

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

A Report on the Quality of Education in

**Ysgol Trefnant
Henllan Road, Trefnant,
Denbighshire. LL16 5UF**

School Number: 6633051

Date of Inspection: 3rd December 2007

by

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

The inspection of Ysgol Trefnant took place between 03/12/07 and 05/12/07. An independent team of inspectors, led by Merfyn Douglas-Jones undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **full** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Trefnant Voluntary Controlled Church in Wales Primary School is situated in the small village of Trefnant near Denbigh in the Vale of Clwyd, North Wales.
2. The school serves a rural community with pupils drawn from the village or the immediate area.
3. Pupil numbers have increased steadily over the last four years. Currently, there are 56 pupils aged between three and eleven years on roll, three of whom attend nursery on a part-time basis.
4. The locality is considered to be neither prosperous nor economically disadvantaged. The intake includes the full range of ability academically and socially but is generally above the local education authority average.
5. Five percent of pupils are entitled to free school meals. This is well below the local and national average.
6. No pupil has a statement of special educational needs (SEN), 13 have been identified as having special needs, ten on 'school action' and three on 'school action plus' stages.
7. Nearly all the pupils come from English speaking homes. None speaks Welsh as a first language. Two percent are from non white ethnic backgrounds.
8. No pupil receives support teaching in English as an additional language and one is 'looked after' by the local authority.
9. No pupil was excluded in the last 12 months.
10. Including the headteacher, there are three full-time teachers and one part-time teacher. There are also three part-time learning support assistants (LSAs) and one nursery nurse.
11. The present headteacher was recently appointed in September 2007.
12. The school was last inspected in October 2001.
13. The school's main aims are to:
 - recognise the unique qualities of each child;
 - give every pupil, irrespective of gender, ability, cultural or ethnic background access to a wide variety of experiences, education, social, spiritual and personal, as possible;
 - provide a structured environment in which learning can take place, and
 - to serve the community by providing an education of the highest quality within the context of Christian belief and practice.

The School's Vision:

14. High quality learning in a caring Christian environment, which meets the needs of the community.

The school's priorities and targets
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15. The school's priorities and targets outlined in the School Development Plan (SDP) for 2007 – 2008 are to:
 - implement a system for monitoring standards in non-core subjects in key stage 1 and key stage 2, in order to ensure continuity and progression of pupils' knowledge and skills;
 - promote global citizenship and sustainable development;
 - further enhance provision for pupils with special educational needs;
 - complete job descriptions for all staff;
 - formalise the performance management process for teaching staff;
 - develop the role of subject co-ordinators in monitoring the quality of learning and teaching, and
 - employ a learning support assistant (LSA) to assist in key stage 2.

Summary

16. Ysgol Trefnant is an improving school where the recently appointed headteacher is beginning to have a significant impact on aspects of leadership and management.
17. It is an inclusive school which provides a caring and supportive environment for all pupils.

Table of grades awarded

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

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

Standards

18. The pupils' standards of achievement in the subjects and areas of learning during lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	87%	13%	0%	0%

Areas of learning for under-fives

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

Grades for standards in subjects inspected

Inspection Area	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Welsh second language	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 3
Information technology	Grade 2	Grade 2
Design technology	Grade 2	Grade 3
History	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Art	Grade 2	Grade 3
Music	Grade 3	Grade 3
Physical education	Grade 2	Grade 2

19. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
20. On-entry baseline assessment indicates that children are generally average and sometimes above average compared to the county averages. Analysis of value added data shows that pupils make good progress from entry to leaving at the end of year 6.
21. Pupils with SEN make good progress and achieve targets set in their individual education plans (IEPs).
22. Early Years children make good progress and achieve good standards in the key skills of speaking, listening, reading, writing, numeracy and information and communications technology (ICT).
23. In both key stage 1 and key stage 2, pupils' standards and progress in all the key skills are good.
24. Considering the strong English background of the pupils, their bilingual skills are good.
25. Pupils' personal and social skills are good. They demonstrate a good awareness and respect for each other and for adults in the school.
26. In both key stages, pupils' problem-solving skills in different subjects are at an early stage of development. Their creative skills also have some shortcomings, particularly in design technology, art and music in key stage 2.
27. The Core Subject Indicator (CSI) for key stage 1 pupils, i.e. the percentage of pupils who achieved level 2 and above in all three core subjects, was 67 per cent compared to the LEA average of 81 per cent and the national average of 80 per cent.

28. The key stage 1 results have consistently been above both local and national averages until 2007, when two of the six pupils were on the school's special needs register.
29. The 2007 CSI for key stage 2 pupils (i.e. the percentage of pupils who achieved level 4 and above in all three core subjects) was 92 per cent compared to the LEA average of 73 per cent and the national average of 74 per cent.
30. Over the last three years, pupils' attainment in key stage 2 has remained above local and national averages.
31. Because of the low numbers in each year group, the analysis of the difference between the achievements of boys and girls would be unreliable.
32. Most pupils are well motivated and are eager to learn. Learners have positive attitudes and they are generally well behaved throughout the school.
33. The average level of attendance is currently 94.5 per cent. This is above the LEA average. The majority of pupils are punctual.
34. Learners progress well in their personal, social, moral and wider development. Children in the early years develop their personal and social skills extremely well.
35. Discussions with pupils confirm that they are aware of equal opportunity issues and they show respect for diversity within the school community.
36. They have experience of many links to the workplace and, as such, their understanding of the world of work is good and they are well aware of their place in the community.

The quality of education and training

Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
3%	80%	14%	3%	0%

37. Eighty-three per cent of lessons were graded as 2 or better. In the Chief Inspector of Schools Annual Report for 2005 – 06, the quality of teaching throughout Wales was a grade 2 or better in 79 per cent of lessons.
38. Teachers have a good relationship with their pupils and there is a good teacher / pupil interaction with plenty of praise and encouragement to enhance pupils' self-esteem.
39. Teaching in the Early-Years is good, providing a wide variety of activities and experiences that are clearly linked to the Desirable Outcomes for Children's Learning.

