

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

**Ysgol Melyd  
Ffordd Pennant  
Meliden  
Denbigh  
LL19 8PE**

**School Number: 570/2067**

**Date of Inspection: 7<sup>th</sup> – 9<sup>th</sup> February 2005**

**by**

**Merfyn Douglas Jones  
Registered Inspector: 78185**

**Date: 14 April 2005**

**Under Estyn contract number:T/103/04P**

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Ysgol Melyd was inspected as part of a national programme of school inspection. The purpose 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 more information about their child's school. A copy of the summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Ysgol Melyd took place between 7<sup>th</sup> and 9<sup>th</sup> February, 2005. An independent team of inspectors, led by Mr Merfyn D Jones 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

## Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years 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 attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain 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 Melyd is situated in the village of Meliden, near Prestatyn, Denbighshire. Currently there are 114 full-time pupils, aged 4 to 11 years, and 11 part-time nursery children on roll.
2. Nearly all pupils come from homes where English is the main language. One pupil speaks Cantonese as a first language and is receiving support-teaching in English as an additional language. No pupil comes from a Welsh speaking home. They represent the full range of ability.
3. The majority of pupils come from homes which the school describes as predominantly economically disadvantaged. Four pupils are 'looked after' by the local authority. Approximately 35 per cent of pupils are entitled to free school meals
4. 33 per cent have special educational needs. Thirteen pupils have a statement of special educational needs, 17 are on 'school action' and 24 on 'school action plus'. The school has a special language unit which caters for pupils with specific language difficulties each morning. They are integrated with their peers in the afternoons.
5. The school has six full-time teachers, including the headteacher, and one part-time teacher.
6. The school was last inspected in February 1999.
7. The present headteacher was appointed in 1998.

### The aims of Ysgol Melyd:

- To create and maintain a happy, caring and secure environment in which everyone involved will develop his or her potential in full.
- To give consideration for our environment and the community through being responsive to the social and personal needs of individuals.
- To recognise that every child is an individual and to develop positive attitudes and an enquiring mind.
- To provide a broad and balanced curriculum and relevant education that provides intellectual, social, physical, aesthetic and spiritual growth.

“Happiness leads to success at Ysgol Melyd.”

## The school's priorities and targets

8. The school's major priorities and targets for 2004 – 2005 are to:
- Improve general behaviour and attitude of pupils;
  - Improve standards of pupils' spelling, reading, and problem solving skills;
  - Further develop the use of assessment and analysis of information to impact planning;
  - Implement an action plan following the school's inspection in February 2005;
  - Apply for funding to improve playground equipment;
  - Paint inside the school and children's toilets;
  - Develop a wild-life garden.

## Summary

9. Ysgol Melyd provides a good standard of education for all its pupils. The staff, including the non-teaching staff, demonstrate very high standards of care, guidance and support for each and every child. As a result, all pupils make good progress towards their learning goals.

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

## Standards

11. The pupils' standards of achievement in the subjects during lessons observed are as follows:

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	5%	54%	36%	5%	0%

Subject	Key Stage 1	Key Stage 2
English	3	2
Information technology	3	3
Geography	3	3
Music	3	3
Physical education	2	2
Religious education	2	2

12. 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.
13. Pupils with special educational needs, including those in the resourced provision unit, make good progress and achieve targets set in their individual educational programmes (IEPs).
14. Early Years children make good progress in the key skills of speaking, listening, reading, writing, numeracy and using information and communications technology.
15. In key stage 1 and 2, pupils make satisfactory progress in the key skills of speaking, listening, reading, writing, numeracy and using information and communications technology.
16. Bilingualism is not well integrated into the life of the school and, pupils' bilingual competence is underdeveloped.
17. The *Cwricwlwm Cymreig* is not well promoted through different areas of the curriculum and pupils have limited knowledge of the heritage and culture of Wales.
18. Pupils achieve well regardless of their ability, gender or social background.
19. Annual baseline assessments indicate that children's standards are generally below the county averages.
20. In 2004, 67 per cent of KS1 pupils were given a teacher assessment of level 2 or better in English, 78 per cent in mathematics and 72 per cent in science. The

county averages were 86 per cent in English, 88 per cent in mathematics and 88 per cent in science.

21. The 2002 and 2003 SAT results for KS2 pupils show that the core subject indicator (CSI) for the school was above the averages for the LEA and Wales. In 2004, the CSI was below the county and national averages because, the school reports, of the high percentage of pupils with special educational needs in that cohort.
22. Pupils have a good understanding of how well they are doing in their work and what they need to do to improve. They are involved in setting personal targets and in evaluating their own progress.
23. Nearly all pupils throughout the school show interest in their lessons and are willing to engage enthusiastically with the tasks that teachers provide.
24. Children in early years respond positively to the orderly ethos of their classrooms. Their behaviour is generally good and they make good progress in the development of their personal, social and learning skills.
25. The behaviour of most pupils is good. Respect and courtesy are shown to adults and peers.
26. Inappropriate behaviour has resulted in four temporary, and one permanent exclusion, during the previous 12 months.
27. As they progress through the school, pupils learn to take responsibility for their work and for their own actions. Through personal and social education (PSE) lessons, they learn to develop strategies that help them to become effective and independent learners.
28. The School Council gives pupils the opportunity to take a fuller part in the life of the school.
29. Pupils have a clear understanding of the need for equal treatment for all, including those from ethnic minorities and those with disabilities.
30. Although pupils have some knowledge of the world of work, this aspect of their personal and social education is under-developed.
31. Attendance figures are satisfactory throughout the school with an average attendance of 93 per cent for the last three terms. Most pupils are punctual.

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

32. The quality of teaching was judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
21%	54%	21%	4%	0%

33. 75 per cent of lessons were graded as 2 or better. The Welsh Assembly Government target of teaching being 95 per cent satisfactory or better has been achieved.
34. Teachers have a very good relationship with their pupils and there is good teacher/pupil interaction, with plenty of praise and encouragement.
35. Teaching in the nursery and reception classes is consistently good, providing a wide variety of activities and experiences that are clearly linked to the Desirable Outcomes for Children's Learning.
36. Teaching in the Language Resourced Provision unit (The Sunshine Room) is consistently very good, with pupils receiving outstanding support and guidance. Activities are based on pupils' targets in their individual educational plans and are well matched to their abilities.
37. Teaching in years 4, 5 and 6 is consistently good or better.
38. Teachers plan effectively for the development of pupils' knowledge and understanding. However, planning for the use of key skills across the curriculum is inconsistent and lacks focus.
39. A good feature of teaching in the school is the effective use of teachers' expertise in different subjects.
40. Generally, teachers match work well to pupils' abilities.
41. Where teaching was graded as less than 2, lessons lacked pace and rigour, work was too teacher directed and activities lacked challenge and motivation, which led to some misbehaviour.
42. Pupils' creative and problem solving skills are developed well across the curriculum.
43. The planning for and the promotion of pupils' bilingual skills are underdeveloped, as is pupils' experience of the world of work.
44. The school has clear, manageable and agreed procedures for assessment and record keeping, and teachers implement them consistently.
45. Annual reports to parents comply with statutory requirements, are informative and well presented.
46. Throughout early years and both key stages, pupils have a continuity of learning experiences that are appropriate to their stage of development and their learning needs.
47. The school provides a broad and balanced curriculum to which all pupils have equal access.

