Wales will report on pupils' spiritual and moral development in a separate report.] The school provides appropriately for its pupils' social and cultural development. Suitable attention is given to aspects such as helping the less fortunate. Fund-raising activities for good causes are held regularly.

22. The school places suitable emphasis on studying the heritage of Wales and the Curriculum Cymreig. The school features prominently in religious celebrations and competes in the Urdd Eisteddfod.
23. Many pupils display positive attitudes towards their work; the majority show interest in the tasks set for them and are able to focus for extended periods.
24. Many of the pupils are well-behaved, but some of the older pupils are reluctant to abide by the rules of the classroom and playground. Many of the pupils are very polite towards visitors, and are aware of the school's rules and respect them.
25. No cases of bullying were seen but some pupils have concerns. The anti-bullying policy has recently been discussed with parents and the school is currently working on measures to eradicate bullying and all kinds of harassment. No pupils have been excluded from the school in recent years.
26. Pupils have a good understanding of the importance of equal opportunity and a suitable awareness of the beliefs and practices of other cultures. They are aware of the need to respect different traditions and values, and the various lessons nurture some understanding of global citizenship.
27. Attendance is good amongst pupils of all ages. Almost all pupils come to school on time and no time is lost during the day. The school now conforms with the requirements for registering attendance.
28. Pupils' understanding of the community's economic activities and the world of work in general is undeveloped. Pupils' enterprise skills have not been sufficiently developed.

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

29. In the lessons observed, it was judged that the quality of teaching was as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
-	50%	40%	10%	-

30. The percentage of grade 3 lessons or better is lower than the target of the Welsh Assembly Government [WAG] of 95%, but the percentage of grade 2 lessons or better achieves the current WAG target of 50%. The target for grade 1 and 2 lessons will rise to 65% in 2007.
31. Although there is much good teaching, at times there is not enough differentiation when preparing tasks for pupils of different ages and abilities, and not a clear enough focus on outcomes for pupils. When the teaching is awarded a grade 3 or 4, the work isn't challenging enough for some pupils and not enough is done to develop pupils' creativity; in some lessons time is wasted on unproductive tasks and teachers provide too much guidance for the pupils.

32. The arrangements for assessment and recording in Key Stage 2 are deficient. The assessment arrangements for children under five and for Key Stage 1 pupils meet the requirements; numerous assessment records are kept but the system is unwieldy for teachers. No assessment records are kept in Key Stage 2.
33. The quality of the annual reports for parents seen in Key Stage 1 is good. No copies of the reports for Key Stage 2 pupils were available for the inspection team. A small number of parents noted that they are unhappy with the reports received. Although teachers mark positively and sensitively, cross-curricular opportunities to correct errors in pupils' work are not exploited. Not enough responsibility is given to pupils to improve their own work. The use of vocabulary books and dictionaries is inadequate.
34. The quality of curriculum planning has improved since the arrival of the new head and deputy. However, schemes in some subjects such as geography and science are not sufficiently detailed. The implementation of whole school schemes of work was an issue in the 2000 report.
35. The staff work hard to establish an ethos which contributes towards developing aspects of pupils' personal and social education [PSE]. A commercial scheme is used to enrich this work. Staff provide a homely, secure and caring environment and ethos and they have a good relationship with most pupils. Staff organise educational visits and also provide interesting after school clubs.
36. Links with parents have improved since the arrival of the present head. A number of concerns were expressed in the parents' meeting arranged prior to the inspection and although 88% of responses were positive, there were also negative responses in the parents' questionnaires. Many parental anxieties were well founded. Parents are eager for the school to succeed.
37. Good pastoral and curricular links exist with the secondary school.
38. There wasn't enough documentation in the school to evaluate the impact on standards of visits by officers of the UA. Advisers and officers have visited the school but there was only a record of one of those visits. Visits were made by early years, science and geography advisers, and there were four visits by a physical education adviser in the period leading up to the inspection.
39. The school has a strong commitment to ensuring equal opportunities for all without exception.

### **Leadership and management**

40. A number of shortcomings in the school arise from unsatisfactory leadership in the past. The new head provides good guidance for the school but hasn't been at the school long enough to affect standards. However, the current staff have had a positive impact on standards.

41. The head and staff meet regularly to exchange ideas regarding organisational and curricular issues and have won the confidence of the governing body and parents.
42. The quality of the SDP, prepared by a former acting head, is deficient; it has too many priorities. It does not contain a clear review of the previous year's priorities. The SDP contains details of the costs of implementing the numerous priorities, although the effect of this on the budget is not shown.
43. Members of the governing body show interest in their work and are very supportive of the school. Members co-operate well with the head. They administer the budget efficiently. In the past, they did not receive enough professional guidance to enable them to fulfil some of their duties effectively enough.
44. A small number of the governing body are new members and they have little knowledge of some of the policies or the contents of the current SDP. Members are not currently active enough in monitoring standards and setting a strategic direction for the school's development.
45. The school does not have a comprehensive continuous self-evaluation system. The governing body does not receive a regular report on standards of work and quality of education.
46. As the school does not have a formal self-evaluation system, based on first-hand evidence, to judge standards of work, the staff depend on informal discussions to identify priorities for inclusion in the SDP.
47. A self-evaluation report was produced detailing a number of curricular and management aspects on the departure of the former head. That report is quite critical of the provision and awards a grade 4 for four areas.
48. A concise self-evaluation report of a generally good quality was produced for the inspection team, but the inspection team set a lower grade than the school in three questions.
49. The details in the school handbook and the governors' annual report do not conform to the requirements of WAG. There are no Home/School Agreements and many of the policies have not been updated.
50. Staff are industrious and contribute much to the life of the school. Teachers have suitable qualifications but one member of staff teaches ages for which she has not been trained. Teachers have followed courses to develop their competence in some areas. However, the training wasn't planned thoroughly enough to ensure a positive impact on standards in some subjects.
51. Not all members of staff have a suitable job description. There are shortcomings in the arrangements for Performance Management and in the staff appraisal process; the arrangements do not currently have a positive impact on the school's work.