40. All teachers actively address the issues of gender, race, equality and ability, and generally demonstrate good pupil management.
41. In the best lessons, teachers ask open and challenging questions, have high expectations, motivate the pupils and use a wide range of organisational strategies to encourage independent learning.
42. Where teaching is less than good, there is a lack of challenge to the tasks set lessons lack pace and rigour, and pupil-management skills are less effective.
43. Teachers sometimes miss opportunities to develop pupils' problem solving and creative skills, often because of the quality of some of the worksheets used. However, planning for the delivery of the key skills is good.
44. The promotion of pupils' bilingual skills across the curriculum is good with opportunities to use the Welsh language throughout the school day.
45. Teachers work hard to provide opportunities to develop pupils' spiritual, moral and social skills through well-planned whole-school assemblies. However, opportunities to develop pupils' cultural understanding are sometimes missed.
46. The school meets statutory requirements for assessing, recording and reporting pupils' progress.
47. In both key stages, pupils' work in the core subjects is assessed effectively in English and mathematics; less so in science. The progress pupils make is monitored and tracked in these subjects.
48. In many foundation subjects, assessment procedures are not in place and of those that do exist the quality is inconsistent.
49. Portfolios of levelled work are at a very early stage of development so effective assessment of standards is not as sharp as it could be.
50. Verbal feedback to pupils is thorough and pupils' work is marked regularly and consistently. Pupils are involved to a limited extent in planning their own improvement through target setting.
51. The annual written reports to parents are of good quality and conform to statutory requirements. Effective parental consultations are held in the autumn term and in the summer term, following the distribution of pupils' school reports.
52. The school provides a broad and balanced curriculum, which meets the needs of pupils. However, there is a lack of progression in some subject areas.
53. The provision of equality of access and opportunity for all learners including those with SEN and the under fives is good.
54. Teachers generally provide rich and stimulating learning activities linked to the national curriculum.

55. Schemes of work vary considerably in quality and do not, at present, assure continuity and progression in all subjects.
56. The provision the school makes for the development of key and basic skills is good. Teachers successfully ensure that the use of key skills permeates activities in all lessons.
57. Bilingualism is well integrated into the life of the school. However, provision for the development of pupils' problem solving and creative skills is under developed.
58. Planning for the development of personal and social education (PSE) is good. It ensures that opportunities are provided within all areas of the curriculum to enhance pupils' personal and social skills.
59. The school has made good progress since the last inspection in providing more and better quality after-school and off-site experiences for pupils.
60. The provision for spiritual, moral and social development is good overall. It is well integrated into the everyday life of the school and is promoted in many subjects. Pupils, however, do not have enough opportunities to explore the cultural dimension of living in a multi-ethnic society.
61. Partnerships with the wider community are very good, as are links with the church.
62. The school maintains good links with local primary schools through sporting and cultural events. Links with the local high school are also good.
63. The school promotes the Welsh language and culture well.
64. The school is successful in tackling social disadvantage and stereotyping.
65. There are good work-related activities throughout the school, including visits to the local supermarket.
66. The promotion of sustainable development and global citizenship is underdeveloped. These are areas identified by the school for further development.
67. Pupils have a good range of opportunities to help raise money for worthy causes. However, opportunities for them or their school council to make decisions of an entrepreneurial nature are limited.
68. The care, support and guidance offered by the school are good. Pupils are secure in school and good relationships exist between themselves and all staff, both teaching and non teaching.

69. The partnerships with parents and carers are good. There are regular newsletters and parents are kept well informed about what is going on in school.
70. Induction programmes to help new pupils settle in are good and transition arrangements to the feeder high school are well developed.
71. Effective use is made of specialist agencies such as the police, school nurse and social services.
72. Although attendance and punctuality are good, there are no formal monitoring procedures. The importance of regular attendance is not emphasised in either the annual report to parents or school prospectus. Parents taking holidays in term time is a concern.
73. The schools provision for ensuring healthy development and well being of all pupils is beginning to develop. They have been accepted onto the Healthy Schools initiative, starting in January 2008.
74. The head teacher is the nominated person with responsibility for Child Protection. Appropriate training for this level of responsibility and training for all other members of staff has been arranged.
75. The provision made for pupils with special learning needs is good. Procedures comply with the SEN Code of Practice.
76. The school recognises, respects and celebrates the diversity within its school population. It has a good policy and action plan to support positive attitudes towards race issues.
77. The school has effective measures in place to eliminate oppressive behaviour, bullying and harassment.

Leadership and management

78. The school has a clear mission statement and overall aims with regard to partnership, education and Christian belief and practice.
79. There is a strong commitment to the care of pupils and to equality of opportunity for all, which are reflected in the school's work.
80. The very recently appointed headteacher has a broad and clear vision and a determination to improve all aspects of school life for the benefit of all the pupils. She provides a steady and calm leadership and leads by example.
81. Effective management systems are being established but are not yet making an impact. Nobody takes the lead in monitoring and evaluating teaching and learning and the role of the subject leaders remains underdeveloped in these aspects. This was a key issue in the last inspection report.

82. The school is aware of the Welsh Assembly Government's priorities and is beginning to take account of them. However, the provision for promoting global citizenship, sustainability and diversity is underdeveloped.
83. Pupils' individual target setting is well established in English and mathematics and regularly monitored with a good tracking system.
84. Governors are supportive of the school and are aware of their responsibilities. They have regular meetings with the headteacher who keeps them fully informed of progress and of new developments. However, there is an over-reliance on the headteacher for information and less so on the independent monitoring of school life.
85. The governing body (GB) meets all regulatory and legal requirements.
86. The school has set up a self-evaluation process that does not fully involve the teaching staff and governors. The views of non-teaching staff, parents and pupils were not taken fully into account for the production of the school's self-evaluation document.
87. Monitoring of teaching and learning in subject areas and in key skills is not established and, as such, no accurate evaluation could be made.
88. The self-evaluation report identifies some of the school's strengths and areas for improvement, and these are used to inform the priorities in the school development plan. However, no evaluation was made of standards.
89. The governors and staff ensure that adequate resources are provided to ensure that objectives are met and there are on-going reviews to monitor progress.
90. Recent measurable improvements in standards in subject areas such as ICT and Welsh, for example, are as a direct result of previous plans and actions in the SDP.
91. Despite not having fully addressed two of the seven key issues identified in the last inspection report, overall, the school has made some good progress since the last inspection.
92. The two key issues regarding monitoring of teaching and learning and the quality of the school's self-evaluation report remain as recommendations. The other five issues have been dealt with effectively, particularly with regard to raising standards in subjects and key skills.
93. The school is well staffed for the present number of pupils on roll. Teachers have suitable qualifications and are sensibly deployed.
94. Classroom support staff are well trained and well motivated. They work closely with teachers and carry out their duties effectively.