48. The development of pupils' key skills across foundation subjects is at an early stage of development, both in teachers' planning and delivery in lessons. Provision for *Cwricwlwm Cymreig* is also underdeveloped and therefore does not afford pupils sufficient access to the culture of Wales.
49. A broad range of extra-curricular activities including clubs and sporting events contribute strongly to the development of pupils' personal, social and education skills.
50. Provision for pupils' spiritual, moral and social development is good, whilst that for cultural development is satisfactory.
51. Teachers are good role models and, through them, pupils progressively understand concepts such as truth and justice, self-discipline and initiative.
52. The quality of partnership with parents, the local community and other schools and colleges are good. Most parents have accepted the Home/School agreement.
53. Local businesses sponsor library books but, in general, links with employers are not sufficiently strong to give pupils an effective understanding of the world of work.
54. Opportunities to develop pupils' bilingual skills are often missed in different aspects of school life. The use of incidental Welsh is inconsistent.
55. Pupils have a good understanding of sustainable development through the work of the school's ECO Council and through the recycling processes in place in the school.
56. The school provides very good support and guidance for all pupils including those with SEN, the under-fives and those for whom English is an additional language. The policies and procedures are clear and practical.
57. There are very good procedures for monitoring and keeping track of the needs and progress of pupils.
58. Registration periods are administered appropriately. Attendance and punctuality are monitored well by the class teacher.
59. There are close links with the local high school, which aid the smooth transition of pupils from primary to the secondary stage of education.
60. Very good procedures are in place to ensure the health and safety of pupils during their time in school.
61. Systems for child protection are well established. There is an effective policy, and sound procedures, which are closely adhered to by all adults.

62. The school has detailed policies, which reflect the emphasis placed on equal opportunities, racial equality and ethnic diversity.
63. Challenging behaviour is handled extremely well, pupils are given strategies to help them understand, manage and develop their standard of behaviour.

### **Leadership and management**

64. The school has clear aims and values that are understood and shared by staff and governors, and which have a positive influence on its work and life. There is a strong commitment to equality of opportunity for all.
65. The headteacher provides the school with a very effective professional leadership. She leads by example, and has created a good working environment, within which staff interest and expertise are used well.
66. The school takes account of national priorities but the *Cwricwlwm Cymreig* and pupils' awareness of the world of work are underdeveloped.
67. The governing body is kept informed about the performance of the school and is guided well by the headteacher.
68. The school development plan (SDP) is a good working document that clearly identifies realistic targets and goals, which are outcomes of the school's self-evaluation.
69. Sub-committees report their findings to the governing body during their regular meetings. These are well documented. However, essential details are missing in the school prospectus and the governors' annual report to parents, in order to fulfil statutory requirements.
70. The school's self-evaluation process involves the teaching and non-teaching staff, the governors and pupils. However, the views of parents were not canvassed for the production of the self-evaluation report.
71. The self-evaluation report accurately and clearly identifies the school's strengths and areas for development, and these are used to inform the priorities in the SDP.
72. The inspection team agreed with the judgements made by the school in six of the seven key questions.
73. Overall, the school has made good progress since the last inspection. All the key issues, except for one, have been successfully addressed. The headteacher and staff have worked hard to improve all aspects of school life.
74. The school is well staffed for the number of pupils on roll.
75. Teachers deploy the hard working and dedicated classroom support staff very well.

76. The school is well provided for in terms of resources, which are well used by staff.
77. The accommodation is light and airy and sufficiently spacious for the number of pupils attending the school. It is well used to enhance teaching and learning activities.
78. The headteacher is very proactive in obtaining resources and grants from outside agencies to support educational initiatives for the benefit of all pupils.
79. Overall, the school provides good value for money.

## Recommendations

- R1 raise standards by addressing the identified shortcomings;
  - R2 increase the use of key skills across the curriculum and identify them more precisely in planning;
  - R3 improve pupils' bilingual skills;
  - R4 further develop pupils' awareness and knowledge of the *Cwricwlwm Cymreig*;
  - R5 further increase pupils' awareness and understanding of the world of work; and
  - R6 ensure that the annual report of the Governors and the school prospectus meet statutory requirements.
80. 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

81. The findings of the inspection team match the judgements made by the school in its self-evaluation.
82. The pupils' standards of achievement in subjects during lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
5%	54%	36%	5%	0%

83. In this inspection, six subjects were inspected. The standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
English	3	2
Information technology	3	3
Geography	3	3
Music	3	3
Physical education	2	2
Religious education	2	2

84. 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.
85. Baseline assessments indicate that standards on entry are below the Local Education Authority averages for many children.
86. Pupils with special educational needs, including those in the resourced provision unit, make good progress and achieve targets set in their individual educational programmes (IEPs).
87. Early Years children make good progress in the key skills of speaking, listening, reading, writing, numeracy and using information and communications technology.
88. In key stage 1 and 2, pupils make satisfactory progress in the key skills of speaking, listening, reading, writing, numeracy and using information and communications technology.
89. Bilingualism is not well integrated into the life of the school and, pupils' bilingual competence is underdeveloped.

90. The *Cwricwlwm Cymreig* is not well promoted through different areas of the curriculum and pupils have limited knowledge of the heritage and culture of Wales.
91. Pupils achieve well regardless of their ability, gender or social background. It is evident from discussions with pupils that they are aware, and appreciate that all pupils are treated the same and are given the same opportunities.
92. Analysis of value added data indicate that pupils make good progress from on-entry assessments to the national assessments at the end of key stage 2.
93. Annual baseline assessments indicate that children's standards are generally below the county averages.
94. In 2004, 67 per cent of KS1 pupils were given a teacher assessment of level 2 or better in English, 78 per cent in mathematics and 72 per cent in science. The county averages were 86 per cent in English, 88 per cent in mathematics and 88 per cent in science.
95. The 2002 and 2003, SAT results for KS2 pupils show that the core subject indicator (CSI) for the school was above the averages for the LEA and Wales. In 2004, the CSI was below the county and national averages because, the school reports, of the high percentage of pupils with special educational needs in that cohort.
96. The 2004 results show that 68.8 per cent of pupils attained level 4 or above in English compared with the county average of 78.1 per cent and the national average of 78.8 per cent. In mathematics, they attained 68.8 per cent level 4 or better, compared with the county average of 78.7 per cent and the national average of 78.3 per cent. In science, 87.5 per cent of pupils attained level 4 or better, which was closely in line with the county average of 88.4 per cent and the national average of 89.2 per cent.
97. Pupils have a good understanding of how well they are doing in their work and what they need to do to improve. They are involved in setting personal targets and in evaluating their own progress.
98. Nearly all pupils throughout the school show interest in their lessons and are willing to engage enthusiastically with the tasks that teachers provide. Pupils respect the standards set by the school and live up to the high expectation of their teachers. Their entrances and exits to and from the hall during assemblies and during lessons are quiet and orderly. They listen respectfully to their headteacher as she speaks to them, and offer the same courtesy to visitors to the school.
99. Pupils, including those with SEN, say that they enjoy their schoolwork and many cannot identify preferences amongst the subjects because they like them all. During their lessons, almost all pupils settle down to their tasks without wasting

time and only ask questions when there is a real need. They show good levels of concentration as they work.