52. Teachers have a good range of expertise and there is an effective system of exchanging staff from both sites in order to utilise their strengths. However, this arrangement has not existed long enough to affect standards of work. The nursery assistant and teaching assistants contribute well to the progress of pupils in their care.
53. There are numerous shortcomings in the fabric of the Bryneglwys building and parts are in an unacceptable condition. Some classrooms in both buildings are too small. Pupils have to eat their lunch either in one of the classrooms or in the village hall. The village hall is also used for some practical lessons and for children under five. There isn't an appropriate staff room or medical room in either of the buildings. There is a lack of storage space on both sites. Space is limited for drama, music, art and design and technology.
54. Many of the resources are of a good quality but there is a shortage of books to extend the most able pupils, music equipment, art materials and science apparatus. There is a good supply of resources for children under five. Contributions by parents and friends of the school enabled new resources to be purchased. The resources are of a good quality, and, overall, are easily accessible for the pupils. Resources are managed efficiently.
55. The cost per pupil is high, more than £5,700 each in 2005/06. Due to its serious weaknesses the school does not currently ensure value for money. However, there have been improvements in the management since January.
56. The school responded unsatisfactorily to a number of the key issues identified in the previous two inspections.
57. It was necessary to draw the attention of members of the governing body to a number of health and safety concerns on both sites. The UA has been notified of many of the concerns on numerous occasions in the past. There are no risk assessments for those areas which could pose health and safety problems.

## Recommendations

In order to improve the school in the areas inspected, there is a need to:

- R1. raise standards in Welsh Second Language [\*] and science through the school, and in geography and physical education in Key Stage 2;
- R2. ensure good standards in all key skills;
- R3. establish a self-evaluation system to consistently monitor standards of work and the quality of teaching;[\*]
- R4. establish and implement an assessment system in Key Stage 2;[\*]
- R5. ensure that the school meets all regulatory and legal requirements;
- R6. further improve the quality of teaching and develop more independence and creativity in pupils;
- R7. ensure that parents and pupils have regular opportunities to express their concerns;
- R8. develop links with the world of work, develop enterprise education and pupils' understanding of the area's economic activities;
- R9. prepare risk assessments for those areas that could pose health and safety problems.

*[\*] there is a reference to this in the current SDP.*

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 3: Good features outweigh some shortcomings.

58. The findings of the inspection team correspond to the school's grade 3 in its self-evaluation report. Although grade 4 was awarded to half the subjects during the inspection, the standards were good in about a third of the lessons seen, and the end of key stage assessment results reach a good standard.
59. Standards of achievement in the areas of learning and subjects inspected are as follows:

Standards of pupils' achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	-	35%	53%	12%	-

60. The general quality of the educational provision for children under five is appropriate to their needs, and the children make good progress towards the Desirable Outcomes for Children's Learning.

Standards in subjects inspected		
Subject	KEY STAGE 1	KEY STAGE 2
Welsh second language	4	4
Welsh	3	3
English	3	2
Science	4	4
Physical Education	3	4
Geography	3	4
Religious Education	3	3

61. Children in the early years make good progress in their speaking and listening, reading and writing skills. Their ability to solve problems, their numeracy and ICT skills are also good.
62. In Key Stage 1, good standards are achieved and the progress pupils make across the curriculum in speaking and listening is good. Their reading, writing, numeracy and ICT skills are satisfactory. There are shortcomings in their creative skills and in their ability to solve problems.
63. In Key Stage 2, the standards achieved and the progress made by pupils across the curriculum in speaking and reading are good. Pupils make satisfactory progress in their listening, writing, numeracy and ICT skills. There are shortcomings in their creative skills and ability to solve problems.

64. With the exception of oral skills, not enough emphasis is placed on developing pupils' key skills across the curriculum.
65. In Key Stage 1 and 2, the assessment results are substantially higher than the county and national averages; as are the rolling results over three years and when a comparison is made with similar schools. There is no difference in the boys and girls' performance.
66. Only those few pupils who speak Welsh at home are able to communicate in Welsh. The bilingual skills of the remainder do not develop sufficiently.
67. Many of the pupils display positive attitudes towards their work; the majority show interest in the tasks set for them and are able to concentrate for extended periods.
68. Many of the pupils are well-behaved, but a few of the older pupils are reluctant to abide by the rules of the classroom and playground. Many of the pupils are very polite towards visitors and are aware of the school's rules and respect them.
69. Pupils have a good understanding of the importance of equal opportunity and a good awareness of the beliefs and practices of other cultures. They are aware of the need to respect different traditions and values. They have a firm understanding of what constitutes being good citizens.
70. The attendance of pupils of compulsory school age across the school is around 95%; this is good. Almost all of the pupils come to school on time and no time is lost during the day. The school now conforms with the requirements for registering attendance.
71. Pupils' understanding of the community's economic activities and the world of work in general is undeveloped. Pupils' enterprise skills have not developed sufficiently.
72. Pupils participate in local activities such as religious events and eisteddfodau. These experiences promote their personal and social development.

## The quality of education and training

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

Grade 3: Good features outweigh some shortcomings.

73. The findings of the inspection team correspond to the school's judgement in its self-evaluation report.

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
-	50%	40%	10%	-

75. The percentage of grade 3 or better lessons is lower than the target of the WAG of 95%, but the percentage of grade 2 or better lessons achieves the WAG target of 50%. The target for grade 1 and 2 lessons will rise to 65% in 2007.

