

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

**Ysgol Pen Barras
Rhos St
Ruthin
Denbighshire
LL15 1DY**

School Number: 663/2256

Date of Inspection: 16 - 18 May 2005

by

**Mr B JONES
W263/78379**

Date: 20 July 2005

Under Estyn contract number: T/203/04P

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Ysgol Pen Barras 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 this 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 Pen Barras took place between 16th – 18th May. An independent team of inspectors, led by Mr B. 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. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

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

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

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.

Contents	Page
Context	1
Summary	3
Recommendations	11
Standards	12
Key question 1: How well do learners achieve?	12
The quality of education and training	14
Key question 2: How effective are teaching, training and assessment?	14
Key question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	16
Key question 4: How well are learners cared for, guided and supported?	18
Leadership and management	20
Key question 5: How effective are leadership and strategic management?	20
Key question 6: How well do leaders and managers evaluate and improve quality and standards?	21
Key question 7: How efficient are leaders and managers in using resources?	22
School's response to the inspection	25
Appendices	
A Basic information about the school	26
B School data and indicators	26
C National Curriculum assessments results	27
D Evidence base of the inspection	29
E Composition and responsibilities of the inspection team	30

Context

The nature of the provider

1. Ysgol Pen Barras is a designated Welsh-medium County Primary School which caters for children between the ages of three and eleven. Children are received from the market town of Ruthin and the vicinity. The area is fairly prosperous, and on the whole, the children come from comparatively privileged social backgrounds. There are signs that this is gradually changing in the lower end of the school as the demography of the local area changes.
2. At the moment, there are 204 full-time pupils on roll and 29 nursery children who only attend in the mornings. There are 30 pupils on the special educational needs (SEN) register and one of these has a statement of SEN. 2% are entitled to free school meals. In terms of linguistic background, 60% of pupils come from homes where Welsh is spoken fluently. The situation is changing as over half of this year's Nursery children are learners. Less than 1% of pupils come from ethnic minority backgrounds.
3. When children are accepted into the school, they are carefully nurtured linguistically in relation to the Welsh situation. The school notes that Welsh is the official language of the school. The school runs its own nursery every afternoon, "Clwb Ffrindiau Bach", in order that the children who are in the Nursery Unit in the morning can have a further opportunity to develop their education through the medium of Welsh.
4. An exceedingly positive audit was received by "Investors in People" assessors in 2004.
5. A quality mark was awarded for the second time in 2004.
6. The school shares a site with Ysgol Stryd Y Rhos.

The school's priorities and targets

The school's aims

- To create a Welsh environment and atmosphere where pupils can grow, develop and mature to become confident individuals, aware of the welfare of others and responsible members of society.
- To offer an education of the highest standard possible which reflects the requirements of the Authority, the Government, society and the individual.
- To teach pupils to be bilingual so that they can develop "two windows on the world" and play a full part in the social and cultural life of the bilingual society of which they are a part.
- To foster a pride in the children towards their locality and their country, towards prose and poetry, towards history and tradition and the important part they have to play in society.

- To develop in them a respect for the world in which they live including European / International links generally and especially in the context of their locality and their environment.
- To prepare pupils for the world in which they will live and work by developing their information and communications technology (ICT) skills across the Curriculum.
- To work together to ensure that pupils attain the expected level in the core subjects by endeavouring to further higher standards and to eliminate under-performance.

The school's objectives

- To help children to develop mentally, emotionally, socially, physically and spiritually.
- To establish a happy and hardworking atmosphere of mutual relationships based on teachers' care and respect for one another, between teachers and pupils, and between pupils.
- To ensure that every child has an equal opportunity by providing him/her with a relevant, differentiated, broad and balanced curriculum.
- To value and benefit from specialist knowledge in the school.
- To secure the professional development of staff.
- To establish friendly, sound and professional relationships between home and school.
- To strive to maintain the buildings in order that they meet the requirements of Health and Safety legislation.
- To foster mutual interaction between the school and the locality in order to secure the respect of the community, and to foster a respect in the children for their community.

Priorities for 2004-05:

- Undertake a self-assessment in the following areas:
 - i. Welsh writing;
 - ii. Scientific investigation;
 - iii. Geography;
 - iv. English writing.
- Implement the new PSE curriculum.
- Undertake a formal assessment "Healthy Denbighshire Schools";
- Promote good behaviour;
- Develop staff by means of a series of In-Service-Training (INSET) activities;
- Conduct a health and safety audit and a risk assessment of the site;
- Implement a playground improvement project.

Summary and recommendations

7. Ysgol Pen Barras is a happy and very successful school which sets high standards. It provides the pupils with very rich experiences especially in connection with Welsh culture. Amongst its numerous strengths are the head's leadership, standards of teaching, the support of non-teaching staff, the motivation of pupils and the relationships between staff and pupils. Staff work hard to make the best use of a site which is restricted in terms of space in a number of areas. Very good support is received from the governors and there are very good relationships between the school and parents and also with the community.

Table of grades awarded

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

Standards

8. Baseline assessment indicates that pupils' ability when they start school is higher than the county average.
9. The general quality of the provision for the under-fives is appropriate to their needs and children make very good progress towards the Desirable Outcomes for Children's Learning.
10. The vast majority of pupils from every background make good and very good progress and they attain high standards. The majority of pupils with SEN make good, and often very good, progress.
11. Children aged under-five develop very well in the key skills. The majority of KS1 pupils and Y3 pupils apply key skills confidently and standards are very good in listening, speaking and reading. They are good in writing for a range of purposes and when applying number skills and using ICT skills.
12. The use Y4, Y5 and Y6 pupils make of all the key skills and the standards they achieve in them are outstanding features. They display very good skills when focussing on individual projects.

13. KS2 pupils' standards of achievement in bilingualism is an outstanding feature.
14. Pupils develop a good understanding of their strengths and an awareness of elements to be developed.
15. They make good, and often very good, progress with regard to acquiring new knowledge and skills. Their progress with regard to problem-solving skills is good and very good at the upper end of the school. Across the school, pupils display very good creative skills.
16. The attitudes pupils display towards their work and school life is an outstanding features.
17. The results of KS1 teachers' assessments for 2004, show that the core subjects' indicator (CSI), the percentage pupils who attain level 2 or higher in the three core subjects is higher than local figures and much higher than national figures. The percentages that attain level 3 are substantially higher than the national figures in Welsh, higher in science, and similar in mathematics. Compared to schools of similar backgrounds, the CSI is 92% above the median but below the top 25%. In 2002 and 2003, the school was in the top 25%. Boys' results were lower than girls' results in 2004, but this is not a constant trend.
18. End-of-KS2 results for 2004 show that the percentages of pupils who attain at least level 4 are much higher than national and local percentages in every subject. The CSI of 94% was also substantially higher. The percentages of those who attain level 5 are much higher than national percentages in Welsh, English, mathematics and science. Compared to schools of similar background, the CSI indicates that the school's performance is much higher than the median but below the 25% of highest performing schools. Over the years, standards have been consistently high. Boys' results were higher than girls' results in 2004 but this is not a constant pattern.
19. Pupils develop very well in relation to their personal and social skills. They have a good understanding of equal opportunities and they respect diversity.
20. The behaviour of the vast majority of pupils in the classrooms and around the school is very good.
21. Over the last three terms, the average attendance was good, at around 97%. The vast majority of pupils arrive at school punctually.

The quality of education and training

22. In the lessons observed, it was adjudged that the standard of teaching was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
41%	59%	0%	0%	0%

23. The quality of teaching is a great strength and a key element in the progress pupils make and the high standards achieved. The figures for good and very good teaching are far higher than Welsh Assembly Government targets for good

or better teaching. Outstanding features in teaching were seen across the school.

24. Teachers are role models of a very high order. The quality of the working relationship between them and the pupils is very good. Teachers have high expectations and pupils' efforts are praised.
25. Teachers display good, and often very good, subject knowledge. They are very good language models and teachers' skills in KS2 in relation to promoting bilingual skills are outstanding. Equal opportunities are ensured for every pupil.
26. Planning for the lessons observed was of a high standard and plans noted clear aims and appropriate activities.
27. Across the school, teachers provide a stimulating environment and displays of a very high standard. A very good range of teaching strategies were seen and effective use was made of resources. The general contribution of the classroom assistants was very good.
28. The outstanding features in the teaching included: subject expertise of a very high standard; very advanced skills with regard to gaining and maintaining pupils' interest; very effective planning and organisation for a range of activities; very good opportunities for pupils to make decisions and very effective plenary sessions.
29. The quality of the baseline assessment undertaken in the nursery class and after children have commenced full-time education in the reception class, is very good. Effective use is made of standardised assessment test evidence in KS1 and KS2.
30. There are good systems for assessing the progress of pupils in KS1 and KS2. Teachers monitor and note pupils' progress carefully. For every pupil, there is an individual file which contains a range of evidence. The system for keeping a subject portfolio of levelled work is developing well in a number of subjects.
31. Work is marked regularly, and constructive comments are given. An effort is made to ensure that pupils play an active role in the process. Lately, pupils have been setting their own targets for improvement.
32. Procedures for assessing pupils with SEN are good.
33. Annual reports to parents comply with statutory requirements. They outline pupils' skills and achievements in very subject and comments are of a good standard, especially in relation to core subjects.
34. The quality of the curriculum which is provided is an outstanding feature. Provision for the under-fives is of a very high standard. The school meets the aspirations of learners very well in KS1 and KS2. A broad, balanced and rich curriculum is offered in both key stages which is based on interesting and challenging activities.
35. A number of learning activities are provided which enable pupils to develop a range of skills pertaining to independent aspects and for working in pairs and groups. There are very good opportunities to develop creative skills, and, especially in KS2, problem-solving skills.