95. Staff attend relevant in-service education and training regularly to update their knowledge and to keep abreast of current educational developments.
96. Clerical, supervisory and kitchen staff all carry out their duties conscientiously and make a valuable contribution to school life.
97. The accommodation is of good quality and adequate for the number of children on roll. However, some classrooms are somewhat small for investigation work. Teachers make good use of the available space within the school and outside to promote effective learning.
98. Learning resources are good in quantity, quality and range, and are well used in all classes.
99. Governors monitor school finance and ensure that spending matches priorities for improvement.
100. The quality of human and material resources in place at the school ensures that pupils get a good start to their education. As a result it is clear that the school gives good value for money.

Recommendations

101. In order to improve, the school needs to:

- R1 Continue to raise standards in subject areas and improve pupils' creative and problem solving skills;
- R2 Create opportunities for pupils to become independent learners and provide greater challenge for the more-able pupils;
- R3 *Continue to review and improve schemes of work to ensure continuity and progression;
- R4 Further promote the Welsh Assembly Government priorities of cultural diversity and global citizenship;
- R5 *Develop consistent and manageable assessment procedures in foundation subjects and involve subject leaders in monitoring teaching and learning, and
- R6 Review the structure of the school's self-evaluation process to involve fully all stakeholders and to include all aspects of school life.

* Already identified by the recently appointed headteacher in her comprehensive audit of procedures to improve.

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

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

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

103. Pupils' standards of achievement in the subjects and areas of learning during lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	87%	13%	0%	0%

Areas of learning for under-fives

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

Grades for standards in subjects inspected

Inspection Area	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Welsh second language	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 3
Information technology	Grade 2	Grade 2
Design technology	Grade 2	Grade 3
History	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Art	Grade 2	Grade 3
Music	Grade 3	Grade 3
Physical education	Grade 2	Grade 2

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

105. On-entry baseline assessment indicates that children are generally average and sometimes above average compared to the county averages.

106. Pupils with SEN make good progress and achieve targets set in their individual education plans (IEPs). Pupils with English as an additional language (EAL) make good and sometimes very good progress.

107. Early Years children make good progress and achieve good standards in the key skills of speaking, listening, reading, writing, numeracy and information and communications technology (ICT).
108. In both KS1 and KS2, pupils' standards and progress in all the key skills are good.
109. Considering the strong English background of the pupils, their bilingual skills are good. Pupils, including those in nursery and reception, use simple Welsh phrases during the school day.
110. Pupil' personal and social skills are good. They demonstrate a good awareness and respect for each other and for adults in the school.
111. In both key stages, pupils' problem solving skills in different subjects are at an early stage of development. Their creative skills also have some shortcomings, particularly in design technology, music and art in key stage 2.
112. Analysis of value added data shows that pupils make good progress from on-entry to leaving at the end of year 6.
113. Over the last five years, in both key stages, compared with similar schools, (i.e. schools with similar numbers of pupils entitled to free school meals), standards in the core subjects of English, mathematics and science are higher than the local and national averages.
114. In 2007, 67 per cent of key stage 1 pupils attained level 2 or better in English, by teacher assessment, compared with an average of 83 per cent nationally. In mathematics, they attained 100 per cent compared to 87 per cent nationally and, in science, 83 per cent compared to 89 per cent nationally.
115. The Core Subject Indicator (CSI i.e. the percentage of pupils who achieved level 2 and above in all three core subjects) was 67 per cent compared to the LEA average of 81 per cent and the national average of 80 per cent.
116. The key stage 1 results have consistently been above both local and national averages until 2007 when two of the six pupils were on the school's special needs register.
117. In the 2007 teacher assessments, 92 per cent of key stage 2 pupils attained at least level 4 in English compared to national figures of 79 per cent, 92 per cent in mathematics compared to 81 per cent nationally and 92 per cent in science compared to 86 per cent nationally.
118. The overall Core Subject Indicator (i.e. the percentage of pupils who achieved level 4 and above in all three core subjects) was 92 per cent compared to the LEA average of 73 per cent and the national average of 74 per cent.

119. Over the last three years, pupils' attainment in key stage 2 has remained above local and national averages.
120. Because of the low numbers in each year group, the analysis of the difference between the achievements of boys and girls would be unreliable.
121. Most pupils are well motivated and are eager to learn. They listen attentively and follow instructions well when undertaking tasks. The majority work hard and productively within the framework provided for them.
122. Learners have positive attitudes and they are generally well behaved throughout the school.
123. The average level of attendance is currently 94.5 per cent. This is above the LEA average. The majority of pupils are punctual.
124. Learners progress well in their personal, social, moral and wider development. They have high standards of self-discipline and show respect and courtesy. The older pupils readily offer support to others. They have a good understanding of right and wrong and what is expected of them.
125. Children in the early years develop their personal and social skills extremely well. Relationships with both staff and peers are outstanding.
126. Discussions with pupils confirm that they are aware of equal opportunity issues and they show respect for diversity within the school community.
127. Pupils have opportunities to participate in a variety of ways within the local community and to develop as young citizens. They have experience of many links to the workplace and, as such; their understanding of the world of work is good.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

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

129. In the thirty lessons observed the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
3%	80%	14%	3%	0%

130. Eighty-three per cent of lessons were graded as 2 or better. In the Chief Inspector of Schools Annual Report for 2005 – 06, the quality of teaching throughout Wales was a grade 2 or better in 79 per cent of lessons.

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

132. Teaching in the Early-Years class is often good, providing a wide variety of activities and experiences that are clearly linked to the Desirable Outcomes for Children's Learning.

133. All teachers actively address the issues of gender, race, equality and ability, and generally demonstrate good pupil management.

134. Activities for SEN pupils are based on targets in their individual education plans (IEPs) and are well matched to their abilities.

135. Support staff plan and co-operate closely with the teachers and with each other, making a considerable contribution to pupils' and children's learning.

136. In the best lessons teachers:

- ask open and challenging questions to develop an enquiring attitude to learning;
- have high expectations and motivate the pupils with appropriate resources and interesting activities, and
- use a wide range of organisational strategies and a good mix of teaching techniques to encourage independent learning.