76. In Key Stage 1 and 2, where the teaching achieves grade 2 the following features are present:

- a good pace to the lessons and lively teaching;
- the work is planned and prepared thoroughly;
- effective use of various resources;
- appropriate tasks that correspond to the needs of every individual;
- opportunity to reflect on lesson content and effective plenary sessions;
- teaching methods that are varied effectively;
- perceptive questioning of pupils and encouraging them to make their own decisions and to provide extended responses;
- teachers developing independence in the pupils.

77. Where the teaching does not achieve grade 2, some of the following shortcomings are found:

- insufficient differentiation of tasks;
- insufficient focus on the outcomes expected of pupils;
- the work is not challenging enough for some pupils;
- time is not best used;
- not enough is done to develop pupils' creativity; teachers provide too much guidance for them.

78. Teachers have a sound knowledge of most National Curriculum [NC] subjects.

79. Learning objectives are only occasionally shared with pupils; when this happens they impact positively on pupils' learning. Success criteria are not shared in lessons and pupils are not able to assess their own progress.

80. Good questioning by teachers in some classrooms encourages the pupils to explain their thinking and helps them understand and improve their work.
81. The quality of arrangements for assessment and recording is deficient. The arrangements for assessing and reviewing the progress of children under five and Key Stage 1 pupils correspond to the statutory requirements; numerous assessment records are kept but the system is unwieldy for teachers. No assessment records are kept in Key Stage 2 and consequently the school does not meet the regulatory requirements.
82. The quality of the annual reports for parents seen in Key Stage 1 is good. No copies of the reports for Key Stage 2 pupils were available for the inspection team. A small number of parents noted that they are unhappy with the annual reports received as they are too general and not a fair reflection of the pupil's achievement.
83. Although teachers mark positively and sensitively, cross-curricular opportunities to correct errors in pupils' work are not exploited. Not enough responsibility is given to pupils to improve their own work. The use of vocabulary books and dictionaries is inadequate.
84. Pupils are given targets in some classrooms but they do not have an active enough role in setting them. In some classrooms, the targets are too general.
85. There is no portfolio of assessed work in the school. There are proposed arrangements for teachers in the cluster to collaborate to assess samples of pupils' work in order to exemplify standards and ensure consistency.

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

Grade 3: Good features outweigh shortcomings

86. The findings of the inspection team correspond to the grade 3 awarded by the school in its self-evaluation report. Although the inspection team awarded a grade 4 to some subjects, the school's core subject results at the end of the key stages are good.
87. There are shortcomings in the way the school responds to the learning needs and interests of some pupils. Not enough is done to provide for able pupils. Pupils do not have enough choice in the tasks given to them.
88. The quality of curriculum planning has improved since the arrival of the new head and deputy. However, the planning isn't thorough enough in some subjects, such as geography and science. Implementing whole school schemes of work was a key issue in the 2000 report.
89. Pupils in Key Stage 2 do not have access to a suitably broad and balanced curriculum. There are gaps in pupils' knowledge about science, mathematics, geography and aspects of physical education, such as dance. The curriculum does not conform fully with the requirements of the National Curriculum, but the content of the local Standing Advisory Council of Religious Education (SACRE) syllabus is well-presented. The Desirable Outcomes for children under five are addressed appropriately.
90. The Quality Mark for literacy was achieved in 2004. Other key skills are occasionally addressed across the curriculum; the planning is appropriate in Key Stage 1. In Key Stage 2, planning for the key skills in medium and short term planning documents is not sufficiently thorough. There are no procedures for monitoring the teaching of key skills in different subjects.
91. Pupils' experiences are promoted through a good range of recently arranged extra-curricular activities, including a chess club, netball and football. Some pupils took part in a writing squad and mathematics master classes. Pupils in Key Stage 1 have visited Aberduna Quarry and every pupil has planted trees in the locality.
92. Good features outweigh shortcomings in the spiritual and moral development of the pupils. A representative of the Church in Wales will report on pupils' spiritual and moral development in a separate report. However, overall, pupils are not given enough opportunities to participate in sessions of joint-worship or meditating on their own beliefs and values. The provision is appropriate for pupils' social and cultural development. Appropriate attention is given to such aspects as helping the less fortunate. Fund-raising activities are held regularly.

93. The staff work had to establish an ethos that contributes to fostering pupils' personal and social development. A commercial scheme is used to complement this work. The staff provide a homely, safe and caring environment and they have a good relationship with most of the pupils. The staff arrange educational visits and offer interesting after-school clubs.
94. A PSE scheme, including regular Circle Time sessions, was prepared recently. Although there has been a School Council in the past, it has not been operational for some time now.
95. Links with parents have improved since the arrival of the present head. A number of complaints were voiced in the parents' pre-inspection meeting and although there were 88% positive comments, there were a few negative responses in the parents' questionnaires.
96. The Parent Teacher Association supports the school by raising funds, which have enabled the school to purchase equipment and pay for valuable educational trips.
97. The school is part of a cluster of primary schools. This has had little effect on the school in recent times.
98. A nursery class joins the reception class in the village hall every afternoon. This means that the youngest children make a smooth transition to full-time education in a familiar environment. Good pastoral and curricular links exist with the secondary school which uses the school for students' work experience placements.
99. There are good opportunities for parents to discuss their children's progress with staff and they receive letters regularly. A few parents voiced concerns about the quality of past parents' evenings. Parents have not received a Home/School Agreement or a copy of the latest school handbook. Parents are eager for the school to be successful.
100. There are some examples of local businesses supporting the school's activities. There are currently no opportunities for pupils to develop entrepreneurship nor for staff to develop their personal understanding and awareness of the world of work.
101. The school places suitable emphasis on studying the heritage of Wales and the Curriculum Cymreig. The school features prominently in religious celebrations and competes in the Urdd Eisteddfod.
102. Although teachers use Welsh informally in every classroom, learning experiences do not sufficiently promote pupils' bilingual skills.
103. The school has an equal opportunities policy which is reflected in many aspects of school life, such as sports and other social activities.