36. The provision for developing bilingualism and the strong emphasis on Welsh culture are outstanding features of the curriculum. There are very good procedures for furthering pupils' knowledge and understanding of other cultures.
37. There is a clear commitment to equal opportunities for all in the policy and the provision.
38. The provision outside normal school hours is of a very good standard. Pupils' standards in singing, public speaking, performing in an action song and dancing, are very good, and the singing by the choir and the whole school during acts of collective worship is of a very high standard.
39. Many purposeful visits are arranged to a large number of places, far and near for every class, especially to places which are associated with their historical, geographical and religious studies. A number of visitors come to the school, including clerics, artists, bards and contemporary authors. The experiences provided in these contexts are outstanding features.
40. Pupils' spiritual development is very well promoted and they have experiences of an exceedingly high standard in whole-school acts of collective worship as well as those conducted in classrooms.
41. Procedures for pupils' moral and social development are very good. Very successful emphasis is placed on ensuring that pupils are polite to one another and to staff and visitors. Older pupils accept responsibilities to look after younger pupils. Pupils' awareness of those less fortunate is raised and they respond very effectively and make a great effort when collecting money and contributing to good causes. Through the School Council, which was established fairly recently, they have an opportunity to shoulder responsibilities for maintaining and improving high standards of behaviour as well as for the school's environment.
42. Provision for personal and social education is very good. Very effective use is made of 'circle time' sessions. The school is part of the local schools' healthy eating project. Provision for sustainable development and global citizenship is developing well.
43. There is an effective partnership between the school and other primary schools and there are very strong links with the secondary school. There are good links with two colleges, including an initial teacher training college.
44. Partnership with parents is very good and they contribute very effectively to the life of the school. Parents responses in the pre-inspection meeting, and in the questionnaires received, were positive and very positive. There are very good links with the community and pupils contribute to local cultural life as well as basing elements of the curriculum on a study of the local area. They have good opportunities to develop their enterprise and business skills.
45. The respect shown to every pupil, the emphasis on raising their self-respect and the focus on developing an awareness of the needs of others are striking elements of the school's life.
46. The pupils say that they are welcome to go approach teachers at any time if they do not fully understand any aspect of their work and this is one of the school's obvious strengths. Very effective use is made of support services.

47. The induction programme for the intake into the nursery and the reception class is very good. There are strong links with the secondary school and the process of transferring pupils is a successful one.
48. Pupils are well supervised on the school yard and staff have first aid certificates which have been updated
49. Good attention is paid to a number of elements appertaining to health and safety. There is an appropriate policy and the governors play a key role. However, two matters appertaining to health and safety were discussed with the head and the governing body.
50. There is a policy with regard to visits and the school declares that members of staff visit proposed new locations in advance to ensure their suitability. The school indicates that risk assessments are undertaken by using the County's guidelines but these assessments are not formally recorded.
51. There is an appropriate policy for child protection based on the LEA policy. The head leads in this area.
52. Special educational needs pupils are identified and assessed early. The support for meeting the needs of SEN pupils is good. Some pupils have good support from assistants who are employed by the LEA; they receive the support assigned to them. There are very good links with external services in this field.
53. Individual programmes for SEN pupils are of good quality. They are regularly reviewed and good opportunities are given to parents to discuss their children's progress. Class teachers' short-term planning does not always concentrate in sufficient detail on differentiating for pupils of every ability.
54. There are clear policies and strategies for promoting a high standard of behaviour and there are good procedures for preventing bullying. There is a very clear policy for promoting equal opportunities and diversity.
55. Access arrangements for pupils and adults with disabilities are appropriate to the school's present needs.
56. Registers conform to statutory requirements.
57. For reasons of safety, the school declares that it reminds parents not to use the entrance, from Stryd Y Rhos, reserved solely for staff cars and taxis, when bringing their children to school. Nevertheless, although there are there are clear signs on the gate, from time to time, some parents continue to use this entrance.
58. Health and safety matters relating to entering the school from the Llanrhydd side were noted. Despite reminders, by the school, of the problems caused and monitoring by the police, some parents continue to stop and park on yellow lines near the Llanrhydd entrance, when bringing and collecting their children in cars. This often causes traffic congestion on the road, particularly in the mornings. The school notes that there is often a great deal of congestion during periods of inclement weather. There is also parking on a strip of land which pupils use to approach the school gate from the road. The school notes that the governing body has held discussions about these matters with a number of relevant bodies and that the Highways Department has monitored the situation and is producing a report to the county council.

Leadership and management

59. The head ensures that the school's objectives and values are well reflected in the daily life of the school and that the provision offers extensive and equal opportunities for every pupil to achieve his/her potential. He has a very clear vision for the school's future. In addition, he makes a very important contribution to the development of ICT. The head's general leadership is an outstanding feature.
60. The head is well supported by a deputy and a team of very hardworking and dedicated teachers. The ethos of working together closely as a team is seen as one of the school's strengths. The lines of communication and the daily routines are very good.
61. The head monitors a wide range of aspects and he receives the deputy's support in monitoring teaching. Subject co-ordinators, who perform their responsibilities well, make important and valuable contributions to the strategic management of the school.
62. The school operates in line with its performance management policy which gives a good foundation for continuing professional development. Teachers attend a good range of appropriate courses which are of benefit to them and to the school.
63. The monitoring system is developing very effectively, and elements of the monitoring are outstanding features. The link between the self-evaluation process and the school development plan (SDP) is a strong one.
64. The school considers national and local priorities well. The SDP is a comprehensive document which contains appropriate priorities for developing the school. On the basis of a comprehensive audit, targets for three years were set; appropriate yearly targets are also set. Development in relation to targets is regularly monitored in detail at the end of a year.
65. The governing body is very supportive and pro-active. The sub-committee system which exists is effective. Individual members have appropriate responsibilities for different elements and subjects, and they operate their responsibilities well.
66. The finance sub-committee contributes well to the way the school determines the budget in order to meet the targets in the SDP.
67. The secretary makes a very important contribution, and day-to-day arrangements are managed effectively and efficiently.
68. A self-evaluation culture has established itself at the school, and there is a clear self-evaluation strategy. All the teachers are included in the process. The results of self-assessment are used effectively.
69. The head and the staff present a detailed analysis of pupils' assessment test results. Effective use is made of the information collected to guide teaching and note the steps ahead for pupils. In addition, they are effectively used for setting targets for pupils. Test results and targets are discussed with governors.

70. The self-evaluation programme is developing well in concentrating on different subjects and it has contributed to moving the school onwards in several areas.
71. The self-evaluation report produced before the inspection is concise and focuses well on a range of relevant elements appertaining to the seven key questions which form the basis of the inspection. There is a clear analysis of strengths as well as noting priorities for moving the school onwards. The analysis is based on appropriate evidence and this evidence was available to inspectors. There is however scope for extending the breadth of the evidence by collecting the opinions of pupils and parents and in continuing to develop the governors' contribution to the process.
72. The inspection team agreed to a substantial degree with the school's evaluations in relation to the majority of elements within the seven key questions appertaining to strengths and the elements for development. The inspection team agrees with five of the grades awarded by the school. The grade for one question was raised, and lowered for another question.
73. Overall, the school's progress has been good in addressing the key issues of the last inspection. Progress has been very good in relation to some elements including elements appertaining to teaching and standards in information technology. Although the school has made strident efforts, the situation with regard to the lack of space in the mobile classrooms continues to exist.
74. The school has a good complement of teaching staff to deliver the curriculum. The general quality of the staff, including the support staff and their deployment are outstanding features.
75. Teachers attend a good range of training sessions and this has a positive effect on their skills and understanding. Teachers co-operate very effectively as a team to share knowledge. Staff come from a number of other schools to see examples of good practice. Several steps have been taken in preparation for the foundation stage which is on the horizon.
76. Outstanding use is made of artists-in-residence, visits by authors and translators, which has contributed so much to the school's high standard of bilingualism. Effective use is made of the good support from the specialist services provided by the County.
77. Overall, the nature and quality of the site and buildings are satisfactory only. For some time, the head and the governors have held discussions about shortcomings with the LEA. These include: restricted space in three (and particularly in two) of the temporary cabins for practical work; two cabins are without supply of water and one is without toilets. Space in the main building's corridor which KS1 pupils make use of for practical and group activities is restricted. There is not an available room which can be used to store resources and to establish a central library. The computer room is situated a comparatively long way from the main building.
78. Pupils have to share a dining room, a hall, a computer room and a dining room with Ysgol Styd Y Rhos. The two schools work well together in terms of arrangements. Pupils who bring sandwiches have to eat in the central corridor, where there is some pressure on space