137. Where teaching is less than good:

- there is a lack of challenge to the tasks set;
- inappropriate worksheets stifle pupils' creative skills;
- lessons lack pace and rigour, and
- pupil-management skills are less effective.

138. Teachers sometimes miss opportunities to develop pupils' problem solving and creative skills, often because of the quality of some of the worksheets used. However, planning for the delivery of the key skills is good.
139. The promotion of pupils' bilingual skills across the curriculum is good with opportunities to use the Welsh language throughout the school day.
140. Teachers work hard to provide opportunities to develop pupils' spiritual, moral and social skills through well-planned whole-school assemblies. However, opportunities to develop pupils' cultural understanding are sometimes missed.
141. Teachers promote equality of opportunity well, ensuring that all pupils are treated fairly and equally. SEN pupils are well supported in classes or in withdrawal groups.
142. The school meets statutory requirements for assessing, recording and reporting pupils' progress.
143. Baseline assessment is used effectively to set individual targets for children under five. The progress children make is carefully monitored through careful observation throughout the year.
144. Good strategies are in place for pupils on the SEN register who are regularly assessed. Assessment findings are used effectively to identify new targets for pupils with SEN and they make good progress.
145. In both key stages, pupils' work in the core subjects is assessed effectively in English and mathematics, less so in science. The progress pupils make is monitored and tracked.
146. Should support be necessary, programmes such as "catch-up" in English and mathematics are set up to enable pupils to make better progress. Standardised tests are used annually and the results recorded and analysed to inform planning.
147. In many foundation subjects, assessment procedures are not in place and, of those that do exist, the quality is inconsistent. Portfolios of levelled work are at a very early stage of development so effective assessment of standards is not as sharp as it could be. The school is currently addressing this issue.
148. Verbal feedback to pupils is thorough and pupils' work is marked regularly and consistently. It often includes supportive comments for improvement.
149. Pupils are involved to a limited extent in planning their own improvement through target setting. This is evident in their books. However, targets are often too general and do not sufficiently help pupils to gain a good insight into what they need to do to improve.

150. The annual written reports to parents are of good quality and conform to statutory requirements. Comments are evaluative and describe what pupils know and can do in each of the NC subjects and in religious education.
151. Effective parental consultations are held in the autumn term and the summer term, following the distribution of pupils' school reports. This arrangement enables parents to bring up any concerns they have about their children's work.

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

Grade 2: Good features and no important shortcomings

152. Overall the findings of the inspection team match the school's judgments in its self-evaluation report.
153. The school provides a broad and balanced curriculum which meets the needs of pupils. However, there is a lack of progression in some subject areas.
154. The provision of equality of access and opportunity for all learners including those with SEN and the under fives is good.
155. The overall quality of the educational provision for the Early Years is good. It is appropriate to children's needs and they make good progress towards the Desirable Outcomes for children's learning. Children clearly enjoy the well-planned and varied activities. They are keen and willing to explain what they are doing and to demonstrate their skills.
156. Through their planning, teachers ensure that the requirements of the national curriculum are met. Each of the three classes comprises mixed age and mixed ability pupils and work is well differentiated in teachers' planning.
157. Teachers generally provide rich and stimulating learning activities for pupils and it is clear from speaking to them they make good progress in knowledge and understanding as a result.
158. Schemes of work vary considerably in quality and do not, at present, assure continuity and progression in all subjects. However, the new headteacher and her staff have plans to review all curriculum policies and schemes of work and bring them into line with the new curriculum to be published in 2008.
159. The provision the school makes for the development of key and basic skills is good. Teachers successfully ensure that the use of key skills permeates activities in all lessons. During such times, pupils accurately identify the key skills they use. The planning for and the use made of ICT in subjects is particularly good.

160. Bilingualism is well integrated into the life of the school. However, provision for the development of pupils' problem solving and creative skills is under developed.
161. Planning for the development of personal and social education (PSE) is good. It ensures that opportunities are provided within all areas of the curriculum to enhance pupils' personal and social skills.
162. The school has made good progress since the last inspection in providing more and better quality after-school and off-site experiences for pupils. Pupils are now provided with a good range of sporting and cultural activities after school.
163. A comprehensive programme of visits to enhance learning in history, geography, science and ICT is in place and older pupils benefit from residential visits to the Gwersyll yr Urdd Glan-llyn multi-activity education centre.
164. The provision for spiritual, moral, social and cultural development is good overall. It is well integrated into the everyday life of the school and is promoted in many subjects. Acts of collective worship play an important part in the development of pupils' spiritual and moral awareness. There are quiet reflective times when pupils encounter the spiritual dimension and consider religious truths.
165. Staff provide excellent role models for pupils to emulate. They actively encourage all pupils to act in moral and socially acceptable ways and to exercise self-discipline. They praise pupils often for academic and personal achievement, and encourage them to accept and be sensitive to the thoughts and feelings of others. As a result, most pupils have a positive attitude to work and to one another.
166. The majority of pupils demonstrates thoughtful behaviour and learn to live and cooperate with each other well. Pupils, however, do not have enough opportunities to explore the cultural dimension of living in a multi-ethnic society.
167. Partnerships with parents and the wider community are good. Through formal and informal consultation with teachers, annual reports and newsletters, parents are kept well informed of their children's progress and of events in school.
168. Links with the church and community are very good. Pupils take part in a good range of community events including carol singing at Christmas in a local residential home and through concerts given in the church. Pupils decorate a window in church for the harvest, Christmas and Easter church festivals. All pupils attend church for festivals and Saints days.
169. All pupils benefit from the visits people from the community make to enhance the quality of worship and to enliven their work in subjects in the curriculum.
170. The school maintains good links with local primary schools through sporting and cultural events. Links with the local high school are also good. Through the established programme of induction, curriculum continuity is assured for pupils.