104. The school has introduced some strategies to promote education for sustainable development, such as a recycling system and work involving caring for the environment jointly with the National Park. Pupils do not confidently discuss this aspect.
105. Elements of the curriculum and a few worship sessions contribute to pupils' awareness of global citizenship.
106. Pupils compete very little in sports.

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

Grade 3: Good features outweigh shortcomings
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107. The findings of the inspection team correspond to the grade 3 awarded by the school in its self-evaluation report.
108. The support and personal guidance provided for pupils is good. In a family environment, most pupils turn confidently to all adults in the school for support. Relevant policies guide issues such as sex education and health and safety, although they haven't been updated and signed by the chairperson of the governing body. Circle time is a valuable opportunity for pupils to share any concerns.
109. Two parents' evenings are held annually for parents to see their children's work and discuss their development. Parents have a strong commitment to the school and its values. They help in practical ways such as with reading. Other parents help with trips, sports activities and clubs.
110. Parents are unhappy with the quality of the reports they receive about their children's progress. The quality of the annual reports for parents seen in Key Stage 1 is good. No copies of the reports for Key Stage 2 pupils were available for the inspection team.
111. A few parents voiced concerns regarding the quality of education, the discipline of some of the older pupils and opportunities for children to learn Welsh. These anxieties were well founded.
112. There wasn't enough documentation in the school to evaluate the impact on standards of visits by officers of the UA. Advisers and officers have visited the school but there was only a record of one of those visits. Visits were made by early years, science and geography advisers, and there were four visits by a physical education adviser in the period leading up to the inspection.
113. All pupils have full access to the PSE programme. Pupils have opportunities to develop healthy attitudes and discuss personal issues during circle time and during informal chats with the teachers. These experiences promote respect and tolerance towards others and enable pupils to talk about their feelings.
114. The appropriate formal and informal arrangements implemented by the school promote good attendance. The school now conforms with the requirements for registration, differentiating appropriately between different types of absences. Parents send letters explaining absences and a record is kept of phone calls received from them. With the exception of Y6, the school's procedures promote good behaviour. No pupils have been excluded from the school.

115. A number of health and safety issues were highlighted to the governing body. There are no risk assessments for those areas which could pose health and safety problems.
116. The child protection policy is not updated annually in accordance with the statutory requirements. The school's current policy was produced in 2004. All staff are aware that the head is the person responsible. Members of staff are clear what to do if they have a concern. There is no reference in the policy to activities in the Village Hall which is used regularly.
117. The difficulties experienced by pupils with additional learning needs are identified early and a detailed record is kept of their progress. Staff work closely with the UA's agencies, with parents, the specific SEN unit and the local secondary school.
118. The provision for pupils with SEN is satisfactory; it conforms with most of the requirements of the Code of Practice. IEPs have been prepared for all pupils with additional learning needs but they have not been reviewed in accordance with the date noted on them. The IEPs include suitable targets which match the needs of individual pupils. Pupils make good progress.
119. The school does not have a SEN coordinator and parents and pupils do not have an active enough role in producing the IEPs. There is not a sufficient link between the work of the SEN teacher and that of the classroom teachers.
120. Individual pupils in two classes affect the concentration of other pupils and their opportunities to develop. There is a sanction scheme but it is not always used appropriately.
121. Much emphasis is placed on ensuring that pupils have equal opportunities to participate in all activities including sports and after-school clubs. Pupils' bilingual skills are not developed sufficiently. Able pupils are not challenged enough.
122. The school has clear policies for promoting equal opportunity according to race, gender, background and diversity. Teachers develop positive attitudes amongst pupils on these matters.
123. No cases of bullying were seen but some pupils have concerns. The anti-bullying policy has recently been discussed with parents and the school is currently working on measures to eradicate bullying and all kinds of harassment. No pupils have been excluded from the school in recent years.
124. The school has an appropriate policy which outlines reasonable steps to be taken to ensure that disabled pupils will not be treated less favourably.

## Leadership and management

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

Grade 4: Some good features, but shortcomings in important areas

125. The findings of the inspection team do not correspond to the grade 3 awarded by the school in its self-evaluation report. There are shortcomings in important areas in the provision including regulatory and legal requirements.
126. A number of the school's shortcomings are a result of unsatisfactory leadership in the past. The new head provides good guidance for the school but has not been in the school long enough to affect standards. However, although there are still shortcomings, the current staff have had a positive impact on standards. The head and his staff meet regularly to exchange ideas regarding organisation and curricular matters and have won the confidence of the governing body and many of the parents.
127. The school has not given consideration to some national priorities such as Home/School Agreements, global citizenship and creating strategies to raise standards. Appropriate time has been ensured for planning, preparation and assessment [PPA] for all teachers. A good partnership is sustained with the primary schools in the catchment area and with the secondary school to which pupils transfer.
128. The quality of the SDP, prepared by a former acting head, is deficient; it contains too many priorities. It does not contain a clear review of the previous year's priorities. The SDP includes details regarding the costs of implementing the numerous priorities although the effect of this on the budget is not shown.
129. The school does not have a comprehensive continuous self-evaluation system. The governing body does not receive a regular report on standards of work and quality of education.
130. As the school does not have a formal self-evaluation system, based on first-hand evidence, to judge standards of work, the staff depend on informal discussions to identify priorities for inclusion in the SDP.
131. There are some shortcomings in the manner in which the school staff is managed. Not all members of staff have a job description. There are shortcomings in the Performance Management arrangements; the arrangements do not currently have a positive impact on the school's work. The school does not have a staff appraisal system.
132. Staff are industrious and contribute much to the life of the school. Teachers have suitable qualifications but one member of staff teaches ages for which she has not been trained. Teachers have followed courses to develop their competence in some areas. However, the training wasn't planned thoroughly enough to ensure a positive impact on standards in some subjects.