100. Children in early years respond positively to the orderly ethos of their classrooms. The security they feel enables them to filter into the routines of the day and participate in all the activities provided for them quickly. They soon become fully absorbed in learning tasks. Their behaviour is generally good, and they make good progress in the development of their personal, social and learning skills.
101. The behaviour of most pupils is good. Respect and courtesy are shown to adults and peers. Pupils know the boundaries and obey the school rules. In a minority of cases, pupils have difficulty in concentrating for any length of time and become restless.
102. The pupils themselves affirm the view that the behaviour is good at the school. They say that bullying, if it ever occurs, is dealt with swiftly by teachers.
103. Inappropriate behaviour has resulted in four temporary, and one permanent exclusion, during the previous 12 months.
104. As they progress through the school, pupils learn to take responsibility for their work and for their own actions. Through PSE lessons, they learn to develop strategies that help them to become effective and independent learners. Pupils learn to cope with negative thoughts and personal problems through the processes of analysis and positive decision-making. The pupils appreciate the school worry box as a solution to problems in times of stress.
105. Pupils throughout the school determine their class rules. Although teachers arrange the school rules, pupils say that they agree with them. Older pupils are encouraged to take on extra responsibilities such as phone duty and door duty. Others help to sell fruit from their healthy eating tuck shop.
106. The School Council gives pupils the opportunity to take a fuller part in the life of the school. Recently, school councillors decided that younger pupils needed extra support at playtimes and committed themselves to this task. Through their budget, they have purchased 'Friendship Hats' so that younger pupils know who to go to when they are lonely or have no one with whom to play.
107. The Eco Council meets regularly where pupils discuss the school issues relating to the school environment and recycling. The school and the ECO councils are helping pupils to gain a good understanding of sustainability and what it means to become responsible citizens.
108. Pupils have a clear understanding of the need for equal treatment for all, including those from ethnic minorities and those with disabilities. They speak frankly about the need to ensure that boys and girls are treated equally. Girls play football and they enjoy it!

109. Pupils have a good understanding of the issues of diversity and racial discrimination and are confident that their community is tolerant and welcoming.
110. They voice concerns for people in other parts of the world who do not have the things we take for granted. From recent school experience, they know that children, whatever colour or from whatever part of the world, are able to settle comfortably in their school because the whole school community is tolerant and welcoming.
111. Although pupils have some knowledge of the world of work this aspect of their personal and social education is under-developed.
112. Attendance figures are satisfactory throughout the school with an average attendance of 93% for the last three terms. Most pupils are punctual. Regular attendance is rewarded with a certificate. Pupils are discouraged from taking holidays during term time. The school complies with the current requirement of National Assembly of Wales (NAW) Circular 3/99. Incidental Welsh is used during registration periods.

## The quality of education and training

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

**Grade 2:** Good features and no important shortcomings

113. The findings of the inspection team match the judgements made by the school in the self-evaluation.

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
21%	54%	21%	4%	0%

115. 75 per cent of lessons were graded as 2 or better.

116. Teachers have a very good relationship with their pupils and there is good teacher/pupil interaction with plenty of praise and encouragement. They display a caring attitude towards them and offer a firm and consistent approach to discipline.

117. Teaching in the nursery and reception classes is consistently good, providing a wide variety of activities and experiences that are clearly linked to the Desirable Outcomes for Children's Learning.

118. Teaching in the Language Resourced Provision unit (The Sunshine Room) is consistently very good, with pupils receiving outstanding support and guidance. Activities are based on pupils' targets in their individual educational plans and are well matched to their abilities.

119. Teaching in years 4, 5 and 6 is consistently good or better.

120. Many classes have a favourably low pupil:teacher ratio and this helps teachers to have a good grasp of the progress made by each pupil in his or her learning.

121. Teachers demonstrate a good knowledge and understanding of the subjects they teach. They appreciate how factors such as ethnicity and social circumstances may affect learning, and cater for this well.

122. Teachers plan effectively for the development of pupils' knowledge and understanding. However, planning for the use of key skills across the curriculum is inconsistent and lacks focus.

123. A good feature of teaching in the school is the effective use of teachers' expertise in different subjects.

124. Generally, teachers match work well to pupils' abilities. They also make good provision for pupils with special educational needs as well as for the pupil who is learning English as an additional language. The part-time SEN teacher works closely with the class teachers and provides a variety of well-structured activities.
125. Where teaching was graded as 1, there were outstanding features, which included an awareness of individual needs, the very effective use of questioning, the very good deployment of support staff, a good range of organisational strategies and a very good mix of teaching techniques.
126. Where teaching was graded as less than 2, lessons lacked pace and rigour and work was too teacher directed. Lack of challenge and motivation, in a minority of lessons, led to some off-task behaviour.
127. Pupils' creative and problem solving skills are developed well across the curriculum.
128. The planning for and the promotion of pupils' bilingual skills are underdeveloped, as is pupils' experience of the world of work.
129. Teachers mark pupils' work regularly and carefully, following an agreed policy on marking. Generally, it is positive and helpful.
130. The school has clear, manageable and agreed procedures for assessment and record keeping, and teachers implement them consistently.
131. Baseline assessments in the Early Years inform the teacher's planning of work for the delivery of the Desirable Learning Outcomes and also give early warning for identifying children with special needs.
132. Whole-school assessment is undertaken on a regular basis; half termly in the core subjects and termly in the foundation subjects. The outcomes are used to assess progression and continuity in pupils' work, and to lead planning and set targets.
133. National assessment results at the end of KS1 and KS2, and on-going assessments are analysed for trends or weaknesses in specific curriculum areas. Pupils are involved in setting their own targets and in evaluating their own progress.
134. Parents are invited to attend regular meetings with class teachers to discuss their children's work and progress. Teachers make themselves available to parents, on a less formal basis, daily.
135. Annual reports to parents comply with statutory requirements, are informative and well presented.

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

<b>Grade 2:</b> Good features and no important shortcomings
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136. The findings of the inspection team match the judgment made by the school in its self-evaluation report.
137. Throughout early years and both key stages, pupils have a continuity of learning experiences that are appropriate to their stage of development and their learning needs.
138. The school provides a broad and balanced curriculum to which all pupils have equal access. Teachers ensure that pupils with SEN have appropriate support to enable them to benefit from the curriculum, both within the class and, on occasion, in withdrawal groups.
139. Teachers' planning for the delivery of the curriculum is of good quality and closely follows the schemes of work. Some schemes of work are commercially produced, and aspects of these schemes do not always support the development of the learning skills to which teachers aspire for their pupils.
140. The development of pupils' key skills across foundation subjects is at an early stage of development both in teachers' planning and delivery in lessons. Provision for *Cwricwlwm Cymreig* is also underdeveloped and therefore does not afford pupils sufficient access to the culture of Wales.
141. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Desirable Outcomes for Children's Learning.
142. Children's progress in their personal and social development is good. As a result of good teaching and effective pastoral care, children quickly settle in to the routines of school life and make good progress in the development of their learning skills.
143. A broad range of extra-curricular activities, including clubs and sporting events, contribute strongly to the development of pupils' personal, social and education skills. All pupils are encouraged to take part and, those who do, find the experiences pleasurable.
144. Education visits enhance the quality of lessons. Links with the Welsh National Opera Company, visitors to the school, artists, authors and musicians in residence, all provide effective links with the community and contribute to great richness in pupils' learning experiences.

145. Provision for pupils' spiritual, moral and social development is good, whilst that for cultural development is satisfactory. Pupils spoken to during the inspection demonstrate a curiosity of the world around them. They ask pertinent questions about historical events and seek to understand deeply held beliefs of religious groups. There are, however, insufficient opportunities for reflection during assemblies and acts of collective worship.
146. Teachers are good role models and, through them, pupils progressively understand concepts such as truth and justice, self-discipline and initiative.
147. The many procedures the school holds to celebrate success, both in learning achievement and personal conduct, help pupils to build positive images of themselves. Pupils empathise with communities where natural and man-made disasters have affected lives. They study Jewish and Muslim beliefs and practices. However, their understanding of the Welsh culture is relatively underdeveloped.
148. The quality of partnership with parents, the local community and other schools and colleges is very good.
149. Parents are very well informed about the life and work of the school, and their appreciation is shown through the very positive comments made in the pre-inspection meeting and parents' questionnaires.
150. The school takes full account of the Personal and Social Education Framework and has devised an effective PSE scheme of work that, amongst other things, successfully promotes pupils' understanding of substance misuse and personal responsibility. The North Wales Police Liaison Officer works with pupils throughout the school on PSE issues, and the school nurse delivers a sex education programme for both boys and girls collectively.
151. In this and all other respects, the curriculum complies with legal requirements.
152. The school has good partnership links with two universities and with local schools with whom arts and sporting events are often shared.
153. Local businesses sponsor library books but, in general, links with employers are not sufficiently strong to give pupils an effective understanding of the world of work.
154. Opportunities to develop pupils' bilingual skills are often missed in different aspects of school life. The use of incidental Welsh is inconsistent.
155. Teachers successfully promote an inclusive culture through which all pupils, whatever their background or circumstances, are encouraged to achieve to the best of their ability. This is clearly evident in the many lessons in which every pupil is given high quality support, encouragement and praise, and spurred on to greater achievement. As a result pupils make good progress overall from their early years to the end of KS2.