171. There is a strong partnership between the school and Bangor University. The school's commitment to teacher training has positive benefits for pupils' learning experiences.
172. The quality of provision for health education is satisfactory. Whilst pupils encounter issues relating to health in the science curriculum, at present, strategies for promoting healthy living and healthy eating are in the early stages of development.
173. The contribution made by the North Wales Police Liaison Officer in PSE sessions has a positive impact upon pupils' attitudes towards the dangers of substance abuse. In all other respects the learning experiences of pupils meet legal and course requirements.
174. The school promotes the Welsh language and *Cwricwlwm Cymreig* well. Good use is made of incidental Welsh during the school day and pupils have their understanding of the culture of Wales through subjects such as history and geography and through stories they hear, such as those from the Mabinogion.
175. The school is successful in tackling social disadvantage and stereotyping and promoting equality of access and opportunity for all pupils. Pupils spoken to during the inspection affirm that pupils, whatever their gender, race or disability, have equal access to all that the school offers.
176. There are good work-related activities throughout the school, including visits to the local supermarket, Point of Ayr, Aberdona Quarry and Meifod craft shop. There are no links with employers to support staff training and development through teacher placements.
177. Sustainable development and global citizenship are areas identified by the school for further development. In discussions with pupils they showed some awareness of the need to recycle and there is a recently established eco committee. The key stage one pupils recycle plastic milk bottles and have a composter in their outside area.
178. They also have maintained links with a former pupil living in Mexico. The whole school helped to raise funds for a school in Africa but there are no formal links in the curriculum planning.
179. Pupils have a good range of opportunities to help raise money for worthy causes. However, opportunities for them or their school council to make decisions, of an entrepreneurial nature are limited.
180. Pupils in key stage one take some responsibility for their own learning. National priorities have started to be taken on and the newly formed Eco Committee are working towards their bronze award. The school has been accepted onto the Healthy Schools initiative starting in January 2008.

181. Pupils are well prepared for their transition to high school. The school is well aware of regeneration issues relating to the school and community. Pupils themselves develop a good understanding of the nature of their community through the geography curriculum. However, they are not yet sufficiently involved in exploring the need for regeneration.

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

Grade 2: Good features and no important shortcomings

182. The findings of the inspection team match the judgment made by the school in its self-evaluation report.

183. The care, support and guidance offered by the school are good. Pupils are secure in school and good relationships exist between themselves and all staff, both teaching and non-teaching. In discussions with pupils and the school council, pupils said they were confident that any concerns would be treated seriously and dealt with quickly and effectively.

184. The partnerships with parents and carers are good. There are regular newsletters and parents are kept well informed about what is going on in school. Although currently no parents help out in classes, parents at the pre-inspection meeting said they would feel welcome into school and do help out when they are able to do so. There is an active Parent Teacher Association and the responses to the pre-inspection questionnaires were very positive.

185. Induction programmes to help new pupils settle in are good and transition arrangements to the feeder high school are well developed.

186. Teachers know their pupils well and this enables them to effectively monitor each child's needs and progress. They successfully use the opportunities when incidents occur during the school day to support the Personal and Social Education programme. Effective use is made of specialist agencies such as the police, school nurse and social services.

187. Although attendance and punctuality are good, there are no formal monitoring procedures. The importance of regular attendance is not emphasised in either the annual report to parents or school prospectus. Parents taking holidays in term time is a concern.

188. The school's provision for ensuring the well being of all pupils is progressing well. They have been accepted onto the Healthy Schools initiative starting in January 2008. Pupils are already aware of the importance of healthy eating and there is an ongoing commitment to Dragon Sports and regular exercise.

189. There is a named first-aider and an additional member of staff has received first aid training. The school building is safe and secure and there is a named governor with responsibility for Health and Safety.

190. The head teacher is the nominated person with responsibility for Child Protection. Appropriate training for this level of responsibility and training for all other members of staff has been arranged.
191. The community police officer visits the school regularly talking to pupils on a number of topics including how to keep themselves and others safe.
192. There is a child protection policy in line with local procedures. A governor has been nominated with responsibility for child protection and for ensuring Criminal Record Bureau checks are up to date.
193. The provision made for pupils with special learning needs is good. Procedures comply with the SEN Code of Practice.
194. Pupils with special educational needs are diagnosed at an early stage and their needs are identified. The SENCO meets termly with the Educational Psychologist team to review the progress pupils on the SEN register make. There is good effective liaison between the school and relevant agencies.
195. Individual education plans (IEPs) are drawn up termly with agreed, relevant, and specific attainable targets for pupils to achieve. These targets are reviewed on a regular basis. Parents with pupils who have SEN are involved in the programme of support from an early stage. They are invited to meet with the SENCO on a regular basis to monitor the progress their children make. Parents support their children at home well and work in effective partnership with the school.
196. Pupils on the SEN register are well supported within school by well-qualified teachers and support staff. A number of pupils are on the "catch-up" programme, which focuses upon developing their reading and spelling skills. These pupils have extra help from a member of the County special education team who visits the school on a regular basis to work with them.
197. Pupils with SEN have their needs met successfully in mainstream lessons and during withdrawal sessions. Differentiated work is well targeted and matched to meet their needs. Pupils make good progress relative to their abilities.
198. The school is successful in recognising the diversity of pupils' backgrounds and takes this into account when planning and delivering its support and guidance.
199. School policies and procedures effectively promote gender equality and challenge stereotypes. The school council meets regularly and is very effective.
200. The school recognises, respects and celebrates the diversity within its school population. The school has a good policy and action plan to support positive attitudes towards race issues.
201. The school has effective measures in place to eliminate oppressive behaviour, bullying and harassment. In discussions with the school council, pupils were

confident that any bullying would be dealt with promptly and fairly by staff. There is a reward system in place to promote good behaviour.

202. Although the school does not have any physically disabled pupils it would be difficult to access the school in a wheelchair and there is no disabled toilet. The school has a Disability Access Plan but no Disability Equality Scheme.

Leadership and management

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

Grade 3: Good features outweigh shortcomings

203. The findings of the inspection team match the school's judgement in its self-evaluation. This grade does not match the grade given to key question 1 because, although management systems are being established, they are not yet making an impact.
204. The school has a clear mission statement and overall aims with regard to partnership, education and Christian belief and practice.
205. There is a strong commitment to the care of pupils and to equality of opportunity for all, which are reflected in the school work.
206. The very recently appointed headteacher has a broad and clear vision and a determination to improve all aspects of school life for the benefit of all the pupils. She provides a steady and calm leadership and leads by example.
207. Nobody takes the lead in monitoring and evaluating teaching and learning and the role of the subject leaders remains underdeveloped in these aspects. This was a key issue in the last inspection report. However, the new headteacher has already started a two-year monitoring cycle to deal with this issue..
208. The returned questionnaires from parents indicate a strong respect for the new headteacher and staff.
209. Policies, including those for equal opportunities, racial equality and personal and social development, have clear aims and are understood and implemented by staff.
210. The school is aware of the Welsh Assembly Government's priorities and is beginning to take account of them. However, the provision for promoting global citizenship, sustainability and diversity is underdeveloped.
211. The headteacher and staff work closely with other local schools.
212. Pupils' individual target setting is well established in English and mathematics and regularly monitored with a good tracking system.