133. Members of the governing body show interest in their work and are very supportive of the school. Members of the governing body co-operate well with the head. They administer the budget efficiently. In the past, they did not receive enough professional support to be able to fulfil some of their duties effectively enough.
134. A small number of the governing body are new members and they have little knowledge of some of the policies and of the contents of the current SDP. Members are not currently active enough in monitoring standards and setting a strategic direction for the school's development.
135. Self-evaluation and target setting have not developed sufficiently as part of the school's management strategies and the role of subject coordinators in the self-evaluation process has not fully developed.
136. The format of the latest version of the school prospectus is good and it contains a range of useful information. However, it does not fully meet the requirements of the WAG circular 14/01 and has not been shared with parents.
137. The governing body's latest report to parents does not meet fully with the statutory requirements.
138. A Home/School Agreement has not been presented to parents; no risk assessments have been produced and a number of the policies have not been signed or updated.

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

Grade 4: Some good features, but shortcomings in important areas

139. The findings of the inspection team do not correspond with the grade 3 awarded by the school in its self-evaluation report. There are very few existing self-evaluation processes.
140. The inspection team did not agree with the views of the school in three key questions. The school judged that questions 5 and 6 deserved Grade 3; the inspection team deems that grade 4 should be awarded to the school for both areas. The school judged that question 7 deserved Grade 2; the inspection team deems that grade 3 should be awarded to the school for the area. There was agreement with the school's judgements on other areas of its work.
141. The governing body is very supportive, and makes a valuable contribution to the school's life. A sub-panel was established to monitor curricular developments, but any self-evaluation outcomes are not reported to the governing body.
142. As the school does not have a formal self-evaluation system, based on first-hand evidence, to judge standards of work. The staff depend on informal discussions to identify priorities for inclusion in the SDP.
143. On the departure of the former head, a self-evaluation report was produced detailing a number of curricular and management aspects. That report is quite critical of the provision and awards a grade 4 for four areas.
144. A concise self-evaluation report of a generally good quality was produced for the inspection team, but the inspection team set a lower grade than the school in three questions.
145. Some members of the advisory team have been helping the school to look at the provision. There wasn't enough documentation in the school to evaluate the success of their visits.
146. Teachers looked at standards of language teaching about two years ago. There was no record of this monitoring available for the inspection team.
147. The school has a system of setting targets for pupils' achievement in the end of key stage tests. There are no thorough assessment systems in Key Stage 2 to ensure the quality of these targets.
148. The school has not made sufficient progress since the last two inspections. The following key issues were listed in the inspection team's report for 2000:

- *Resolve the uncertainty regarding staffing on the Llandegla site;*

This aspect has been well-addressed.

- *Tackle the key issues of the 1994 report;*

These included making more effective use of assessment, monitoring the progress of individual subjects and reviewing the application of the Welsh language policy. None of these aspects have been implemented effectively and the provision in the three areas is still inadequate

- *Establish detailed systems for managing finance;*

Enquiries were made but very little information was forthcoming regarding the school's financial management systems. The school relies heavily on advice from the Education Authority's officers.

- *Improve the range of learning resources across the curriculum;*

There are still shortcomings as regards a shortage of books to challenge the most able; there is also a shortage of music equipment, art materials and scientific resources.

- *Develop a structured approach to in-service training to enable teachers to update their specialisms in curricular matters;*

There are suitable arrangements to enable teachers to attend training courses but insufficient attention is given to identifying some of those areas in need of development in order to raise standards.

- *Produce a governors' annual report to parents and a drug education policy which meets the statutory requirements;*

An annual governors' report to parents was produced in newspaper format; it is appealing but does not meet the statutory requirements. The school has an appropriate drugs education policy.

- *Resolve the uncertainty regarding the language status of the Bryneglwys site;*

A number of parents are still dissatisfied with the school's linguistic status. It is a category C school. Those schools are described by the UA as schools where 'a percentage learn the core subjects through the medium of Welsh and a percentage through the medium of English'. The school does not realise the aim set out in the school prospectus, 'that each child should be fluently bilingual'. A new language policy was compiled in February 2006 but all members of staff are not aware of its contents and it has not been signed by the chairperson of the governing body. According to the new policy, pupils are taught through the medium of Welsh in Key Stage 1. The new policy is not operational in the school. The status of Welsh in the school remains unclear.

- *Implement whole school plans for all the subjects of the NC.*

The quality of curriculum planning has improved since the arrival of the new head and deputy. However, the schemes are inadequate in some subjects, especially in geography and science.

149. The following table shows how standards of work in the subjects inspected compare since the last inspection:

<b>AREAS</b>	<b>KEY STAGE 1 2000</b>	<b>KEY STAGE 1 2006</b>	<b>KEY STAGE 2 2000</b>	<b>KEY STAGE 2 2006</b>
English	satisfactory[grade3]	grade 3	good [grade2]	grade 2
Welsh second language	satisfactory[grade3]	grade 4	good [grade2]	grade 4
science	satisfactory[grade3]	grade 4	satisfactory[grade3]	grade 4
geography	satisfactory[grade3]	grade 3	satisfactory[grade3]	grade 4
religious education	satisfactory[grade3]	grade 3	good [grade2]	grade 3
physical education	satisfactory[grade3]	grade 3	satisfactory[grade3]	grade 4

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

Grade 3: Good features outweigh some shortcomings.