79. The playground too small for the number of pupils who use it during the lunch hour, when everyone is outside.
80. Plans are afoot to extend the parking ground used by the staff of both schools ,which is very restricted in terms of space, and where taxis and mini buses bring and collect pupils at busy times.
81. There is a school field which is shared with the other school and there are appropriate play areas for under-fives. Good use has been made of school improvement projects including establishing a nature garden, and improvements that artists-in-residence have made to the playground have made an unsuitable location more attractive. Pupils were included in these processes.
82. Very good use is made of the facilities including the hall and computer room. There are displays of a very high standard. Overall, despite the shortcomings, the very effective use made of the accommodation is an outstanding feature.
83. The caretaker works very hard and keeps the school clean and tidy.
84. The school ensures that the resources correspond to the priorities for development. The range of resources for supporting the pupils' curriculum is very good and is appropriate to needs and age range. The use made of resources is very skilful and effective in ensuring that pupils receive very good learning experiences.
85. The school's budget is very well used and spending decisions are well linked to plans for development. The sum kept in reserve is appropriately earmarked. The school provides very good value for money.

Recommendations

In order to move forward, the staff and GB need to:

- R1. maintain the high standards of work;
- R2. work with the LEA to address the two matters of health and safety which were raised with the head and governors and formalise the process of recording risk assessments for school visits;
- R3. continue discussions with the relevant bodies, including the LEA about health and safety matters relating to the Llanrhydd entrance and shortcomings in relation to parts of the site and buildings;
- R4. further develop self-evaluation procedures.

The school is already focusing on a number of features relating to some of the above matters.

Standards

Key question 1: How well do learners achieve?

Grade 1: Good with outstanding features.

86. The inspection team's findings correspond with the judgement expressed in the school's self-evaluation report.
87. Baseline assessment indicates that pupils' ability on entry into the school is higher than the county average.
88. The general quality of the provision for under-fives is appropriate to their needs and children make very good progress towards the Desirable Outcomes for Children's Learning.
89. Across the school, the vast majority of pupils from every background make good or very good progress and they attain high standards.
90. Pupils achieve the targets set for them by the school and the local authority.
91. The majority of pupils with SEN make good and often very good progress, and they attain their targets.
92. The under-fives make very good development in relation to the key skills of speaking, listening, reading, writing and in applying their mathematical and information and communications technology (ICT) skills. The majority of KS1 and Y3 pupils apply key skills confidently, and standards are very good in listening, speaking and reading. The vast majority of older pupils listen intently to their teachers, and respect the contributions of other pupils. At appropriate levels, they contribute very effectively when asking and answering questions, and when they contribute to discussions. The majority develop very good reading skills. KS1 and Y3 pupils attain good standards when writing for a range of purposes and they apply number skills and use their ICT skills well.
93. The use Y4, Y5 and Y6 pupils make of all the key skills and the standards they attain in them are outstanding features. In both languages, they listen, speak, read for information and write in an extended manner for different purposes very effectively. They make very good use of their numeracy skills in a range of subjects. The vast majority have very effective skills when applying ICT skills across the curriculum. They display very good skills when focusing on individual projects.
94. KS2 pupils' standards of achievement in bilingualism are an outstanding feature. From Y3 onwards, pupils move from one language to the other very comfortably and their ability to translate is exceedingly effective.
95. Across both key stages, at appropriate levels, pupils develop a good understanding of their strengths and an awareness of elements to be developed. Lately, they have started making good use of personal targets when concentrating on these.
96. They make good, and often very good progress in relation to acquiring knowledge and new skills. Their progress with regard to problem-solving skills is

good, and very good at the upper end of the school. Across the school, pupils display very good creative skills.

97. The attitudes pupils display towards their work and school life is an outstanding feature. In the classroom, they settle down very quickly and display interest and enthusiasm in their lessons. They remain on task exceedingly well and they use their time very effectively. Pupils' positive attitudes are a key element in their success.
98. The results of KS1 teachers' assessments, in 2004 show that the CSI, the percentage of pupils who attain level 2 or higher in the three core subjects, is higher than local figures, and much higher than national figures. The percentages that attain level 3 are substantially higher than the national figures in Welsh, higher in science, and similar in mathematics. Compared to schools of similar backgrounds, the CSI of 92% above the median but below the top 25%. In 2002 and 2003, the school was in the top 25%. Boys' results were lower than girls' results in 2004, but this is not a constant trend.
99. End-of KS2 results for 2004 show that the percentages of pupils who attain least level 4 are much higher than national and local percentages in every subject. The CSI of 94% was also substantially higher. The percentages of those who attain level 5 are much higher than national percentages in Welsh, English, mathematics and science. Compared to schools of similar background, the CSI indicates that the school's performance is much better than the median, but below the 25% of highest performing schools. Over the years, standards have been consistently high. Boys' results were higher than girls' results in 2004 but this is not a constant pattern.
100. Pupils' personal and social skills develop very well. They are considerate and friendly and courteous to one another and to staff and visitors. There are very good relationships between them and the staff. They work independently and they co-operate very effectively when they are involved in tasks which entail working in pairs or groups. They have a very good awareness of moral values such as respect and fairness, and to a very marked extent they display these aspects during the day.
101. Pupils have a very good understanding of the importance of equal opportunities. They are aware that people have different creeds and traditions, and they respect diversity.
102. The behaviour of the vast majority of pupils in the classroom and around the school is very good and this has a positive effect on teaching and the life of the school. No instances of oppressive behaviour or bullying were seen during the inspection. The school has not had cause to exclude any pupil.
103. Over the last three terms, the average attendance was good, at around 97%. The vast majority of pupils arrive at school punctually.

The quality of education and training

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

Grade 1: Good with outstanding features.

104. The inspection team's findings correspond with the judgement expressed in the school's self-evaluation report.

105. In the lessons observed, the standard of teaching was adjudged to be as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
41%	59%	0%	0%	0%

106. The quality of teaching is a great strength and a key element in the progress pupils make and the high standards that are achieved. The figures for good or very good teaching are far higher than WAG targets for good or better teaching. Outstanding features of teaching were seen across the school.

107. Teachers are role models of a very high standards. The quality of the working relationship between them and the pupils is very good, and it promotes motivation and learning. Pupils in every class have great respect for their teachers.

108. Teachers have high expectations and pupils' efforts are praised. The procedures for celebrating effort and attitude to work are very popular with pupils and they make an important contribution to their development.

109. Teachers display good, and often very good subject knowledge, and they ensure that they are very familiar with the latest developments in the field of primary education. They are very good language models for pupils to emulate, and this has a substantial effect on pupils' development in Welsh. Teachers' skills in KS2 in promoting bilingual skills are outstanding features.

110. In classes, teachers are very enthusiastic and use a variety of teaching strategies and relevant resources very effectively. Their class management is always fair and very good. Equal opportunities are ensured for every pupil.

111. When working alongside teachers, the classroom assistants make a very valuable contribution to the quality of the teaching and learning including work relating to ICT. They give very good help to small groups of pupils within the classroom as well as supporting individuals and pairs who need additional encouragement to satisfy special educational needs. Across the school, teachers provide a stimulating environment and displays of a very high standard, which contain a wide range of pupils' work.

112. Planning for the lessons observed was of a high standard and plans noted clear aims and appropriate activities.

113. The outstanding features in the teaching included:

- subject expertise of a very high standard;

- very high skills and strategies with regard to gaining and maintaining pupils interest;
- very effective planning for a range of activities;
- very effective organisation and management of the different activities;
- very good opportunities for pupils to make decisions appertaining to their work;
- very purposeful and effective intervention when pupils needed help to complete their tasks;
- very effective plenary sessions.

114. The quality of the baseline assessment undertaken in the nursery class, and after children have commenced full-time education in the reception class is very good. Very good use is made of the evidence produced.