213. Induction procedures for newly-appointed staff are very supportive and effective.
214. There is an effective staff appraisal system which links teachers' professional development and the priorities set by the school in its SDP.
215. Governors are supportive of the school and are aware of their responsibilities. They have regular meetings with the headteacher who keeps them fully informed of progress and of new developments. However, there is an over-reliance on the headteacher for information and less so on the independent monitoring of school life.
216. The governing body (GB) meets all regulatory and legal requirements.

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

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

217. The findings of the inspection team differ from the schools self-evaluation in that the school judged this key question as Grade 3. The team identified some shortcomings in important areas and awarded a grade 4.
218. The school has set up a self-evaluation process that does not fully involve the teaching staff and governors. The views of non-teaching staff, parents and pupils were not taken fully into account for the production of the school's self-evaluation document.
219. Teachers know their pupils well in terms of their progress, both academically and socially. They regularly monitor their progress in the core subjects through pupil tracking and target setting. The analysis of assessment results, including end-of-key-stage tests, helps to identify trends and weaknesses which are then well addressed in future planning.
220. Monitoring of teaching and learning in subject areas and in key skills is not established and, as such, no accurate evaluation could be made.
221. The self-evaluation report identifies some of the school's strengths and areas for improvement, and these are used to inform the priorities in the school development plan. However, no evaluation was made of standards.
222. The governors and staff ensure that adequate resources are provided to ensure that objectives are met and there are on-going reviews to monitor progress.
223. Recent measurable improvements in standards in subject areas such as ICT and Welsh, for example, are as a direct result of previous plans and actions in the SDP.

224. Despite not having fully addressed two of the seven key issues identified in the last inspection report, overall, the school has made some good progress since the last inspection.
225. The two key issues regarding monitoring of teaching and learning and the quality of the school's self-evaluation report remain as recommendations. The other five issues have been dealt with effectively, particularly with regard to raising standards in subjects and key skills.
226. The inspection team agreed with the judgements made by the school on five of the seven key questions. Where there was a difference in judgements, the inspection team identified important shortcomings in key question 6 and awarded one grade lower and in key question 2 awarded one grade higher.

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

Grade 2: Good features and no important shortcomings

227. The findings of the inspection team match the judgment made by the school in its self-evaluation report.
228. The school is well staffed for the present number of pupils on roll. Teachers have suitable qualifications and are sensibly deployed.
229. Appropriate and successful arrangements are in place for teachers to plan, prepare and assess pupils' work.
230. Classroom support staff are well trained and well motivated. They work closely with teachers and carry out their duties effectively. The close team work, evident in the school, provides well focused support for the pastoral and learning needs of all pupils, including those with SEN and the under fives.
231. Staff attend relevant in-service education and training regularly to update their knowledge and to keep abreast of current educational developments. Courses are linked to their areas of responsibility and school priorities.
232. Clerical, supervisory and kitchen staff all carry out their duties conscientiously and make a valuable contribution to school life.
233. The accommodation is of good quality and adequate for the number of children on roll. However, some classrooms are somewhat small for investigation work and this therefore inevitably impinges upon standards achieved in science.
234. There are colourful and attractive displays throughout the school, which enhance the learning environment. The hall is of a good size and provides a suitable venue for acts of collective worship, and assemblies.

235. The outdoor secure play area for the under fives is large and provides ample space for playground activities. Teachers make good use of the available space within the school and outside to promote effective learning.
236. Learning resources are good in quantity, quality and range, and are well used in all classes. Teachers make good use of the library resource service to provide artifacts necessary to support teaching in subjects such as history. Computers are in good supply and are used consistently during the school day by pupils for a wide range of purposes. Such provision is enhancing pupils' experience of ICT, the development of their skills and ultimately the good standards in this area of learning.
237. Governors monitor school finance and ensure that spending matches priorities for improvement. They liaise closely with the LEA to monitor the budget. Spending plans are properly monitored. The county LMS officer attends their meetings and reports an over view of the school finance.
238. The quality of human and material resources in place at the school ensures that pupils get a good start to their education. As a result, it is clear that the school gives good value for money.

Standards achieved in subjects and areas of learning

Under 5s

239. The educational provision for the under-fives is appropriate to their needs, and children make good progress towards the Desirable Outcomes for Children's Learning.
240. Children in early years benefit very well from the foundation phase approach to learning and from the stimulating learning environment provided by the school. They make a good start to their education through the rich range of activities organized by their teacher.

Language, literacy and communication

Reception: Grade 2 – Good features and no important shortcomings

Good features

241. Children in reception speak confidently to explain, recount experiences and ask questions. They listen to their teacher well and, as a result, are able to carry out instructions accurately. They respond well to stories that are read to them and the more able are often eager to add anecdotes to personally significant episodes encountered during the story.
242. Children are developing their early writing skills effectively. In the writing corner they make marks, form letters and begin to write words with increasing confidence.
243. They make good progress in their understanding of the Welsh spoken to them by their teacher and are beginning to make simple use of it themselves.

Personal and social development

Reception: Grade 2 – Good features and no important shortcomings

Good features

244. In the many activities available to them daily, children work and play together well. They share toys, materials and equipment without rancour. They develop good relationships with one another and adults.
245. They have adjusted well to school life. They demonstrate trusting attitudes to those they befriend sometimes with objects that are important to them.
246. They are very aware of their bodies and understand that hygiene is important to their well-being. Children know that they must follow established routines in the classroom to ensure that the school day is enjoyable for all.

247. They are developing good levels of self-control, some taking increasing responsibility for their own actions.

Mathematical development

Reception: Grade 2 – Good features and no important shortcomings

Good features

248. Children in reception show much enthusiasm for mathematical activities. When asked, children are keen to show how far they can count; the more able of them being able to count to 100. They can name coins in common use correctly, some even to the £2 coin. They can count out one-pence coins to specific amounts and use it in play activities in their play shop.

249. They know their basic two-dimensional shapes and can describe some of their properties. In measuring activities, children use building blocks effectively to measure their height. They use this information to compare their height with the height of other children.