150. The findings of the inspection team do not correspond to the grade 2 awarded by the school in its self-evaluation report. A grade 3 was awarded as there are some shortcomings in the provision.
151. There has been instability during the last year following absences of permanent members of staff due to ill health. This has had a more adverse effect in Key Stage 2.
152. Staffing levels at the school are good and ensure a very favourable pupil: teacher ratio. With some exceptions, pupils are well-supported by qualified staff. There is one newly qualified teacher at the school, and one part time [0.5] teacher with a year's experience. The staff development programmes do not challenge the skills of all members of staff in every subject effectively enough.
153. Teachers have a good range of expertise and there is an effective system of exchanging staff from both sites to use their strengths. This arrangement has not existed long enough to affect standards of work.
154. The school now works more closely with a number of nearby rural primary schools to discuss aspects of work, and more specifically to prepare assessment portfolios. Staff meetings are held regularly and a record is kept of the discussions.
155. The nursery assistant and the learning assistants contribute well to the progress of the pupils in their care. The nursery class and the reception class are taught by an assistant every afternoon; the work is done under the guidance of a teacher to ensure appropriate standards to the work.
156. A clerk is employed for five hours to lighten the teachers' workload by undertaking some of their administrative tasks.
157. There are numerous shortcomings in the fabric of the Bryneglwys building and parts are in an unacceptable condition. Some classrooms in both buildings are small. Pupils have to eat their lunch either in one of the classrooms or the village hall. The village hall is also used for some practical lessons and for children under five. There isn't an appropriate staff room or medical room in either of the buildings. There is a lack of storage space on both sites. Space is limited for drama, music, art and design and technology.
158. Many of the resources are of a good quality but there is a shortage of books to extend the most able pupils, music equipment, art materials and science apparatus. There is a good supply of resources for children under five. Contributions by parents and friends of the school enabled new resources to be purchased. The resources are of a good quality, overall, and easily accessible for pupils to use. Resources are managed efficiently.

159. The computer provision is good with one for every four pupils. The school has two interactive whiteboards, but only one was in correct working order during the inspection. Except for the provision for able pupils, there is a good supply of books and reference books have been arranged purposefully.
160. The school doesn't have any grassland but effective use is made of the community's playfields and village hall for physical education. The playground has been marked for some purposeful games, but the fence needs attention.
161. A number of colourful displays on the school's walls contribute to the effectiveness of the teaching and learning. Both the inside and outside of the building are kept clean.
162. Effective supervision arrangements at the beginning and end of the day ensure that pupils arrive and leave the school safely.
163. The cost per pupil is high, more than £5,700 in 2005/06. Due to its serious weaknesses the school does not currently ensure value for money. There have been improvements in the school's management since January.
164. The school responded unsatisfactorily to a number of the key issues highlighted in both previous inspections.
165. It was necessary to draw the attention of members of the governing body to a number of health and safety concerns on both sites. The UA has been notified of a number of the concerns on numerous occasions in the past. There are no risk assessments for those areas which could pose health and safety problems.

## Standards achieved in subjects and areas of learning

### English

#### Key Stage 1: Grade 3: Good features outweigh shortcomings

#### Key Stage 2: Grade 2: Good features and no important shortcomings

##### Good features

166. In Key Stage 1, pupils listen carefully to their teachers, especially when they read stories to them. They respond with enthusiasm to the teachers' questioning and when sharing their news and ideas, using vocabulary appropriate to their age and ability.
167. When reading, some Key Stage 1 pupils use appropriate techniques to decode unfamiliar words. The most able pupils read fluently and with appropriate expression. They enrich their reading experiences by taking books home.
168. With assistance, Key Stage 1 pupils write short extracts in response to various stimuli.
169. In discussions, the great majority of Key Stage 2 pupils are willing to make extended contributions, expressing themselves clearly. The pupils speak clearly and respond willingly to the teachers' questioning. The more able pupils present factual information clearly and logically, justifying their opinions and using logical arguments.
170. Most pupils read fluently, correctly and with a good level of understanding; they outline the topic of their reading books and describe the main characters. They read a wide range of books and some individuals discuss their favourite authors and read extensively at school and in their spare time. Y6 pupils read with very good expression and are proud of their ability to read unfamiliar words. They use a range of sources to find information, including reference books and the Internet.
171. Steady progress is seen in the quality of the writing work throughout Key Stage 2. Overall, pupils write interesting pieces which sustain the reader's interest. They produce a variety of creative and factual written work. A small number of individuals in the top half of the school produce poetry of a very high standard. Many of the older pupils can organise their ideas in note form and a number of individuals write good and extended creative pieces making use of adjectives and similes which add colour and expression to their writing. Pupils' ability to vary sentences, to paragraph and to create different effects is generally good.

## **Shortcomings**

172. Some Key Stage 1 pupils do not have the necessary strategies for reading unfamiliar words.
173. When writing, many pupils are very dependent on the teachers' guidance and examples of independent writing in Key Stage 1 are few.
174. Some Key Stage 2 pupils do not always listen to the teachers' presentations or to other pupils' contributions.
175. Pupils' drafting work has not developed sufficiently. As a result, they cannot improve the content and style of their work in order to achieve higher standards.
176. Key Stage 2 pupils' handwriting or the presentation of their work has not been developed sufficiently.

<b>Welsh</b>
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<b>Key stage 1 and 2: Grade 3: good features outweigh shortcomings</b>
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177. Very few pupils follow the Welsh first language programme of study. Overall, their standards of achievement are satisfactory.

**Good features**

178. In KS1, pupils listen well and some individuals respond with coherent sentences.
179. Pupils in KS1 read quite fluently with a little encouragement. Their intonation is appropriate and they use phonic skills to decipher unfamiliar words.
180. They are beginning to write sentences independently and the most able can produce a sequence of sentences.
181. In Key Stage 2, pupils listen with interest and discuss intelligently.
182. They read fluently and with appropriate expression. They can use reference sources to find information.
183. They write for different purposes across the curriculum.

**Shortcomings**

184. In Key Stage 1 and 2, syntax, punctuation and spelling errors are typical of pupils' work.
185. In Key Stage 1 and 2, very few pupils discuss their reading preferences with competence.