115. Effective use is made of standardised assessments evidence in KS1 and KS2.

116. There are good systems for assessing the progress of pupils in KS1 and KS2. The school has arrangements for recording assessments of elements of the core subjects every term, and foundation subjects on a regular basis. Various samples of pupils' work are kept, including work in both languages in KS2. Teachers carefully monitor and note pupils' progress. For every pupil, there is an individual file which contains a range of evidence. Teachers provide detailed observations on one aspect of each of the core subjects every term and the same is done for foundation subjects and religious education at least once a year.

117. The arrangements for keeping a subject portfolios of levelled work is developing well in subjects such as Welsh, mathematics, history and religious education. There is also a very useful focus on work in investigative science. This practice strengthens the understanding and consistency of the process of levelling work.

118. Work is regularly marked, and constructive comments are given. An effort is made to ensure that pupils play an active role in the process. Lately, pupils have been setting their own targets for further development.

119. Procedures for assessing pupils with SEN are good.

120. Annual reports to parents comply with statutory requirements. They outline pupils' skills and achievements in every subject, and they are of a good standard, especially in core subjects.

121. Parents appreciate the school's open-door policy and the weekly opportunities to come to discuss their children's progress and achievements. Open evenings for parents are held twice a year when they can look at all their children's workbooks, and discuss their progress and achievement.

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

Grade 1: Good with outstanding features.

122. The inspection team's findings do not correspond with the judgement expressed in the school's self-evaluation report, as the school adjudged this question to be grade 2.
123. The curriculum complies with statutory requirements, and equal access is provided to a broad and balanced curriculum which is relevant to the needs of pupils of every ability. The quality and the nature of the curriculum that is offered are outstanding features.
124. The general quality of provision for the under-fives is appropriate to their needs and children make very good progress towards the Desirable Outcomes for Children's Learning.
125. The school meets learners' aspirations very well in KS1 and KS2. Y1 and Y2 pupils are taught in mixed age group classes for the majority of subjects. A rich curriculum, which is based on interesting and challenging activities, is offered in both key stages. Pupils' knowledge and understanding is developed well through the curriculum and there are effective systems for developing further the skills pupils possess already.
126. The co-ordinators' careful planning, especially the long-term planning, ensures breadth of progression and appropriate continuity. The medium-term planning maps opportunities for concentrating effectively on key skills.
127. There are a number of learning experiences which enable pupils to develop a range of skills relating to independent work. The opportunities for pupils to work together in pairs and groups are an important element of the provision.
128. There are very good opportunities for developing pupils' creative skills, and in KS2, in particular, problem-solving skills.
129. There is a very strong Welsh ethos throughout this school. The emphasis placed upon, and the provision made to promote bilingual skills, is exceedingly successful. The school places great store upon Welsh culture and the heritage of Wales. These elements of the provision are outstanding features.
130. In addition, there are very good procedures and effective curricular opportunities to further pupils' knowledge and understanding of other cultures.
131. There is a clear commitment to equal opportunities for all, in the policy and the provision. Every Y6 pupil, for example had an opportunity to perform in the action song in the Urdd Eisteddfod. The school makes careful provision for all pupils. Equal opportunity and effective support is given to special educational needs pupils.
132. The provision outside normal school hours is of a very good standard. There are sports clubs which are open to boys and girls alike, and the school wins great success in north-eastern region schools' games competitions. A very significant number of pupils compete in a wide range of Urdd competitions. Pupils'

standards in singing, public speaking, performing in an action song and dancing, are very good, and the singing by the choir and the whole school during acts of collective worship is of a very high standard.

133. Many purposeful visits are arranged for every class to a large number of places, far and near, especially to places which are associated with their historical, geographical and religious studies. An important role is played by a number of visitors, including clerics, artists, musicians, bards and contemporary authors. The experiences provided in these contexts are outstanding features.
134. Pupils' spiritual development is very well promoted and they have experiences of an exceedingly high standard in the whole-school and classroom acts of collective worship. They have opportunities to offer opinions to meditate on the themes in the assemblies. Religious education lessons also contribute well to their spiritual development. There are also valuable contributions from clerics in the area through their visits to the school, and pupils' visits to places of worship.
135. Procedures for pupils' moral and social development are also very good. Very successful emphasis is placed upon ensuring that pupils are polite to one another and to staff and visitors. Their attitudes to education are healthy and enthusiastic. There is strong emphasis and constant encouragement to help others within or without the classroom. Older pupils accept responsibilities to look after younger pupils. Several Y5 pupils, for example, help with children in the nursery class. Pupils' awareness of those less fortunate is raised and they respond very effectively and make much effort in collecting money and contributing to good causes.
136. Pupils' social development is very good. There are very good opportunities for very effective co-operation within groups in the classroom. By competing together in eisteddfodau, in Urdd activities and going on a wide variety of educational visits, as well as attending residential courses, they succeed in developing their social talents very well. Through the School Council, which was established fairly recently, they have an opportunity to shoulder responsibilities for maintaining and improving high standards of behaviour as well as for the school's environment.
137. The guidelines in the ACCAC framework are followed for personal and social education and health education, and the provision is very good. There is a clear and comprehensive scheme of work. Very effective use is made of 'circle time' sessions. The school is part of the local schools' healthy-eating project.
138. Provision for sustainable development and global citizenship is developing well.
139. There is an effective partnership between the school and other primary schools and there are very strong links with the secondary school. Transfer arrangements are thorough, and a number of primary-secondary bridging meetings are held. To help the transfer process, there is work which is commenced by pupils in Y6 and completed in their first year of secondary education.
140. Partnership with parents is very good and they are exceedingly supportive and contribute well to the life of the school. They are of the opinion that the school promotes excellent attitudes and values. There were positive and very positive responses in the questionnaires that were returned to the inspectors before the

inspection. The school's prospectus, the governors' report to parents and the home/school agreements all comply with statutory requirements.

141. There are very good links with the community. Elements of the curriculum are based on a study of the local area and pupils contribute to the cultural life of their community. Pupils take part in community concerts and religious services in local places of worship. They compete in the eisteddfod and perform in the Ruthin festival.
142. They have good opportunities to develop their skills in supporting economic development. There are close links with a national electricity company where KS1 and KS2 pupils discover valuable information about the usefulness as well as the dangers of electricity. There are good links with a local clothes shop and the Ruthin Craft Centre (which changes its displays regularly). As a result of Y4 pupils' work with an artist, their enterprise skills were developed by giving them an opportunity to organise and run a craft exhibition during an open evening for parents.
143. There are good links with two colleges, including an initial teacher training college.

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

Grade 3: Good features outweigh shortcomings.
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144. Overall, the inspection team's findings do not correspond with the judgement expressed in the school's self-evaluation report and a lower grade was awarded.
145. The respect shown to every pupil, the emphasis on raising their self-respect and the focus on developing an awareness of the needs of others are striking elements of the school's life. All the staff know their pupils very well and the school provides a very high level of personal support and leadership for individual pupils. Effort and success are very effectively celebrated. Pupils of all abilities are included well in the life and work of the school
146. The pupils say that they are welcome to approach teachers at any time if they do not fully understand any aspect of their work. This has a very positive effect on pupils' attitudes to work and is one of the school's obvious strengths.
147. Very effective use is made of support services.
148. The induction programme for the intake into the nursery and the reception classes is very good. There are good information books and valuable meetings appertaining to this. The very good relationships with parents is an important element in the process. There are strong links with the secondary school, and the process of transferring pupils is a successful one.
149. During the inspection, it was noted that pupils are well supervised when they come to school, during playtimes and dinner-times and when they leave in buses or are collected. The staff have first-aid certificates which have been updated.

150. Good attention is paid to a number of elements appertaining to health and safety. There is an appropriate policy and the governors' sub-committee plays a key role. However, two matters relating to health and safety were discussed with the head and governing body.
151. There is a policy with regard to visits, and the school declares that members of staff visit proposed new locations in advance to ensure their suitability. The school indicates that risk assessments are undertaken by using the County's guidelines. However, these assessments are not formally recorded.
152. There is an appropriate policy for child protection based on the LEA policy. The head leads in this area and the staff are aware of the procedures.
153. Special educational needs pupils are identified and assessed early. Appropriate tests are used and there is a careful system of record-keeping.
154. The support for meeting the needs of SEN pupils is good. There is effective and regular support from an assistant, who withdraws pupils. Others support well within the classes. Some pupils receive good support from assistants employed by the LEA and these pupils receive the support assigned to them. There are very good links with external services.
155. Individual programmes for SEN pupils are of good quality. They are regularly reviewed and good opportunities are given to parents to discuss their children's progress. Class teachers' short-term planning does not always concentrate in sufficient detail on differentiating for pupils of every ability.
156. There are clear policies and strategies for promoting a high standard of behaviour. There are good policies and procedures for preventing bullying.
157. The school has a clear policy for promoting equal opportunities and diversity. The focus on these elements is very prominent in the curriculum, where the importance of respect and tolerance is emphasised.
158. Access arrangements for pupils and adults with disabilities are appropriate to the school's present needs.
159. Parents are aware of their responsibilities with regard to attendance and punctuality and they notify the school of any absences. Registers conform to statutory requirements.
160. For reasons of safety, the school declares that it reminds parents not to use the entrance, from Stryd Y Rhos, reserved solely for staff cars and taxis (there are clear signs on the gate stating this), when bringing their children to school. Nevertheless, some parents continue to use this entrance from time to time.
161. Health and safety matters relating to entering the school from the Llanrhydd side were noted. The school states that there is no safe parking place within a quarter of a mile for parents who bring their children to school in cars. Some parents stop and park on yellow lines near the Llanrhydd entrance, often causing traffic congestion on the road especially in the mornings. The school notes that there is often a great deal of congestion during periods of inclement weather. Despite reminding parents of the problems caused and monitoring by the police, this practice continues. There is also parking on a strip of land which pupils use to approach the school gate from the road. The school notes that the governing body has held discussions about these matters with a number of

relevant bodies, including local councillors, the LEA and The Highways Department. This latter body, according to the school, has monitored the situation and is producing a report for the county council.