156. Pupils have a good understanding of sustainable development through the work of the school's ECO Council and through the recycling processes in place in the school.
157. Pupils are knowledgeable about what is meant by a healthy lifestyle. They point to the healthy eating tuck shop at their school and the clubs that provide healthy exercise as means by which they can keep fit.
158. The school council gives good opportunities for pupils to develop problem solving and decision-making skills. Pupils on the school council see themselves as making a difference to their school community, such as their plan to support younger pupils at playtime. Other pupils, not on the school council are aware of the function of the school council and are therefore also developing the notion of good citizenship vicariously.
159. The many pupils spoken to during the inspection, including those with SEN, said that they enjoyed their schoolwork and being part of the school. Throughout the inspection, the vast majority showed positive attitudes to their work. The school has established a culture of positive attitudes to learning and programmes that promote adaptability and flexibility in learning. By these means pupils are well prepared to access the next stage of their education.

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

<b>Grade 1:</b> Good with outstanding features.
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160. The findings of the inspection team differ from the school's self-evaluation in that the school judged this key question as Grade 2.
161. The school provides very good support and guidance for all pupils including those with SEN, the under-fives and those for whom English is an additional language. The policies and procedures are clear and practical.
162. There are very good links with a wide range of outside agencies that offer specialist advice and support when required.
163. Teachers have very good relationships with their pupils. They know and understand them well. Pupils have every confidence in their teachers and trust them implicitly. Parents spoken to wholeheartedly affirm the high quality of the care their children receive whilst in school. Pupils feel safe and secure.
164. They acknowledge that teachers treat them as individuals and that all of them receive fair treatment. The school has a "worry box" into which pupils can post worry slips identifying their worries and concerns. The headteacher makes time regularly to deal with these concerns to the satisfaction of the pupils involved.
165. There are good procedures for monitoring and keeping track of the needs and progress of pupils. Pupils' work is marked carefully proffering praise on achievement and setting targets for improvement, following discussion.
166. Personal and social development is addressed well through PSE lessons and through the work of the community liaison officer from the North Wales police, who works with pupils throughout the school very effectively.
167. Registration periods are administered appropriately. Attendance and punctuality are monitored well by the class teacher. Any concerns are passed on to the headteacher. Parents are contacted when attendance and punctuality are a cause for concern, with intervention by the Educational Social Worker when required. Regular attendance is stressed to parents in the governors' annual report to parents.
168. The school works very closely with parents and carers for the benefit of pupils. Parents express very positive views about the partnership the school has with parents, from the home school agreement, to the invitations they receive to come into school to help. Parents' concerns and suggestions are listened to seriously and are acted upon appropriately. The good quality information booklet keeps parents well informed about what goes on in school.
169. There are very good induction procedures to settle children into the routines of school life smoothly and quickly. Parents appreciate the systems that are in

place, including home visits prior to the entry into school of children under five and the easy way in which their children are introduced to the rules and routines of the classroom.

170. There are close links with the local high school, which aid the smooth transition of pupils from primary to the secondary stage of education.
171. Very good procedures are in place to ensure the health and safety of pupils during their time in school. There is a good policy, which is reviewed on a regular basis and there is a named governor with responsibility for health and safety matters.
172. Named staff have first aid qualifications and all staff are aware of how to deal with health and safety issues. The school promotes the notion of healthy lifestyles very well. There is a pupil-manned fruit tuck shop, and clubs that emphasise exercise and fitness. Pupils understand the school rationale for the provision and have clear ideas of what they need to do to keep in peak condition.
173. Systems for child protection are well established. There is an effective policy, and sound procedures, which are closely adhered to by all adults. The headteacher leads in this area and ensures all staff are trained appropriately. Specialist services are involved and utilised when necessary.
174. The school ensures that all pupils, whatever their ability, background or gender have equal access and opportunity to participate in school life. Pupils confirm this during discussions and state they enjoy the varied activities and clubs the school offers. The school has detailed policies, which reflect the emphasis placed on equal opportunities, racial equality and ethnic diversity.
175. Challenging behaviour is handled extremely well, pupils are given strategies to help them understand, manage and develop their standard of behaviour. Good behaviour is regularly celebrated. Improving the standard of behaviour is a constant focus in the School Development Plan.
176. Behaviour and assertive discipline policies are of a good standard. The school has an agreed response to any disruptive behaviour based on assertive discipline techniques, which are implemented by all staff. In addition, extensive strategies are used for managing pupils' behaviour, including individual behaviour management targets and the additional support of county expertise.
177. There is a good merit system in place, which rewards positive behaviour, amongst other things. Achievement assemblies are good occasions when such achievements are celebrated.
178. The school is piloting a scheme to provide failure-free interactive sessions for pupils throughout the school; this is used as a behaviour strategy tool and linked to the music curriculum.
179. Correct procedures are followed for the reintegration of any excluded pupil.

180. Pupils have many good opportunities to extend their understanding of citizenship and diversity through the curriculum in subjects such as religious education and PSE and through the work of the school council and the ECO council.
181. Governors are aware of equal opportunities legislation and welcome the admission of pupils with physical and sensory disabilities. They are aware of the improvements that need to be made to accommodate such pupils and have the cost of these improvements under continuous review.

## Leadership and management

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

**Grade 3:** Good features outweigh shortcomings

182. The findings of the inspection team differ from the judgement of grade 2 made by the school in its self-evaluation.
183. The school has clear aims and values that are understood and shared by staff and governors, and which have a positive influence on its work and life. There is a strong commitment to equality of opportunity for all.
184. The headteacher provides the school with a very effective professional leadership. She leads by example, and has created a good working environment, within which staff interest and expertise are used well.
185. The headteacher has a very practical and clear view for the future of the school and has effectively initiated strategies which have had a positive impact on the ethos of the school and on pupils' standards of achievement.
186. Subject leaders are well informed and meet regularly to plan and monitor curriculum development. They work well together as a team, and their commitment to the best interests of the pupils and school is high.
187. They regularly monitor and evaluate teaching and learning across the school, and individual target setting is well established.
188. The school takes account of national priorities but the *Cwricwlwm Cymreig* and pupils' awareness of the world of work are under-developed. They work closely with other schools and join in cluster initiatives.
189. There is an effective staff appraisal system, which successfully links both teachers' professional development and the priorities set by the school in its school development plan (SDP).
190. The SDP is a good working document that clearly identifies realistic targets and goals, which are outcomes of the school's self-evaluation.
191. The governing body is kept informed about the performance of the school and is guided well by the headteacher. It contributes to the setting of strategic targets and monitoring the quality of provision for raising standards. Many governors visit the school weekly and take an active role in school activities. The establishment of link governors to subject areas is not yet in place, but has been highlighted as an area for development.

192. Governors are involved in the production of the self-evaluation plan, school development plan and school policies. They are enthusiastic and supportive of the school's aims and objectives. Attending local education authority training courses improves their knowledge and understanding of their work.
193. Sub-committees report their findings to the governing body during their regular meetings. These are well documented. However, essential details are missing in the school prospectus and the governors' annual report to parents, in order to fulfil statutory requirements.