<b>Welsh second language</b>
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<b>Key stage 1 and 2: Grade 4: some good features, but shortcomings in important areas</b>
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**Good features**

- 186. In Key Stage 1, pupils respond to simple questions, greetings and instructions. They understand the language of teachers and other pupils.
- 187. Pupils have clear pronunciation and repeat oral patterns within a specific context appropriately. They ask and answer very simple questions.
- 188. In Key Stage 2, pupils respond orally and in writing to a limited range of language patterns when prompted by the teacher.
- 189. A few pupils read simple texts.

**Shortcomings**

- 190. In Key Stage 1 and 2, pupils cannot present information or express a simple emotion independently. They are reluctant to respond in Welsh.
- 191. Pupils in Key Stage 1 do not read with increasing fluency and confidence.
- 192. Only a minority of Key Stage 2 pupils read Welsh texts regularly. They do not choose books voluntarily or read aloud with appropriate expression.
- 193. Little writing is seen. Pupils cannot use phrases and sentences to produce a coherent written piece with order and sequence.

<b>Science</b>
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<b>Key stage 1 and 2 – Grade 4: some good features, but shortcomings in important areas</b>
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### **Good features**

194. In Key Stage 1, pupils' knowledge and understanding of plants are good. They are good at recognising the parts of a plant and understand that both water and heat are required for seed to germinate and plants to grow. Their knowledge of light is also good.
195. In Key Stage 1, pupils experiment to see what melts fastest. With assistance, they can measure plants with non-standard measurements and produce data tables by experimenting.
196. Y3 and Y4 pupils have a sound knowledge and understanding of some areas. They conduct experiments involving light travelling and the grouping of transparent, translucent and opaque objects.
197. A variety of work is produced in Y5 and Y6. Pupils know a lot about shadow formation and are able to experiment successfully to find out how the size of a shadow varies by moving the light source. With teacher assistance, they can experiment to find out which soil would be best for seed germination.

### **Shortcomings**

198. Pupils in Key Stage 1 do little independent enquiry work. Teachers do too much for them and pupils' ability to think for themselves does not develop sufficiently.
199. Y3 and Y4 pupils do little measuring work. Their ability to handle data and produce various tables has not developed sufficiently. Many pupils do not understand enough about the need for a fair test.
200. Y5 and Y6 pupils do not control their own experiments. They do not choose their own apparatus and decide on the factors they wish to control.
201. There are gaps in the knowledge of Key Stage 1 and 2 pupils.

## Geography

### Key Stage 1: Grade 3: Good features outweigh shortcomings

### Key Stage 2: Grade 4: Some good features, but shortcomings in important areas

#### Good features

202. Key Stage 1 pupils can discuss the main features of the local area, such as the post office and restaurant, and explain the use made of them. They know about the work of individuals within the community and can name neighbouring villages and towns.
203. Key Stage 1 pupils use suitable geographical terms and study books, pictures and photographs to obtain information and ideas about places. They can locate Africa and Wales on a globe and know that they live in the United Kingdom. They compare the weather locally with the weather in Botswana, discussing what clothes and equipment a child going on holiday to Africa would need.
204. In studying an economically developing country, some Key Stage 2 pupils discuss the human and physical features of Gweta in Botswana and understand that life in Botswana is different from their own lives; they can note some differences. They name some other African countries and discuss the journey from Bryneglwys to Botswana.
205. Key Stage 2 pupils know about the human and physical features of Castries in St. Lucia and some of the differences between there and Wales. They discuss people's work and comment on the main reasons for the differences in climate and economic activities.
206. Pupils have a good knowledge of the world's countries, continents, climates and oceans.

#### Shortcomings

207. Key Stage 1 pupils' geographical enquiry skills aren't effective enough. They are not familiar with using simple coordinates or producing maps and elementary plans of their classroom or their journey to school.
208. Key Stage 2 pupils do not enquire and discuss geographical matters in sufficient detail. Their discussion skills regarding how the locality is changing, its relationship with the world, and global citizenship are inadequate.
209. Key Stage 2 pupils have a superficial understanding of how people can affect the environment and why it is important that it is protected. They are not aware of the negative effect some changes can have on the local environment.

210. Key Stage 2 pupils' enquiry and research skills, in particular collecting and recording information in the field, mapping skills, and the use of a variety of secondary sources have not been developed sufficiently.
211. They are not familiar with using map scales, coordinates or compass points. They aren't able to discuss a contrasting area in Wales or any other part of the European Union.

**Physical education**

**Key Stage 1 – Grade 3: Good features and no important shortcomings.**

**Key Stage 2 – Grade 4: Some good features, but shortcomings in important areas**

212. Gymnastics lessons were observed in Key Stage 1 and 2.

**Good features**

213. In Key Stage 1, pupils respond well to instructions. They make good use of space.

214. Pupils demonstrate age-appropriate skills when moving and creating various shapes on the floor. The quality of some individual pupils' movements is good.

215. Key Stage 1 pupils can combine movements and work in a group to create a sequence as they move around small equipment. They describe each other's movements in detail and offer suggestions how they could be improved.

216. In Key Stage 2, pupils recognise and form some basic shapes well. A few pupils demonstrate good control of balance and physical tension.

217. In Key Stage 1 and 2, pupils dress appropriately and work energetically in lessons.

218. All pupils have a good understanding of the beneficial effect of exercise on health and of the need to ensure safety during lessons.

**Shortcomings**

219. Pupils' movements in Key Stage 1 and 2 are not refined and graceful enough.

220. Only a few pupils in Key Stage 1 and 2 observe each other effectively and comment on the good aspects of the performance.

221. Overall, pupils, especially in Key Stage 2, do not listen attentively enough to instructions or concentrate enough when working.