Leadership and management

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

Grade 1: Good with outstanding features.

162. Overall, the inspection team's findings correspond with the judgement expressed in the school's self-evaluation report.
163. The school has clear objectives and values. The head's energetic and inspired leadership is an obvious strength. He ensures that the school's objectives and values are reflected to a very marked extent in the daily life of the school and that the provision offers extensive and equal opportunities for every pupil to achieve his/her potential. Under his leadership, an environment based on trust and respect is fostered. He has a clear vision for the school's future. In addition, he makes a very important contribution to the development of ICT in the school, including teaching in this area. The head's general leadership is an outstanding feature.
164. The head is very well supported by a deputy and a team of very hardworking and dedicated teachers who play an active part in the decision-making process. The lines of communication and the daily routines are very good and allow the daily work to proceed smoothly. There are weekly meetings to discuss a range of elements appertaining to the daily life of the school and the ethos of working closely as a team is perceived as one of the school's strengths. There is a homely, welcoming atmosphere throughout the school.
165. Subject co-ordinators discharge their responsibilities well and they make important and valuable contributions to the school's strategic management. Recently, an equal annual budget for resources was distributed to individual classes in order to cut down on waste and give teachers more opportunities to exercise their talents as managers.
166. The school operates in line with its performance management policy and the process has been well established and is developing effectively. Performance management gives a foundation for continuing professional development. Teachers attend a good range of appropriate courses which are of benefit to them and to the school. These experiences are shared with others.
167. The monitoring system is developing very effectively and elements of the monitoring are outstanding features. The head monitors a wide range of aspects. He is well supported by the deputy who has responsibility for Early Years and KS1. Both monitor the teaching. Leaders follow a clear programme and a number of very useful reports have helped to guide the direction of a number of subjects. Monitoring creates a range of useful evidence which moves

the school forward. In the areas of numeracy, history and geography, the monitoring has included a strong element of lesson observations. In these fields, as well as religious education, music, science and PSE, the monitoring has concentrated, very effectively, on whole-school planning with the main focus on raising pupils' standards of achievement further. The link between the self-evaluation process and the school development plan (SDP) is a strong one.

168. The school considers national and local priorities well. It concentrates very effectively on developing ICT and there are good arrangements in hand to reduce teachers' workloads. A team has been established to manage change which includes staff, governors and parents. The school focuses very effectively on a number of elements appertaining to the introduction of the foundation stage and it gives guidance to other schools in this matter. There has been a good focus on healthy eating and the school works closely with other schools on a bridging project in this field.
169. The SDP is a comprehensive document which contains appropriate priorities for developing the school. On the basis of a comprehensive audit, targets for three years were set; appropriate yearly targets are also set. The plans include timetables, qualitative and quantitative targets for the future and success criteria. Priorities are costed and supported by allocating sufficient resources. The elements are regularly monitored in detail at the end of a year.
170. The governing body is very supportive and pro-active. The members meet regularly and perform all the legal requirements. They are kept very well informed about the life and work of the school by the head and they are included in every important decision with regard to the school's strategic direction or its expenditure. The sub-committee system which exists is effective. It includes a health and safety sub-committee, as well as a finance sub-committee which contributes well to the means by which the school determines its budget in order to meet the targets in the SDP. Individual members of the GB have appropriate responsibilities for different elements and subjects, and they operate their responsibilities effectively.
171. The secretary makes a very important contribution, and day-to-day arrangements are managed effectively and efficiently.

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

Grade 2: Good features and no important shortcomings.
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172. The inspection team's findings correspond with the judgement expressed in the school's self-evaluation report.
173. The head, staff and governors are committed to developing the school further. A self-evaluation culture has been established and there is a clear self-evaluation strategy. The head and the curriculum leaders' monitoring role is having a positive effect on the school's development. Subject leaders' self-evaluations note and record strengths and the steps for development based on monitoring

books, observation and talking to children and peers in line with the school's monitoring system. However, there is scope for further extending opportunities for co-ordinators to observe teaching. The results of self-assessment are used effectively.

174. The head and the staff present a detailed analysis of pupils' assessment test results, including the results of baseline tests in Early Years, teachers' assessments and National Curriculum tests in KS2. Effective use is made of the information collected to guide teaching and note the steps ahead for pupils. In addition, they are effectively used for setting targets for pupils.
175. Test results and targets are discussed with governors, and the governing body has a good knowledge of pupils' development and how the school benchmarks against similar schools and compares with schools locally and nationally.
176. The self-evaluation programme is developing well in concentrating on different subjects. The focus on subjects such as ICT, mathematics, history, music, religious education, writing in Welsh, investigative science and PSE has contributed very effectively to moving the school onwards in these areas.
177. The self-evaluation report produced before the inspection is concise and focuses well on a range of relevant elements appertaining to the seven key questions which form the basis of the inspection. There is a clear analysis of strengths as well as noting priorities for moving the school forward. The analysis is based on appropriate evidence and this evidence was available to inspectors. There is however scope for extending the breadth of the evidence by collecting the opinions of pupils and parents and in continuing to develop the governors' contribution to the process.
178. The inspection team agreed to a substantial degree with the school's evaluation in relation to the majority of elements within the seven key questions appertaining to strengths and the elements for development. The inspection team agreed with five of the grades awarded by the school. The grade for one question was raised and lowered for another question.
179. Overall, the school's progress has been good in addressing the key issues of the last inspection. In relation to some elements including elements relating to teaching and standards in information technology progress has been very good. Although the school has made strident efforts, the situation with regard to the lack of space in the mobile classrooms continues to exist.

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

Grade 1: Good with outstanding features.

180. The inspection team's findings correspond with the school's judgement in its self-evaluation report.
181. The school has a good complement of teaching staff to deliver the curriculum. Teachers have appropriate qualifications and a wide range of expertise and the scheme for delegating responsibilities is very good. Curriculum leaders

contribute very well to the development of their subjects. Teachers are very well deployed. The school invests generously in enthusiastic and very effective classroom support staff who work very well with the teachers. All staff have job descriptions which give a clear outline of their responsibilities. The general quality of all the staff and the effectiveness of their deployment are outstanding features.

182. Teachers attend a good range of training sessions and this has a positive effect on their skills and their understanding. Good use has been made of Welsh Teachers' Council grants to release co-ordinators to update schemes of work. Teachers work well very effectively as a team to share information. A number of staff come from other schools to see examples of good practice. Many steps have been taken in preparation for the foundation stage which is on the horizon.
183. Outstanding use is made of artists-in-residence, visits by authors and translators which have contributed so much to the school's high standard of bilingualism. Effective use is made of the good support from the specialist services provided by the County.
184. Overall, the nature and quality of the site and buildings are satisfactory only and a number of shortcomings were noted.
185. Four classes are located in temporary classrooms. Three of them (and two in particular) where Y4, Y5 and Y6 pupils are based are restricted in terms of space with regard to practical and investigative work. The school notes that conditions in these classrooms are oppressive during periods of hot weather. There is no water supply in two of these temporary classrooms and no toilets in one of them. The external condition of the temporary classrooms is satisfactory only.
186. In order to gain the necessary space for group and practical activities, pupils in Y1 and Y2 have to make use of the main building's corridor which is itself restricted in size. There is no available room for storing resources (there have to be kept in classrooms), nor for establishing a central library. The computer room is situated a comparatively long way from the main building.
187. The school shares a hall and a computer room with Ysgol Stryd Y Rhos and although the schools co-operate well in terms of arrangements, these are available for half a week only. A comparatively small dining room is shared between the two schools. Pupils who bring sandwiches have to eat in the central corridor, where there is some pressure on space.
188. The one playground is too small for the number of pupils who use it during the lunch hour when all the pupils are outside. Games activities using balls, are organised on a rota basis.
189. The parking ground which is used by the staff of both school and where taxis and mini buses deposit and collect some pupils at busy periods is very confined in terms of space. Following visits by officers of the highways department, there are plans in place to extend this area.
190. For some time, the head and the governors have expressed their concerns about the shortcomings and have held discussions with the LEA.
191. It should be noted however, that the very effective use made of the site and buildings, despite the shortcomings, is an outstanding feature. One of the

school's outstanding strengths is the very high standard of the displays which contribute greatly to the stimulating atmosphere which is characteristic of the life of the school. Areas for the under fives are used particularly effectively. The use made of the computer room has had a substantial effect on raising information technology standards. Very effective use is made of the hall for assemblies and physical education.