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

<b>Grade 2:</b> Good features and no important shortcomings
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194. The findings of the inspection team match those of the school in its self-evaluation report.
195. The school's self-evaluation process involves the teaching and non-teaching staff, the governors and pupils. However, the views of parents were not canvassed for the production of the self-evaluation report.
196. The self-evaluation report accurately and clearly identifies the school's strengths and areas for development, and these are used to inform the priorities in the school development plan (SDP).
197. The SDP is a good working document and the targets set are regularly reviewed and monitored by staff and governors. Recent improvements in standards and behaviour are as a direct result of previous action.
198. The school has very good strategies in place for assessing, tracking and evaluating pupils' standards of achievement in all subjects. The analysis of assessment results, including end-of-key-stage tests, helps to identify trends and weaknesses, which are well addressed in teachers' future planning.
199. Teachers know their pupil very well in terms of their progress, both academically and socially.
200. The inspection team agreed with the judgements made by the school in six of the seven key questions. Where there was a difference in judgement in key question 5, the inspection team awarded a lower grade because some of the statutory requirements were missing in the school prospectus and the annual governors' report to parents.
201. Overall, the school has made good progress since the last inspection. All the key issues, except for one, have been successfully addressed. The headteacher and staff have worked hard to improve all aspects of school life.

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

<b>Grade 2:</b> Good features and no important shortcomings
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202. The inspection team agreed with the school's self-evaluation grade.
203. The school is well staffed for the number of pupils on roll.
204. Good use is made of the in-depth knowledge and expertise of teaching staff, gained from initial training and continuing professional development, to meet the needs of all curriculum areas and aspects of school life. Strengths are well used in such areas as physical education and music for the benefit of all pupils.
205. Teachers deploy hard working and dedicated classroom support staff very well. The good team spirit binding teachers and support staff benefits greatly pupils' learning experiences.
206. Learning, behavioural and English as an additional language (EAL) support staff make effective contributions to meet the needs of all pupils, including those with SEN and the child in early years for whom English is an additional language.
207. Through very good teamwork, the teacher and support staff in the language unit ensure that pupils become confident and successful learners.
208. The efficient school administration is underpinned by the hard work of the energetic school secretary. Cleaning staff makes a good contribution to the school's very caring ethos. Kitchen staff and mid-day supervisors likewise ensure that pupils feel valued and cared for.
209. The school is well provided for in terms of resources and they are well used by staff. Books, both fiction and non-fiction are plentiful and are of good quality. The school conducts regular audits of books in use throughout the school, and those which are found to be in a bad condition or inappropriate are discarded. New books are then purchased.
210. Good use is made of the computer suite, providing opportunities for all pupils to advance their IT skills.
211. The accommodation is light and airy and sufficiently spacious for the number of pupils attending the school. It is well used to enhance teaching and learning activities. Displays are bright and cheerful and provide evidence of the many quality educational experiences pupils undergo. The hall floor is a cause for concern in that, in places, it is worn and unsightly, and could present a hazard in the near future. The outside environment is well maintained and cared for. The school entrance is welcoming, due concern being paid to the comfort and well being of visitors.

212. An effective security system ensures the safety of pupils whilst they are in school. Playgrounds to the rear of the school, though spacious, are drab and underdeveloped, as are the pond and rockery areas. These areas have been identified in the SDP.
213. The headteacher, staff and governors plan appropriately and make good use of financial resources in line with its educational and other priorities. The headteacher is very proactive in obtaining resources and grants from outside agencies to support educational initiatives for the benefit of all pupils.
214. Overall, the school provides good value for money.

## 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

215. The majority of pupils in KS1, including those with SEN, pay attention and use their developing listening skills well, during most lessons. More able pupils use their speaking skills effectively in answering questions and contributing to discussion. Pupils at the end of KS1 responded well in discussion about medicines and the dangers of syringes in a PSE lesson.
216. Pupils in the upper part of KS2 listen intently to their teacher during lessons and they listen well to each other. They answer pertinently in response to the many open ended and lively questions they are asked. They are eager to contribute to the oral parts of lessons and, for the most part, their contributions are well focused. Pupils speak with clarity when presenting their class assembly to the whole school.
217. Pupils throughout the school express a keen interest in books and show positive attitudes to their reading tasks. They benefit from the importance the school places upon the development of reading skills.
218. KS1 pupils read their books confidently. They respond to the characters and events in their books positively, comparing story lines they have read previously. They read common words with ease and are using their developing word attack strategies to unlock harder words with some success. Younger pupils in KS1, and those with SEN, show a developing understanding of consonant blends and can identify them in words they encounter in lessons. They enjoy the many games they play to re-enforce this learning, co-operating well with one another.
219. In KS2, pupils, including those of lower ability, concentrate hard when reading. More able pupils read with fluency. They enjoy fiction and can identify authors whose work they particularly appreciate. They understand the conventions of texts and use this understanding to read out aloud with expression and clarity. Their higher order reading skills are developing well. They know the purposes of indexes and glossaries and can say how they would use reference books and the Internet to gather information.
220. Pupils in KS1 construct sentences using capital letters and full stops accurately. More able pupils understand the relationship between nouns and adjectives and can use simple clauses in their writing. Pupils sequence instructions appropriately, as in carrying out everyday tasks, such as filling a bath or making a jam sandwich. Younger pupils and those with SEN are beginning to spell common words accurately and the more able understand that when a word

changes from singular to plural, in many cases, it is not just a matter of adding an s to the end of the word. Pupils sometimes draft and redraft their work, as in acrostic poems recently written by pupils.

221. Pupils in KS2 understand the purposes of dictionaries and can use them; additionally, older pupils know how to use thesauruses to aid their writing.
222. Pupils at the end of the key stage can analyse texts critically, separating fact from opinion, as in work they carried out on Samuel Pepys's account of the "Fire of London". They plan, revise and edit their writing and adjust its style so that it is conducive to the front page of a newspaper. They use descriptive passages in their writing effectively, and strategies in their story writing to grab the reader's attention.
223. Years 4 and 5 pupils, including those with SEN, excited by the story of Theseus and the Minotaur, set to work enthusiastically to create their own legend along similar lines. Their word pictures of mythical creatures are inventive and the more able pupils create powerful story openings with interesting and complex sentences. Pupils work hard to ensure that the conventions of writing are observed in their work, including the use of paragraphs.

### Shortcomings

224. There is a significant minority of pupils in KS1 whose speaking and listening skills are undeveloped.
225. Pupils in KS1 and in year 3 in KS2 do not write for a sufficiently wide range of purposes, including story and personal writing and, as such, their skills in this aspect of writing are under-developed..
226. Pupils in KS1 do not read books with sufficient challenge to extend their reading skills.
227. Pupils' word processing skills are under-used and under-developed.
228. In KS1, pupils do not develop a flowing joined script early enough, to aid and enhance the presentation of their work and to support accurate spelling. Pupils' use of joined script in KS2 is inconsistent.
229. More able pupils in KS2 do not develop their fictional and factual writing in extended form sufficiently.

### Information technology

**Key Stage 1**    **Grade 3:** Good features outweigh shortcomings  
**Key Stage 2**    **Grade 3:** Good features outweigh shortcomings

230. The inspection team agrees with the school's self-evaluation.

### **Good features**

- 231. In KS1, pupils are developing basic keyboard skills and control the mouse confidently. They can select and run programs to reinforce learning.
- 232. They can draw pictures, choosing and changing the brush size and the colour, and create designs using repeat patterns well.
- 233. Most can input instructions correctly to move a vehicle on the screen along a chosen route or controlling the movements of a 'Roamer'. They understand the importance of accuracy in giving information and instructions to a machine.
- 234. They gather simple data, such as pupils' favourite colour, and present their findings as a block graph or pictogram.
- 235. In KS2, pupils can confidently change font size and style, save and retrieve and print in different colours or format. They can well organise, improve and present information in various forms and style, depending on the purpose.
- 236. Pupils make effective use of the Internet to gain access to information on different topics. They regularly contact pupils in another primary school by e-mail and are beginning to create and send attachments.
- 237. They can develop an image using a variety of tools and can cut, copy, paste, import, undo, save and print confidently.
- 238. They show good capability of using a database when storing information and formulating line or other forms of graph.