Knowledge and understanding of the world

Reception: Grade 2 – Good features and no important shortcomings

Good features

250. Children have a developing understanding of the seasons. They realise that particular colours are associated with the autumn and that a feature of the season is that leaves fall.

251. Through outdoor activities, children develop their sense of curiosity in such things as mini-beasts and know that they need to treat such creatures with care. They observe them carefully and represent their observations through the models they make.

252. Children take part in planting flower tubs and through the activity know that all growing things need certain conditions to enable them to grow.

253. Children harvest potatoes and carrots from the school garden when they have grown. They do so excitedly and in the process know that many of the foods they eat have to be grown in this way.

Creative development

Reception: Grade 2 – Good features and no important shortcomings

Good features

254. Children can handle a range of un-tuned musical instruments well and know that some are shaken and others need beating.
255. Children handle a wide range of materials and equipment in their representational work and model making. They use their imagination well in painting activities. They explore different printing techniques using different printing blocks and colours in their pattern work.
256. In their many role-play activities, children pretend and are able to operate in the mode of others such as the shopkeeper.
257. In all aspects of their creative work children are keen to show their work and to explain what they have achieved.

Physical development

Reception: Grade 2 – Good features and no important shortcomings

Good features

258. Children display good awareness of space and control their body movements well in formal lessons in the school hall.
259. On their outdoor play area pupils ride wheeled toys to move, steer and avoid obstacles effectively. They take good levels of care when playing on large climbing apparatus.
260. Children handle a range of small objects in tabletop activities adeptly and can assemble a range of construction items with ease. They can roll out dough to the required shape.
261. When playing in the sand, they handle containers for moving it appropriately. They handle painting and printing materials well and use paintbrushes sensibly.

English

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

Good features

262. Pupils in key stage 1 make good progress in developing their speaking and listening skills. They listen to their teacher attentively and because they listen well they have good recall of what has been said. This enables them to respond appropriately when answering questions.

263. By year 2, pupils are able to express themselves clearly when talking amongst themselves and to their teacher. They are particularly successful in explaining their points of view when talking to visitors to their school.
264. Pupils in key stage 2 successfully build upon the speaking and listening skills developed earlier in the school. Pupils phrase their own questions carefully, choosing language that best suits their purpose. During discussions, pupils at the end of the key stage listen to one another's contributions carefully.
265. They respond with ideas of their own, suitably expressed. In this way they successfully add to the sum of accumulated knowledge and to the melting pot of ideas, during lessons.
266. Pupils in key stage 1 express keen interest in the books they read and in those that are read to them. They revel in the characters and situations they find there and generally respond very well to books.
267. At the end of key stage 1, when pupils read out loud, they do so with much application to the task eager to show their developing skill. In most cases, they confidently use self-correct techniques when they encounter hard words.
268. They have a sound knowledge of phonics and use this effectively to decode words. Less-able pupils also sometimes use picture clues to help them.
269. Pupils in key stage 2 express enthusiasm for a wide range of books and reading material including what they gather from the Internet. They are clear about the distinction between fiction and non-fiction.
270. Pupils at the end of the key stage are well versed in the works of different authors and confidently explain how to access specific information from the works of non-fiction.
271. Pupils across the ability range in year 6 read clearly, confidently and with varying degrees of fluency. In addition, pupils of higher ability read with good levels of expression, observing and responding effectively to the requirements of punctuation.
272. In key stage 1, less-able pupils are able to write meaningful sentences using correct punctuation. More-able and older pupils using appropriate punctuation, write passages containing well-formed sentences with simple connectives. Such pupils are beginning to understand, through the stories and accounts they write, the need to write with an audience in mind.
273. Younger pupils in key stage 2, in their non-fiction report writing, are able to plan and organize their writing. They understand the importance of key words within their spider diagram planning. They use this form of planning effectively to focus on important information and to shape their reports.
274. Older pupils in key stage 2 demonstrate a good understanding of the differences between prose and play script. They successfully convert the former format into

the latter, using stage directions to set the scene and to give their play script continuity and meaning.

275. By the end of key stage 2, pupils are able to write more extended pieces of work. More-able pupils use well-developed vocabulary and effectively endow their writing with clauses and special effects. Such pupils are well aware of the developmental nature of writing.
276. They strive hard to maintain the interest of the reader through plot development, special text features and, in the best writing, a sense of the unusual. In the latter writing, pupils' demonstrate considerable creativity.
277. Pupils in key stage 2 use information technology well to present and enhance their work.

Shortcomings

278. Across the school, pupils do not develop their handwriting skills as effectively as they could. This inhibits their sense of pride in their work and in their striving to improve.
279. In key stage 2, pupils' ability to explore the skills of writing for a wide range of purposes and audiences is underdeveloped.

Welsh second language

Key stages 1 and 2: Grade 2 – Good features and no important shortcomings

Good features

280. Through regular use of Welsh by the teachers during the course of the day, pupils in both key stages increase their vocabulary and confidence in the use of Welsh.
281. In key stage 1, pupils listen and respond well to oral stimuli and follow simple commands and instructions accurately.
282. They ask and answer simple questions about their feelings and what they like and dislike, confidently. They know a range of vocabulary, including parts of the body, and can ask for different items with good pronunciation.
283. They know a selection of songs and action rhymes and are familiar with a number of Welsh characters in story books.
284. Pupils read with confidence and good expression and they write carefully in their workbooks.
285. In key stage 2, pupils make short statements about themselves, such as what they did over the weekend, and the more able create detailed dialogues.

286. They know a range of comments about the weather and can even describe the previous day's weather with correct terminology. Their ability to extend sentences using pronouns and adjectives is developing very well.
287. They read confidently with good pronunciation, expression and understanding and their written work is well presented and accurate.
288. They sing Welsh hymns and songs during assemblies which are often closed with a Welsh prayer.
289. Most pupils show a very good attitude to learning Welsh and are enthusiastic during lessons.