192. There is a school field which is shared with another school and there are appropriate play areas for the under-fives. Good use has been made of school improvement projects including establishing a nature garden and improvements that artists-in-residence have made to the playground have made the restricted location more attractive. Pupils were included in these projects.
193. The caretaker works very hard and keeps the school clean and tidy.
194. The school ensures that the resources correspond to their priorities for development. Annual reviews are held to ensure the sufficiency and suitability of resources. Overall, there is a very good range of resources to support the pupils' curriculum; they are appropriate to different needs and the age-range. There is a very good supply of resources for under-fives and there is a good supply of computers in every class and there are eighteen others in the suite. The use made of resources is very skilful and effective in ensuring that pupils receive very good learning experiences.
195. The school's budget is very well used. The school's spending decisions are well linked to plans for development. The sum kept in reserve is appropriately earmarked. The governors review expenditure regularly. The focus on ICT resources and on employing teaching assistants has had a very effective effect on achievements.
196. The school provides very good value for money.

School's response to the inspection

We would like to thank the inspection team for their thorough work and we feel that they have come to know the school well when they state that there is here a happy and successful school which has many strengths.

The team agreed with the school's judgements in the majority of aspects.

It was good to note that the inspectors found that the percentage of lessons which were good or better was much higher than the Assembly's target for teaching and that the quality of teaching is one of the school's strengths.

But most importantly of all, the inspection report confirms the elements which make the school what it is. The report especially confirms that we achieve our aims and objectives and provide very rich experiences within a dynamic and encouraging Welsh ethos for every pupil to develop confidence and independence within its walls. It recognises that the school gives very good value for money.

We, as Governors, have got to grips with the recommendations in the report and the school is working with officers of Denbighshire Education Authority to resolve the health and safety issues. We have also formalised risk assessment procedures for visits. The head and the governors will continue to hold discussions with the LEA about the shortcomings associated with the location.

A copy of the school's action plan, in response to the inspection report's recommendations, will be sent to every parent. The annual report of the governors to parents will report on the progress we are making in respect of the inspection report's recommendations.

Appendix A

Basic information about the school

Name of school	Pen Barras
School type	Designated Welsh-medium School
Age-range of pupils	3-11
Address of school	Rhos St Ruthin Denbighshire
Post-code	LL15 1DY
Telephone number	01824 704129
Headteacher	Mr Bryn Williams
Date of appointment	September 2001
Chair of governors/ Appropriate authority	Mr Emrys Wynne
Registered inspector	Mr Brinley Jones
Dates of inspection	May 16 – 18, 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	14.5	29	29	30	32	28	29	27	218.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	6	5	7.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	29
Pupil: adult (fte) ratio in nursery classes	13
Pupil: adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	29
Teacher (fte): class ratio	1

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole School
Summer 2004	97.01	97.03	96.74	96.85
Autumn 2004	97.57	94.89	96.06	96.17
Spring 2005	96.03	96.49	96.76	96.57

Percentage of pupils entitled to free school meals	2%
Number of pupils excluded during 12 months prior to inspection	0

Appendix C

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS 1 Results 2004				Number of pupils in Y2:		30		
Percentage of pupils at each level								
			D	W	1	2	3	4
Welsh	Teacher Assessment	School	0	0	5	48	48	0
		National	1	2	11	64	23	0
We: oracy	Teacher Assessment	School	0	0	3.33	53.3	43.3	0
		National	1	2	12	63	22	0
We: reading	Teacher Assessment	School	0	0	10	53.3	36.7	0
		National	1	1	17	59	22	0
We: writing	Teacher Assessment	School	0	0	13.3	56.6	30	0
		National	1	3	20	65	11	0
Mathematics	Teacher Assessment	School	0	0	10	67	24	0
		National	0	2	11	63	24	0
Science	Teacher Assessment	School	0	0	10	62	29	0
		National	0	2	10	66	22	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	92%	In Wales	79%

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		33	
Percentage of pupils at each level													
			D	A	F	W	1	2	3	4	5	6	
English	Teacher assessment	School	0	0	0	0	0	0	3	52	45	0	
		National	0	0	0	1	1	6	20	46	25	0	
	Test/Task	School	0	3	0	0	0	0	3	39	55	0	
		National	1	1	3	0	0	5	15	44	30	0	
Welsh	Teacher assessment	School	0	0	0	0	0	0	6	36	58	0	
		National	1	0	0	1	0	4	18	51	25	0	
	Test/Task	School	0	3	0	0	0	0	6	36	55	0	
		National	2	2	1	0	0	3	20	49	23	0	
Mathematics	Teacher assessment	School	0	0	0	0	0	0	3	42	55	0	
		National	0	0	0	0	0	4	19	46	30	0	
	Test/Task	School	0	3	0	0	0	0	3	46	48	0	
		National	1	2	1	0	0	4	16	41	36	0	
Science	Teacher assessment	School	0	0	0	0	0	0	0	36	64	0	
		National	1	0	1	0	0	2	13	49	35	0	
	Test/Task	School	0	3	0	0	0	0	0	33	64	0	
		National	1	1	1	0	0	1	9	51	37	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	97%	In the school	94%
In Wales	71%	In Wales	71%

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

- The inspection was undertaken by a team of three inspectors who were present at the school for a total of seven days.
- The headteacher was the nominee.
- Pre-inspection meetings were held with parents and the GB to discuss the life and work of the school.
- 52 questionnaires were completed by parents. These were analysed in detail; the vast majority of them were positive or very positive.
- Discussions were held with the teaching staff.
- School documentation and samples of pupils' work were examined.
- 32 lessons or sessions were observed.
- Inspectors heard children reading.
- Discussions were held with pupils about the life and work of the school.
- Pupils' behaviour was observed during break-times, dinner-times and at the end and beginning of school sessions.
- The inspectors attended collective worship sessions.
- Post-inspection discussions were held with the staff and the GB.

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Brinley Jones Registered Inspector	Context, summary and recommendations. Key Questions 1, 4, 5 and 6
Mr Gwilym Davies Lay Inspector	Contributions to questions 1, 3, 4 and 7
Mr Dafydd Treharne Team Inspector	Key Questions 2, 3 and 7

Acknowledgement

The inspectors wish to thank the governors, the headteacher, staff, pupils and parents of the school for their co-operation during the inspection.

Contractors

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

**Ysgol Pen Barras
Rhos St
Ruthin
Denbighshire
LL15 1DY**

A SUMMARY REPORT FOR PARENTS

Date of Inspection: 16 - 18 May 2005

by

**Mr B JONES
W263/78379**

Date: 20 July 2005

Under Estyn contract number: T/203/04P

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Ysgol Pen Barras 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 this 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 Pen Barras took place between 16th – 18th May. An independent team of inspectors, led by Mr B. 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. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

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

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

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.

Context

The nature of the provider

1. Ysgol Pen Barras is a designated Welsh-medium County Primary School which caters for children between the ages of three and eleven. Children are received from the market town of Ruthin and the vicinity. The area is fairly prosperous, and on the whole, the children come from comparatively privileged social backgrounds. There are signs that this is gradually changing in the lower end of the school as the demography of the local area changes.
2. At the moment, there are 204 full-time pupils on roll and 29 nursery children who only attend in the mornings. There are 30 pupils on the special educational needs (SEN) register and one of these has a statement of SEN. 2% are entitled to free school meals. In terms of linguistic background, 60% of pupils come from homes where Welsh is spoken fluently. The situation is changing as over half of this year's Nursery children are learners. Less than 1% of pupils come from ethnic minority backgrounds.
3. When children are accepted into the school, they are carefully nurtured linguistically in relation to the Welsh situation. The school notes that Welsh is the official language of the school. The school runs its own nursery every afternoon, "Clwb Ffrindiau Bach", in order that the children who are in the Nursery Unit in the morning can have a further opportunity to develop their education through the medium of Welsh.
4. An exceedingly positive audit was received by "Investors in People" assessors in 2004.
5. A quality mark was awarded for the second time in 2004.
6. The school shares a site with Ysgol Stryd Y Rhos.