### **Shortcomings**

- 239. Pupils' word processing skills are underdeveloped.

<h2><b>Geography</b></h2>
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**Key Stage 1    Grade 3:** Good features outweigh shortcomings

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

- 240. The inspection team agrees with the school's self-evaluation.

### **Good features**

- 241. In KS1, pupils are beginning to develop basic geographical vocabulary.
- 242. Following a walk around the local area, they are well aware of different features and buildings. They also record the different forms of transport they see, and know their different functions.

243. They are developing a good awareness of places beyond their local environment and know what clothes to pack for a holiday in a hot or cold country. They also correctly choose the appropriate form of transport on a short or long journey for Edward Bear's holiday.
244. Most pupils identify Wales on a map of the United Kingdom and can locate the Prestatyn area.
245. Pupils are beginning to follow simple plans and can draw a simple route to school.
246. Following their study of the Botanical Garden of Wales, pupils can clearly express their own opinion about the project and can identify good and bad features. They can correctly work out the co-ordinates of the major attractions on a plan of the garden.
247. In KS2, pupils gather data about local leisure, recreation and work activities. They are able to correctly analyse and present their findings clearly as graphs or pie charts.
248. Pupils can accurately measure distances between places and correctly identify some human and natural features on an Ordnance Survey map.
249. They are well aware of issues that effect Meliden, such as litter, shops closing down and heavy traffic and make sensible suggestions as to ways of improving matters.
250. Older pupils are aware of changes in their local area and can express an opinion about them, having collected information and evidence through questionnaires and surveys.
251. They have a good understanding of the water cycle, and their research of mountains has given them a good knowledge of contrasting environments.

### **Shortcomings**

252. Pupils' knowledge of Wales and the wider world is underdeveloped.
253. Pupils in both key stages have limited knowledge and understanding of a contrasting locality.

<b>Music</b>
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**Key Stage 1    Grade 3:** Good features outweigh shortcomings  
**Key Stage 2    Grade 3:** Good features outweigh shortcomings

254. Pupils in KS1 use body parts imaginatively to produce sound. They concentrate hard and maintain a steady beat in time with their teacher. They invent different

rhythms in different ways and are beginning to develop an understanding of dynamics and tempo.

255. They handle percussion instruments sensibly enjoying the specific sounds their instruments make. Pupils with SEN are fully involved in the class music making and demonstrate good levels of confidence when it is their turn to use the instruments.
256. Pupils enjoy the music to which they listen, particularly on special occasions when older pupils in the school perform on African drums for the whole school. At such times, many appear spellbound. On other occasions when they listen to music in class they suggest of what the music reminds them.
257. Pupils in KS2 including pupils with SEN, learn Victorian street calls in which they can identify particular rhythms. They reproduce these rhythms accurately using percussion instruments. They use these ostinati to produce sequential and combined composition, which is enriched with sung sequences in final performance.
258. Pupils discuss and evaluate the nature and quality of sound made by different musical instruments. They use their evaluations well in choosing the appropriate instrument to suit the nature of the music they make.
259. Working alongside a musician in residence pupils show great enjoyment and skill in playing African drums to reproduce ethnic African music.

### **Shortcomings**

260. Across both key stages pupils do not gain a sufficient knowledge of the works of famous composers. They have a limited knowledge of the music of Wales.
261. Pupils do not progressively develop their composing, performing and evaluating skills sufficiently through the school.
262. Pupils' singing techniques such as good breath control and body posture are under developed. They have limited knowledge of dynamics when singing.

## **Physical Education**

**Key Stage 1    Grade 2:** Good features and no important shortcomings  
**Key Stage 2    Grade 2:** Good features and no important shortcomings

263. The inspection team agrees with the school's self-evaluation.

### **Good features**

264. Pupils work hard with sustained energetic activity to improve their performance. They understand the importance of warm-up and cool-down activities and the effect of exercise on their bodies.

265. Across the school, pupils are developing good evaluation skills and are eager to demonstrate good practice. Large apparatus are moved sensibly and safely.
266. In KS1, pupils make good use of space and are aware of others when moving around the hall.
267. They are developing effective control of their body movements and demonstrate good balance and shape when creating a sequence of movements at different levels.
268. In KS2, pupils have good spatial awareness and travel in a variety of ways at different speeds and levels. They jump, land and roll with good control and can hold a difficult balance on different parts of the body.
269. Pupils select, practice and refine their movements to create their own sequence. They collaborate well in pairs to share ideas and mirror each other's movements to create symmetrical and asymmetrical shapes.
270. They are developing good hand and eye co-ordination when passing and receiving a ball in different ways.
271. Extra-curricular activities, such as games training, have a very beneficial effect on the pupils' standards across the school.
272. Records show that standards in swimming are good.

### Shortcomings

273. A few pupils in key stage 1 have difficulties in holding a balance and in landing from a jump with control.

<b>Religious education</b>
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**Key Stage 1    Grade 2:** Good features and no important shortcomings

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

274. In KS1, pupils clearly remember the Bible stories they have been taught. They recount the story of Abraham preparing his son Isaac for sacrifice with incredulity. They apply the notion of sacrifice in simple terms to their lives.
275. They know the story of the birth of Jesus well. They talk knowledgably about the key people in the story, for example, they know that the angel Gabriel appeared to Mary before Jesus was born and know that wise men brought him gifts.
276. The Easter story perplexes them, particularly the resurrection. This leads them to ask searching questions and to reflect in their own ways about the mysteries of religious beliefs.

277. Pupils know the story of Julian of Norwich and can empathise with her life of isolation, indicating what they might miss in their lives, were they to live on their own.
278. Pupils in KS2 have a good understanding of the similarities and differences between the beliefs and practices of Muslims and Christians. They recognize that such beliefs affect the life styles of committed believers. They know that Muslims consider Jesus to be a prophet and that stories in Islam all teach a lesson.
279. Pupils have a good understanding of parables and illustrate that understanding through recounting the story of the Good Samaritan.
280. They understand the significance of the Christian celebrations of Christmas and Easter and speak about their own involvement in the celebration of Christmas in church, with great feeling.

### **Shortcomings**

281. There are no important shortcomings.

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

282. Governors and staff have considered the outcomes of the inspection and concluded that they reflect the high standards for which we strive. The observations and recommendations are largely in accord with those made by the school in its self-evaluation report.
283. We are extremely pleased that the inspectors found that the attitudes to learning, overall teaching and the care and support given by the whole school community to our pupils were considered to be good with outstanding features. The skills and dedication of all staff, parents and governing body are duly acknowledged. In particular, the report confirms that we have made good progress since our last inspection.
284. An action plan will be implemented to address the recommendations in the report. Most of those are what we are constantly aiming to achieve, and in fact were already identified as areas of improvement in our strategic plan.
285. The governors and staff are pleased that the inspection has recognised our strengths as a school and outlined the areas for future development.