222. There are gaps in Key Stage 2 pupils' knowledge and understanding, especially in dance.

**Religious education**

**Key Stage 1 – Grade 3: Good features outweigh shortcomings**

**Key Stage 2 – Grade 3: Good features outweigh shortcomings**

**Good features**

223. In Key Stage 1, pupils express feelings confidently. In particular they discuss the things that make them happy, angry or sad.
224. They recount familiar stories from the Bible and record them in picture form and simple writing. They know about the main Christian celebrations.
225. They make good use of the local vicar's visit to develop a good awareness of the various elements of her work. They discuss the purpose of prayer and have composed a simple thank you prayer. They have visited the local church and can name a number of the artefacts to be found there. They describe the practices employed during baptism and wedding services.
226. They come to understand that Saint David was an active Christian who told people about the work and teaching of Jesus Christ. When discussing the story of Moses they are beginning to further develop their understanding of the importance of leaders.
227. In Key Stage 2, pupils have a firm awareness of the Bible as the special book of the Christian religion and they have produced lively work empathising with Mari Jones and William Morgan. They have a good knowledge of stories from the Old Testament and the New Testament, including Jesus' miracles and parables. They know about the main events of Jesus' life, the different aspects of his work and the effect of his life on others.
228. Pupils' understanding of the significance of worship and places of worship is extended by their visits to the local church and their involvement with the vicar. Pupils have a good understanding of religious symbols and of a variety of celebrations and services.
229. Pupils are familiar with some of the characteristics, symbols and artefacts of the Jewish faith.

**Shortcomings**

230. Pupils in Key Stage 1 are not confident when discussing Judaism.
231. Key Stage 2 pupils' understanding of the Jewish faith is superficial and limited although they know some facts.
232. Pupils in Key Stage 2 do not discuss the importance of rules, friendship, caring for others and the need to care for the environment.

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

Staff and governors have considered the outcomes of the inspection and conclude that they do reflect the overall work of the school.

Further development and improvement will certainly follow as we act on the recommendations made. The recommendations for developing the school are appreciated.

The inspection was thorough, wide ranging and professional, and recognised positive elements of pupils' attitudes, behaviour and involvement in their learning. The report notes the care and support systems that underpin our curricular provision. It additionally notes the skill and dedication of our teachers and the care of support staff.

The focus on standards and attainment clearly recognises those areas in which further attention is needed. As far as is possible, staff and governors will work to ensure that the recommendations are put in place and addressed, providing a challenge for us all to work together to ensure the success of the school. At Ysgol Dyffryn Iâl, we are proud of our children and proud of the uniqueness of our school.

The Inspection significantly contributed in recognising our strengths and identifying clear areas for further improvement and development. We will work on the Action Plan and will respond fully to the recommendations listed.

Finally, we believe that with a new headteacher and management structure in place with Ysgol Llantysilio, and the recognition from the report that the school has moved forward since January 2006, we are confident that we will be able to address the issues raised and remove the school from the category of serious weaknesses within an academic year with the support of the pupils, parents, staff, governors, St Asaph Diocese and Denbighshire Local Education Authority all working together to ensure a brighter future for our unique clustered twinned-site bilingual school.

## Appendix 1

### Basic information about the school

Name of school	Ysgol Dyffryn Iâl
School type	Voluntary controlled by the Church in Wales
Age-range of pupils	3 - 11
Address of school	Llandegla Denbighshire
Post-code	LL11 3AW
Telephone number	01490 450221

Head	Mr Gordon Hughes
Date of appointment	January 2006
Chair of governors/Appropriate authority	Mrs Elizabeth Squires
Registered Inspector	Mr Phil Mostert
Dates of inspection	20 – 22 March 2006

## 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	2	7	5	6	6	5	8	7	46

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	5	1	5.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	1:
Average class size, excluding nursery and special classes	12
Teacher (fte) : class ratio	1.375: 1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2005	94	92.8	95.6
Summer 2005	96	96.8	95.1
Autumn 2005	100	93.8	95.3

Percentage of pupils entitled to free school meals	5
Number of pupils excluded during 12 months prior to inspection	0

## Appendix 3

### National Curriculum Assessment Results

<b>National Curriculum Key Stage 1 Assessment Results 2005</b>	Number of pupils in Y2	6
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Percentage of pupils reaching level 2 at least in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	100	In Wales	80

<b>National Curriculum Key Stage 2 Assessment Results 2005</b>	Number of pupils in Y6	7
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Percentage of pupils reaching level 4 at least in mathematics, science and either English or Welsh (first language)			
In the school	86	In Wales	72

## Appendix 4

### **Evidence base of the inspection**

The school was inspected by a team of three inspectors who were present in the school for a total of seven days. During this period:

- a total of 20 lessons, or part lessons, were attended, sharing the time fairly equally between the classes and keeping separate records for the different age groups;
- their work was discussed with pupils, the head, teaching staff, the nursery assistant and SEN assistant;
- pupils were questioned in detail about their knowledge and understanding of the curriculum;
- a wide range of pupils were heard reading in both Welsh and English;
- samples of pupils' work, completed during the current term, and during previous terms, were inspected;
- a substantial sample of the school documentation was studied, including its policies and long, medium and short term schemes of work;
- the SDP was examined in detail;
- attendance registers and pupil assessment records were studied;
- detailed attention was given to the school budget;
- inspectors were present in the joint-worship sessions on three mornings;
- a pre-inspection parents' meeting was arranged and attended by 11 parents, and 18 parents' questionnaires were analysed;
- two formal meetings were held with the governing body, one pre, and one post-inspection.

## Appendix 5

### Composition and responsibilities of the inspection team

Team Member	Responsibilities
Phil Mostert Registered Inspector	Context Summary and recommendations Key questions 1,2,6,and 7 science, physical education and Welsh second language
William Owen Lay Inspector	Contributions to key questions 1,3, 4 and 7
Gwenan Williams Team Inspector	Key questions 3,4, and 5 English, geography and religious education.
The head was chosen as the nominee by the school.	

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### Acknowledgement

*The inspectors wish to thank the governors, head, staff, pupils and parents of the school for their willing cooperation during the inspection.*