The school's priorities and targets

The school's aims

- To create a Welsh environment and atmosphere where pupils can grow, develop and mature to become confident individuals, aware of the welfare of others and responsible members of society.
- To offer an education of the highest standard possible which reflects the requirements of the Authority, the Government, society and the individual.
- To teach pupils to be bilingual so that they can develop "two windows on the world" and play a full part in the social and cultural life of the bilingual society of which they are a part.
- To foster a pride in the children towards their locality and their country, towards prose and poetry, towards history and tradition and the important part they have to play in society.

- To develop in them a respect for the world in which they live including European / International links generally and especially in the context of their locality and their environment.
- To prepare pupils for the world in which they will live and work by developing their information and communications technology (ICT) skills across the Curriculum.
- To work together to ensure that pupils attain the expected level in the core subjects by endeavouring to further higher standards and to eliminate under-performance.

The school's objectives

- To help children to develop mentally, emotionally, socially, physically and spiritually.
- To establish a happy and hardworking atmosphere of mutual relationships based on teachers' care and respect for one another, between teachers and pupils, and between pupils.
- To ensure that every child has an equal opportunity by providing him/her with a relevant, differentiated, broad and balanced curriculum.
- To value and benefit from specialist knowledge in the school.
- To secure the professional development of staff.
- To establish friendly, sound and professional relationships between home and school.
- To strive to maintain the buildings in order that they meet the requirements of Health and Safety legislation.
- To foster mutual interaction between the school and the locality in order to secure the respect of the community, and to foster a respect in the children for their community.

Priorities for 2004-05:

- Undertake a self-assessment in the following areas:
 - i. Welsh writing;
 - ii. Scientific investigation;
 - iii. Geography;
 - iv. English writing.
- Implement the new PSE curriculum.
- Undertake a formal assessment "Healthy Denbighshire Schools";
- Promote good behaviour;
- Develop staff by means of a series of In-Service-Training (INSET) activities;
- Conduct a health and safety audit and a risk assessment of the site;
- Implement a playground improvement project.

Summary and recommendations

7. Ysgol Pen Barras is a happy and very successful school which sets high standards. It provides the pupils with very rich experiences especially in connection with Welsh culture. Amongst its numerous strengths are the head's leadership, standards of teaching, the support of non-teaching staff, the motivation of pupils and the relationships between staff and pupils. Staff work hard to make the best use of a site which is restricted in terms of space in a number of areas. Very good support is received from the governors and there are very good relationships between the school and parents and also with the community.

Table of grades awarded

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

Standards

8. Baseline assessment indicates that pupils' ability when they start school is higher than the county average.
9. The general quality of the provision for the under-fives is appropriate to their needs and children make very good progress towards the Desirable Outcomes for Children's Learning.
10. The vast majority of pupils from every background make good and very good progress and they attain high standards. The majority of pupils with SEN make good, and often very good, progress.
11. Children aged under-five develop very well in the key skills. The majority of KS1 pupils and Y3 pupils apply key skills confidently and standards are very good in listening, speaking and reading. They are good in writing for a range of purposes and when applying number skills and using ICT skills.
12. The use Y4, Y5 and Y6 pupils make of all the key skills and the standards they achieve in them are outstanding features. They display very good skills when focussing on individual projects.

13. KS2 pupils' standards of achievement in bilingualism is an outstanding feature.
14. Pupils develop a good understanding of their strengths and an awareness of elements to be developed.
15. They make good, and often very good, progress with regard to acquiring new knowledge and skills. Their progress with regard to problem-solving skills is good and very good at the upper end of the school. Across the school, pupils display very good creative skills.
16. The attitudes pupils display towards their work and school life is an outstanding features.
17. The results of KS1 teachers' assessments for 2004, show that the core subjects' indicator (CSI), the percentage pupils who attain level 2 or higher in the three core subjects is higher than local figures and much higher than national figures. The percentages that attain level 3 are substantially higher than the national figures in Welsh, higher in science, and similar in mathematics. Compared to schools of similar backgrounds, the CSI is 92% above the median but below the top 25%. In 2002 and 2003, the school was in the top 25%. Boys' results were lower than girls' results in 2004, but this is not a constant trend.
18. End-of-KS2 results for 2004 show that the percentages of pupils who attain at least level 4 are much higher than national and local percentages in every subject. The CSI of 94% was also substantially higher. The percentages of those who attain level 5 are much higher than national percentages in Welsh, English, mathematics and science. Compared to schools of similar background, the CSI indicates that the school's performance is much higher than the median but below the 25% of highest performing schools. Over the years, standards have been consistently high. Boys' results were higher than girls' results in 2004 but this is not a constant pattern.
19. Pupils develop very well in relation to their personal and social skills. They have a good understanding of equal opportunities and they respect diversity.
20. The behaviour of the vast majority of pupils in the classrooms and around the school is very good.
21. Over the last three terms, the average attendance was good, at around 97%. The vast majority of pupils arrive at school punctually.

The quality of education and training

22. In the lessons observed, it was adjudged that the standard of teaching was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
41%	59%	0%	0%	0%

23. The quality of teaching is a great strength and a key element in the progress pupils make and the high standards achieved. The figures for good and very good teaching are far higher than Welsh Assembly Government targets for good

or better teaching. Outstanding features in teaching were seen across the school.

24. Teachers are role models of a very high order. The quality of the working relationship between them and the pupils is very good. Teachers have high expectations and pupils' efforts are praised.
25. Teachers display good, and often very good, subject knowledge. They are very good language models and teachers' skills in KS2 in relation to promoting bilingual skills are outstanding. Equal opportunities are ensured for every pupil.
26. Planning for the lessons observed was of a high standard and plans noted clear aims and appropriate activities.
27. Across the school, teachers provide a stimulating environment and displays of a very high standard. A very good range of teaching strategies were seen and effective use was made of resources. The general contribution of the classroom assistants was very good.
28. The outstanding features in the teaching included: subject expertise of a very high standard; very advanced skills with regard to gaining and maintaining pupils' interest; very effective planning and organisation for a range of activities; very good opportunities for pupils to make decisions and very effective plenary sessions.
29. The quality of the baseline assessment undertaken in the nursery class and after children have commenced full-time education in the reception class, is very good. Effective use is made of standardised assessment test evidence in KS1 and KS2.
30. There are good systems for assessing the progress of pupils in KS1 and KS2. Teachers monitor and note pupils' progress carefully. For every pupil, there is an individual file which contains a range of evidence. The system for keeping a subject portfolio of levelled work is developing well in a number of subjects.
31. Work is marked regularly, and constructive comments are given. An effort is made to ensure that pupils play an active role in the process. Lately, pupils have been setting their own targets for improvement.
32. Procedures for assessing pupils with SEN are good.
33. Annual reports to parents comply with statutory requirements. They outline pupils' skills and achievements in very subject and comments are of a good standard, especially in relation to core subjects.
34. The quality of the curriculum which is provided is an outstanding feature. Provision for the under-fives is of a very high standard. The school meets the aspirations of learners very well in KS1 and KS2. A broad, balanced and rich curriculum is offered in both key stages which is based on interesting and challenging activities.
35. A number of learning activities are provided which enable pupils to develop a range of skills pertaining to independent aspects and for working in pairs and groups. There are very good opportunities to develop creative skills, and, especially in KS2, problem-solving skills.

36. The provision for developing bilingualism and the strong emphasis on Welsh culture are outstanding features of the curriculum. There are very good procedures for furthering pupils' knowledge and understanding of other cultures.
37. There is a clear commitment to equal opportunities for all in the policy and the provision.
38. The provision outside normal school hours is of a very good standard. Pupils' standards in singing, public speaking, performing in an action song and dancing, are very good, and the singing by the choir and the whole school during acts of collective worship is of a very high standard.
39. Many purposeful visits are arranged to a large number of places, far and near for every class, especially to places which are associated with their historical, geographical and religious studies. A number of visitors come to the school, including clerics, artists, bards and contemporary authors. The experiences provided in these contexts are outstanding features.
40. Pupils' spiritual development is very well promoted and they have experiences of an exceedingly high standard in whole-school acts of collective worship as well as those conducted in classrooms.
41. Procedures for pupils' moral and social development are very good. Very successful emphasis is placed on ensuring that pupils are polite to one another and to staff and visitors. Older pupils accept responsibilities to look after younger pupils. Pupils' awareness of those less fortunate is raised and they respond very effectively and make a great effort when collecting money and contributing to good causes. Through the School Council, which was established fairly recently, they have an opportunity to shoulder responsibilities for maintaining and improving high standards of behaviour as well as for the school's environment.
42. Provision for personal and social education is very good. Very effective use is made of 'circle time' sessions. The school is part of the local schools' healthy eating project. Provision for sustainable development and global citizenship is developing well.
43. There is an effective partnership between the school and other primary schools and there are very strong links with the secondary school. There are good links with two colleges, including an initial teacher training college.
44. Partnership with parents is very good and they contribute very effectively to the life of the school. Parents responses in the pre-inspection meeting, and in the questionnaires received, were positive and very positive. There are very good links with the community and pupils contribute to local cultural life as well as basing elements of the curriculum on a study of the local area. They have good opportunities to develop their enterprise and business skills.
45. The respect shown to every pupil, the emphasis on raising their self-respect and the focus on developing an awareness of the needs of others are striking elements of the school's life.
46. The pupils say that they are welcome to go approach teachers at any time if they do not fully understand any aspect of their work and this is one of the school's obvious strengths. Very effective use is made of support services.