## Appendix A

### Basic information about the school

Name of school	Ysgol Melyd
School type	Community
Age-range of pupils	3 to 11 Years
Address of school	Ffordd Pennant Meliden Denbighshire
Post-code	LL19 8PE
Telephone number	01745 852782

Headteacher	Ms. L H Evans
Date of appointment	January 1998
Chair of governors/ Appropriate authority	Mrs R W Hughes
Registered inspector	Merfyn Douglas Jones
Dates of inspection	7 <sup>th</sup> – 9 <sup>th</sup> February 2005

## Appendix B

### 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	11	15	16	20	16	11	13	12	114

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	6	1	6.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	17.5:1
Pupil: adult (fte) ratio in nursery classes	11:2
Pupil: adult (fte) ratio in special classes	12:4
Average class size, excluding nursery and special classes	15
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole School
Spring 2004	93.5	92.6	93.6	93.2
Summer2004	93.5	92	96.5	94
Autumn 2004	93	92.5	93.5	93

Percentage of pupils entitled to free school meals	35
Number of pupils excluded during 12 months prior to inspection	5

## Appendix C

### National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2004			Number of pupils in Y2:					17
Percentage of pupils at each level								
			D	W	1	2	3	4
English:	Teacher Assessment	School	0	5	28	67	0	0
		National	0	4	13	63	20	0
En: reading	Teacher Assessment	School	0	5	28	56	11	0
		National	0	4	14	54	28	0
En: writing	Teacher Assessment	School	0	5	28	67	0	0
		National	0	5	13	71	10	0
En: speaking and listening	Teacher Assessment	School	0	5	28	67	0	0
		National	0	2	11	64	22	0
Mathematics	Teacher Assessment	School	0	5	17	72	6	0
		National	0	2	9	61	26	0
Science	Teacher Assessment	School	0	6	22	72	0	0
		National	0	2	10	68	20	0

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	67	In Wales	80

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

## National Curriculum Assessment Results End of Key Stage 2:

National Curriculum Assessment KS2 Results 2004				Number of pupils in Y6				16				
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0	0	0	0	13	6	63	19	0
		National	0	0	0	0	1	6	16	45	31	0
	Test/Task	School	0	0	0	0	0	13	19	56	13	0
		National	0	2	1	0	0	5	12	38	40	0
Mathematics	Teacher assessment	School	0	0	0	0	0	19	19	50	13	0
		National	0	0	0	0	0	4	19	46	30	0
	Test/Task	School	0	0	0	0	0	13	19	44	25	0
		National	0	2	0	0	0	4	18	42	33	0
Science	Teacher assessment	School	0	0	0	0	0	0	38	44	19	0
		National	0	0	0	0	0	2	13	49	35	0
	Test/Task	School	0	0	0	0	0	0	13	31	56	0
		National	0	2	0	0	0	1	9	48	39	0

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school	70	In the school	75
In Wales	70	In Wales	71

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

## Appendix D

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

A team of three inspectors, including a lay inspector, inspected the school over three days.

The headteacher was the nominee and played a supportive and active role during the inspection.

Pre-inspection meetings were held with staff, parents and the governing body to discuss the life and work of the school.

29 questionnaires were completed and returned by parents, and carefully analysed by the inspection team.

During the inspection, discussions were held with the headteacher, teachers and support staff.

Discussions were also held with pupils about their work and the life of the school.

28 lessons or part lessons were observed.

A sample of pupils' work, practical and written, from across the ability range in each year group, including Early Years, was examined.

Pupils' behaviour was observed at various times during the school day.

Inspectors attended assemblies and observed extra-curricular activities.

All the documentation presented by the school prior to, and during the inspection, was analysed.

Post-inspection meetings were held with the staff and with the governing body to discuss the outcome of the inspection.

## Appendix E

### Composition and responsibilities of the inspection team

<b>Team member</b>	<b>Responsibilities</b>
Mr Merfyn D Jones Registered Inspector	Context, summary, recommendations Key questions 1, 2, 5 and 6 Information technology, geography and physical education
Mr Kerry Knapper Team Inspector	Key questions 3, 4 and 7 and contributing to key questions 1 and 2 English, music and religious education
Mrs Sue Sperring Lay Inspector	Contributing to all key questions.

#### **Contractor**

Atlantes Educational Services  
Technology House  
Lissadel Street  
Salford M6 6AP

#### **Acknowledgement**

The inspection team would like to thank the headteacher, staff, governors, pupils and parents of the school for their co-operation and courtesy throughout the inspection.

**Summary Report for Parents**

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

**Ysgol Melyd  
Ffordd Pennant  
Meliden  
Denbigh  
LL19 8PE**

**School Number: 570/2067**

**Date of Inspection: 7<sup>th</sup> – 9<sup>th</sup> February 2005**

**by**

**Merfyn Douglas Jones  
Registered Inspector: 78185**

**Date: 14 April 2005**

**Under Estyn contract number:T/103/04P**

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Ysgol Melyd was inspected as part of a national programme of school inspection. The purpose 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 more information about their child's school. A copy of the summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Ysgol Melyd took place between 7<sup>th</sup> and 9<sup>th</sup> February, 2005. An independent team of inspectors, led by Mr Merfyn D Jones 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

## Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years 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 attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain 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

## Context

### The nature of the provider

Ysgol Melyd is situated in the village of Meliden, near Prestatyn, Denbighshire. Currently there are 114 full-time pupils, aged 4 to 11 years, and 11 part-time nursery children on roll.

Nearly all pupils come from homes where English is the main language. One pupil speaks Cantonese as a first language and is receiving support-teaching in English as an additional language. No pupil comes from a Welsh speaking home. They represent the full range of ability.

The majority of pupils come from homes which the school describes as predominantly economically disadvantaged. Four pupils are 'looked after' by the local authority. Approximately 35 per cent of pupils are entitled to free school meals

33 per cent have special educational needs. Thirteen pupils have a statement of special educational needs, 17 are on 'school action' and 24 on 'school action plus'. The school has a special language unit which caters for pupils with specific language difficulties each morning. They are integrated with their peers in the afternoons.

The school has six full-time teachers, including the headteacher, and one part-time teacher.

The school was last inspected in February 1999.

The present headteacher was appointed in 1998.

### The aims of Ysgol Melyd:

- To create and maintain a happy, caring and secure environment in which everyone involved will develop his or her potential in full.
- To give consideration for our environment and the community through being responsive to the social and personal needs of individuals.
- To recognise that every child is an individual and to develop positive attitudes and an enquiring mind.
- To provide a broad and balanced curriculum and relevant education that provides intellectual, social, physical, aesthetic and spiritual growth.

“Happiness leads to success at Ysgol Melyd.”

## The school's priorities and targets

The school's major priorities and targets for 2004 – 2005 are to:

- Improve general behaviour and attitude of pupils;
- Improve standards of pupils' spelling, reading, and problem solving skills;
- Further develop the use of assessment and analysis of information to impact planning;
- Implement an action plan following the school's inspection in February 2005;
- Apply for funding to improve playground equipment;
- Paint inside the school and children's toilets;
- Develop a wild-life garden.

## Summary

Ysgol Melyd provides a good standard of education for all its pupils. The staff, including the non-teaching staff, demonstrate very high standards of care, guidance and support for each and every child. As a result, all pupils make good progress towards their learning goals.

### Table of grades awarded

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

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

## Standards

The pupils' standards of achievement in the subjects during lessons observed are as follows:

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	5%	54%	36%	5%	0%

Subject	Key Stage 1	Key Stage 2
English	3	2
Information technology	3	3
Geography	3	3
Music	3	3
Physical education	2	2
Religious education	2	2

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.

Pupils with special educational needs, including those in the resourced provision unit, make good progress and achieve targets set in their individual educational programmes (IEPs).

Early Years children make good progress in the key skills of speaking, listening, reading, writing, numeracy and using information and communications technology.

In key stage 1 and 2, pupils make satisfactory progress in the key skills of speaking, listening, reading, writing, numeracy and using information and communications technology.

Bilingualism is not well integrated into the life of the school and, pupils' bilingual competence is underdeveloped.

The *Cwricwlwm Cymreig* is not well promoted through different areas of the curriculum and pupils have limited knowledge of the heritage and culture of Wales.

Pupils achieve well regardless of their ability, gender or social background.

Annual baseline assessments indicate that children's standards are generally below the county averages.

In 2004, 67 per cent of KS1 pupils were given a teacher assessment of level 2 or better in English, 78 per cent in mathematics and 72 per cent in science. The county averages were 86 per cent in English, 88 per cent in mathematics and 88 per cent in science.

The 2002 and 2003 SAT results for KS2 pupils show that the core subject indicator (CSI) for the school was above the averages for the LEA and Wales. In 2004, the CSI was below the county and national averages because, the school reports, of the high percentage of pupils with special educational needs in that cohort.

Pupils have a good understanding of how well they are doing in their work and what they need to do to improve. They are involved in setting personal targets and in evaluating their own progress.

Nearly all pupils throughout the school show interest in their lessons and are willing to engage enthusiastically with the tasks that teachers provide.

Children in early years respond positively to the orderly ethos of their classrooms. Their behaviour is generally good and they make good progress in the development of their personal, social and learning skills.

The behaviour of most pupils is good. Respect and courtesy are shown to adults and peers.

Inappropriate behaviour has resulted in four temporary, and one permanent exclusion, during the previous 12 months.

As they progress through the school, pupils learn to take responsibility for their work and for their own actions. Through personal and social education (PSE) lessons, they learn to develop strategies that help them to become effective and independent learners.

The School Council gives pupils the opportunity to take a fuller part in the life of the school.

Pupils have a clear understanding of the need for equal treatment for all, including those from ethnic minorities and those with disabilities.

Although pupils have some knowledge of the world of work, this aspect of their personal and social education is under-developed.

Attendance figures are satisfactory throughout the school with an average attendance of 93 per cent for the last three terms. Most pupils are punctual.

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

The quality of teaching was judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
21%	54%	21%	4%	0%

75 per cent of lessons were graded as 2 or better. The Welsh Assembly Government target of teaching being 95 per cent satisfactory or better has been achieved.

Teachers have a very good relationship with their pupils and there is good teacher/pupil interaction, with plenty of praise and encouragement.

Teaching in the nursery and reception classes is consistently good, providing a wide variety of activities and experiences that are clearly linked to the Desirable Outcomes for Children's Learning.

Teaching in the Language Resourced Provision unit (The Sunshine Room) is consistently very good, with pupils receiving outstanding support and guidance. Activities are based on pupils' targets in their individual educational plans and are well matched to their abilities.

Teaching in years 4, 5 and 6 is consistently good or better.

Teachers plan effectively for the development of pupils' knowledge and understanding. However, planning for the use of key skills across the curriculum is inconsistent and lacks focus.

A good feature of teaching in the school is the effective use of teachers' expertise in different subjects.

Generally, teachers match work well to pupils' abilities.

Where teaching was graded as less than 2, lessons lacked pace and rigour, work was too teacher directed and activities lacked challenge and motivation, which led to some misbehaviour.

Pupils' creative and problem solving skills are developed well across the curriculum.

The planning for and the promotion of pupils' bilingual skills are underdeveloped, as is pupils' experience of the world of work.

The school has clear, manageable and agreed procedures for assessment and record keeping, and teachers implement them consistently.

Annual reports to parents comply with statutory requirements, are informative and well presented.

Throughout early years and both key stages, pupils have a continuity of learning experiences that are appropriate to their stage of development and their learning needs.

The school provides a broad and balanced curriculum to which all pupils have equal access.

The development of pupils' key skills across foundation subjects is at an early stage of development, both in teachers' planning and delivery in lessons. Provision for *Cwricwlwm Cymreig* is also underdeveloped and therefore does not afford pupils sufficient access to the culture of Wales.

A broad range of extra-curricular activities including clubs and sporting events contribute strongly to the development of pupils' personal, social and education skills.

Provision for pupils' spiritual, moral and social development is good, whilst that for cultural development is satisfactory.

Teachers are good role models and, through them, pupils progressively understand concepts such as truth and justice, self-discipline and initiative.

The quality of partnership with parents, the local community and other schools and colleges are good. Most parents have accepted the Home/School agreement.

Local businesses sponsor library books but, in general, links with employers are not sufficiently strong to give pupils an effective understanding of the world of work.

Opportunities to develop pupils' bilingual skills are often missed in different aspects of school life. The use of incidental Welsh is inconsistent.

Pupils have a good understanding of sustainable development through the work of the school's ECO Council and through the recycling processes in place in the school.

The school provides very good support and guidance for all pupils including those with SEN, the under-fives and those for whom English is an additional language. The policies and procedures are clear and practical.

There are very good procedures for monitoring and keeping track of the needs and progress of pupils.

Registration periods are administered appropriately. Attendance and punctuality are monitored well by the class teacher.

There are close links with the local high school, which aid the smooth transition of pupils from primary to the secondary stage of education.

Very good procedures are in place to ensure the health and safety of pupils during their time in school.

Systems for child protection are well established. There is an effective policy, and sound procedures, which are closely adhered to by all adults.

The school has detailed policies, which reflect the emphasis placed on equal opportunities, racial equality and ethnic diversity.

Challenging behaviour is handled extremely well, pupils are given strategies to help them understand, manage and develop their standard of behaviour.

## **Leadership and management**

The school has clear aims and values that are understood and shared by staff and governors, and which have a positive influence on its work and life. There is a strong commitment to equality of opportunity for all.

The headteacher provides the school with a very effective professional leadership. She leads by example, and has created a good working environment, within which staff interest and expertise are used well.

The school takes account of national priorities but the *Cwricwlwm Cymreig* and pupils' awareness of the world of work are underdeveloped.

The governing body is kept informed about the performance of the school and is guided well by the headteacher.

The school development plan (SDP) is a good working document that clearly identifies realistic targets and goals, which are outcomes of the school's self-evaluation.

Sub-committees report their findings to the governing body during their regular meetings. These are well documented. However, essential details are missing in the school prospectus and the governors' annual report to parents, in order to fulfil statutory requirements.

The school's self-evaluation process involves the teaching and non-teaching staff, the governors and pupils. However, the views of parents were not canvassed for the production of the self-evaluation report.

The self-evaluation report accurately and clearly identifies the school's strengths and areas for development, and these are used to inform the priorities in the SDP.

The inspection team agreed with the judgements made by the school in six of the seven key questions.

Overall, the school has made good progress since the last inspection. All the key issues, except for one, have been successfully addressed. The headteacher and staff have worked hard to improve all aspects of school life.

The school is well staffed for the number of pupils on roll.

Teachers deploy the hard working and dedicated classroom support staff very well.

The school is well provided for in terms of resources, which are well used by staff.

The accommodation is light and airy and sufficiently spacious for the number of pupils attending the school. It is well used to enhance teaching and learning activities.

The headteacher is very proactive in obtaining resources and grants from outside agencies to support educational initiatives for the benefit of all pupils.

Overall, the school provides good value for money.

## Recommendations

- R1 raise standards by addressing the identified shortcomings;
- R2 increase the use of key skills across the curriculum and identify them more precisely in planning;
- R3 improve pupils' bilingual skills;
- R4 further develop pupils' awareness and knowledge of the *Cwricwlwm Cymreig*;
- R5 further increase pupils' awareness and understanding of the world of work; and
- R6 ensure that the annual report of the Governors and the school prospectus meet statutory requirements.

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.

## Acknowledgement

The inspection team would like to thank the headteacher, staff, governors, pupils and parents of the school for their co-operation and courtesy throughout the inspection.