47. The induction programme for the intake into the nursery and the reception class is very good. There are strong links with the secondary school and the process of transferring pupils is a successful one.
48. Pupils are well supervised on the school yard and staff have first aid certificates which have been updated
49. Good attention is paid to a number of elements appertaining to health and safety. There is an appropriate policy and the governors play a key role. However, two matters appertaining to health and safety were discussed with the head and the governing body.
50. There is a policy with regard to visits and the school declares that members of staff visit proposed new locations in advance to ensure their suitability. The school indicates that risk assessments are undertaken by using the County's guidelines but these assessments are not formally recorded.
51. There is an appropriate policy for child protection based on the LEA policy. The head leads in this area.
52. Special educational needs pupils are identified and assessed early. The support for meeting the needs of SEN pupils is good. Some pupils have good support from assistants who are employed by the LEA; they receive the support assigned to them. There are very good links with external services in this field.
53. Individual programmes for SEN pupils are of good quality. They are regularly reviewed and good opportunities are given to parents to discuss their children's progress. Class teachers' short-term planning does not always concentrate in sufficient detail on differentiating for pupils of every ability.
54. There are clear policies and strategies for promoting a high standard of behaviour and there are good procedures for preventing bullying. There is a very clear policy for promoting equal opportunities and diversity.
55. Access arrangements for pupils and adults with disabilities are appropriate to the school's present needs.
56. Registers conform to statutory requirements.
57. For reasons of safety, the school declares that it reminds parents not to use the entrance, from Stryd Y Rhos, reserved solely for staff cars and taxis, when bringing their children to school. Nevertheless, although there are there are clear signs on the gate, from time to time, some parents continue to use this entrance.
58. Health and safety matters relating to entering the school from the Llanrhydd side were noted. Despite reminders, by the school, of the problems caused and monitoring by the police, some parents continue to stop and park on yellow lines near the Llanrhydd entrance, when bringing and collecting their children in cars. This often causes traffic congestion on the road, particularly in the mornings. The school notes that there is often a great deal of congestion during periods of inclement weather. There is also parking on a strip of land which pupils use to approach the school gate from the road. The school notes that the governing body has held discussions about these matters with a number of relevant bodies and that the Highways Department has monitored the situation and is producing a report to the county council.

Leadership and management

59. The head ensures that the school's objectives and values are well reflected in the daily life of the school and that the provision offers extensive and equal opportunities for every pupil to achieve his/her potential. He has a very clear vision for the school's future. In addition, he makes a very important contribution to the development of ICT. The head's general leadership is an outstanding feature.
60. The head is well supported by a deputy and a team of very hardworking and dedicated teachers. The ethos of working together closely as a team is seen as one of the school's strengths. The lines of communication and the daily routines are very good.
61. The head monitors a wide range of aspects and he receives the deputy's support in monitoring teaching. Subject co-ordinators, who perform their responsibilities well, make important and valuable contributions to the strategic management of the school.
62. The school operates in line with its performance management policy which gives a good foundation for continuing professional development. Teachers attend a good range of appropriate courses which are of benefit to them and to the school.
63. The monitoring system is developing very effectively, and elements of the monitoring are outstanding features. The link between the self-evaluation process and the school development plan (SDP) is a strong one.
64. The school considers national and local priorities well. The SDP is a comprehensive document which contains appropriate priorities for developing the school. On the basis of a comprehensive audit, targets for three years were set; appropriate yearly targets are also set. Development in relation to targets is regularly monitored in detail at the end of a year.
65. The governing body is very supportive and pro-active. The sub-committee system which exists is effective. Individual members have appropriate responsibilities for different elements and subjects, and they operate their responsibilities well.
66. The finance sub-committee contributes well to the way the school determines the budget in order to meet the targets in the SDP.
67. The secretary makes a very important contribution, and day-to-day arrangements are managed effectively and efficiently.
68. A self-evaluation culture has established itself at the school, and there is a clear self-evaluation strategy. All the teachers are included in the process. The results of self-assessment are used effectively.
69. The head and the staff present a detailed analysis of pupils' assessment test results. Effective use is made of the information collected to guide teaching and note the steps ahead for pupils. In addition, they are effectively used for setting targets for pupils. Test results and targets are discussed with governors.

70. The self-evaluation programme is developing well in concentrating on different subjects and it has contributed to moving the school onwards in several areas.
71. The self-evaluation report produced before the inspection is concise and focuses well on a range of relevant elements appertaining to the seven key questions which form the basis of the inspection. There is a clear analysis of strengths as well as noting priorities for moving the school onwards. The analysis is based on appropriate evidence and this evidence was available to inspectors. There is however scope for extending the breadth of the evidence by collecting the opinions of pupils and parents and in continuing to develop the governors' contribution to the process.
72. The inspection team agreed to a substantial degree with the school's evaluations in relation to the majority of elements within the seven key questions appertaining to strengths and the elements for development. The inspection team agrees with five of the grades awarded by the school. The grade for one question was raised, and lowered for another question.
73. Overall, the school's progress has been good in addressing the key issues of the last inspection. Progress has been very good in relation to some elements including elements appertaining to teaching and standards in information technology. Although the school has made strident efforts, the situation with regard to the lack of space in the mobile classrooms continues to exist.
74. The school has a good complement of teaching staff to deliver the curriculum. The general quality of the staff, including the support staff and their deployment are outstanding features.
75. Teachers attend a good range of training sessions and this has a positive effect on their skills and understanding. Teachers co-operate very effectively as a team to share knowledge. Staff come from a number of other schools to see examples of good practice. Several steps have been taken in preparation for the foundation stage which is on the horizon.
76. Outstanding use is made of artists-in-residence, visits by authors and translators, which has contributed so much to the school's high standard of bilingualism. Effective use is made of the good support from the specialist services provided by the County.
77. Overall, the nature and quality of the site and buildings are satisfactory only. For some time, the head and the governors have held discussions about shortcomings with the LEA. These include: restricted space in three (and particularly in two) of the temporary cabins for practical work; two cabins are without supply of water and one is without toilets. Space in the main building's corridor which KS1 pupils make use of for practical and group activities is restricted. There is not an available room which can be used to store resources and to establish a central library. The computer room is situated a comparatively long way from the main building.
78. Pupils have to share a dining room, a hall, a computer room and a dining room with Ysgol Styd Y Rhos. The two schools work well together in terms of arrangements. Pupils who bring sandwiches have to eat in the central corridor, where there is some pressure on space

79. The playground too small for the number of pupils who use it during the lunch hour, when everyone is outside.
80. Plans are afoot to extend the parking ground used by the staff of both schools, which is very restricted in terms of space, and where taxis and mini buses bring and collect pupils at busy times.
81. There is a school field which is shared with the other school and there are appropriate play areas for under-fives. Good use has been made of school improvement projects including establishing a nature garden, and improvements that artists-in-residence have made to the playground have made an unsuitable location more attractive. Pupils were included in these processes.
82. Very good use is made of the facilities including the hall and computer room. There are displays of a very high standard. Overall, despite the shortcomings, the very effective use made of the accommodation is an outstanding feature.
83. The caretaker works very hard and keeps the school clean and tidy.
84. The school ensures that the resources correspond to the priorities for development. The range of resources for supporting the pupils' curriculum is very good and is appropriate to needs and age range. The use made of resources is very skilful and effective in ensuring that pupils receive very good learning experiences.
85. The school's budget is very well used and spending decisions are well linked to plans for development. The sum kept in reserve is appropriately earmarked. The school provides very good value for money.

Recommendations

In order to move forward, the staff and GB need to:

- R1. maintain the high standards of work;
- R2. work with the LEA to address the two matters of health and safety which were raised with the head and governors and formalise the process of recording risk assessments for school visits;
- R3. continue discussions with the relevant bodies, including the LEA about health and safety matters relating to the Llanrhydd entrance and shortcomings in relation to parts of the site and buildings;
- R4. further develop self-evaluation procedures.

The school is already focusing on a number of features relating to some of the above matters.

Acknowledgement

The inspectors wish to thank the governors, the headteacher, staff, pupils and parents of the school for their co-operation during the inspection.