Mathematics

Key stages 1 and 2: Grade 2 – Good features and no important shortcomings

Good features

290. In key stage 1, pupils quickly become familiar with number symbols. They understand the difference between odd or even numbers, add and subtract accurately and make appropriate progress in exploring a range of number patterns.
291. Pupils correctly identify missing numbers in a number sequence up to 20. Most pupils develop an appropriate confidence for mental calculations. By the end of the key stage most pupils count in twos, fives and tens correctly and have a good understanding of fractions including halves, quarters and three-quarters. Higher achieving pupils confidently recognise number patterns up to one hundred and are developing a good understanding of place value.
292. Pupils make appropriate progress in estimation as they develop their understanding of measurement. They begin to develop the ability to estimate measurement using standard measures and most make steady progress in problem-solving skills relating to money. They recognise the value of coins and calculate simple change when making purchases.
293. Most pupils develop a good grasp of two-dimensional shapes and some pupils correctly identify three-dimensional shapes and are aware of their properties.
294. Pupils create simple bar graphs and pictograms relating, for example, to personal features. Most interpret graphs appropriately.
295. In key stage 2, pupils develop an appropriate mathematical vocabulary.
296. Year 3 and Year 4 pupils know what each digit in a three digit number represents and they partition three digit numbers accurately into hundreds, tens and units. Pupils have a good understanding of place value to 1,000 and, in some instances in Year 5 or 6, well beyond.

297. Most make good progress in using their multiplication tables and in developing their mental 'quick thinking' skills when applied to simple problems. Pupils also develop an appropriate understanding of negative numbers through their work on temperature.
298. Pupils across the key stage make good progress in their understanding and use of fractions. By the end of the key stage most pupils have a good understanding of the relationship between equivalent fractions and also decimals, percentages and fractions.
299. They understand analogue time to five minutes around the hour.
300. Through key stage 2, most pupils develop a good knowledge of the properties of two and three-dimensional shapes. Pupils in Year 3 and Year 4 begin to develop an understanding of angles and the measurement of simple distances between two points. Older key stage 2 pupils recognise acute and obtuse angles and measure these accurately with a protractor.
301. Pupils throughout the key stage focus well on interpreting the information available in graphs. Years 5 and 6 pupils explore and interpret line graphs in an effective manner.
302. Pupils in key stage 2 are developing a growing confidence in using their mathematical skills successfully to tackle a range of problems.
303. Pupils' information technology skills are used well to support their learning.

Science

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

Key stage 2: Grade 3 – Good features outweigh shortcomings

Good features

304. In key stage 1, pupils develop good observational skills. When sorting a range of materials by their properties, pupils correctly identify similarities and differences. They also carefully observe and record how some materials are changed by such processes as heating and cooling, for example, when baking bread.
305. Their understanding of the life-cycle of the frog is good and they correctly differentiate between living and non-living things. They recognise and identify a range of common animals.
306. They are gaining a good understanding of simple forces such as pushing and pulling in relation to everyday actions. In their investigation to find the best surface for sliding, they demonstrate a good understanding of a fair test and record their findings accurately. They make sensible predictions prior to an investigation.

- 307. Pupils know what a plant needs for healthy growth and use this knowledge well when growing vegetables in the school garden.
- 308. In key stage 2, pupils develop a firm understanding of fair testing and appreciate its importance in evaluating the evidence gained. They predict, observe, measure and record their investigations carefully, often using their ICT skills.
- 309. They are very aware of magnetic forces and understand the effect of friction on movement and its advantage and disadvantage in every-day life.
- 310. They recognise the differences between solids, liquids and gases according to their properties and suggest ways in which solids can be separated from liquids.
- 311. Pupils use the correct scientific terminology when discussing their work and use sensors accurately in their investigations on sound and light. Records are presented accurately in the form of line graphs.
- 312. They have a good knowledge of the factors such as a balanced diet and regular exercise that can enhance healthy development. Pupils have a good knowledge of the human body and the function of the different organs such as the heart and lungs.
- 313. They are well aware that different animals need different habitats for survival and have a good understanding of life cycles and food chains.

Shortcomings

- 314. In key stage 2, pupils' investigational skills are underdeveloped due to the restrictive format of worksheets and lack of challenging opportunities.
- 315. Older pupils' ability to design and plan their own investigations and to work independently is underdeveloped.

Information technology

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

Good features

- 316. In both key stages, pupils use a range of information technology equipment confidently and accurately.
- 317. In key stage 1, pupils are developing good basic skills and control the mouse confidently. They create pictures and patterns and superimpose them on a worksheet before writing a title and name.

318. Pupils confidently give examples of various electrical devices that can be found in the home or at school. They know about the actions needed to operate certain machines, for example external doors operated with a keypad.
319. By the end of key stage 2, most pupils have good presentation skills and display their ideas in a variety of forms, entering and printing information that they have saved. Pupils confidently produce pictures and images using a range of simple paint packages.
320. In lower key stage 2, pupils confidently change and insert text and change its size and font. Most edit, cut and paste. Pupils use the Internet to discover information with regard to different topics, with a good degree of competence.
321. Key stage 2 pupils record numerical values, enter information into a database and create graphs. They interpret the data correctly and ask appropriate questions.
322. Throughout key stage 2, pupils confidently use a range of art packages to create exciting designs
323. Pupils use the Internet well to support personal research skills, for example, while studying life in Victorian Britain.

Design technology

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

Key stage 2: Grade 3 – Good features outweigh shortcomings

Good features

324. In key stage 1, pupils make good use of construction kits. They carefully cut and shape, stick and glue, fold and twist various items, using a range of materials and components effectively.
325. They plan, select suitable materials, find effective ways of joining pieces together, decorate and make simple evaluative comments about their finished item, such as a musical shaker.
326. Their designs of fruit kebabs and of fruit baskets show individuality and thought. Pupils develop and convey their own design ideas through drawings and models.
327. In key stage 2, pupils' understanding of designing and creating an item for a purpose or a need is developing well. They plan, select and use appropriate tools and materials and are well aware of the need for safe practices when using tools and of the importance of hygiene when handling food.

- 328. They are developing good evaluating skills and always look for ways of improving the finished item.
- 329. They display good use of different methods of strengthening joints and structures, and of the need to choose suitable materials for a purpose.
- 330. Their bread making skills are good. They plan and produce a variety of individually shaped rolls designed to be attractive to prospective buyers.

Shortcomings

- 331. In key stage 2, pupils' creative skills and appreciation of design are underdeveloped.
- 332. Pupils' ability to use a range of tools and techniques in a variety of experiences are underdeveloped.

History

Key stages 1 and 2: Grade 2 – Good features and no important shortcomings

Good features

- 333. In both key stage 1 and key stage 2, pupils develop good knowledge and understanding of characters and events in the history of Wales and of changes in their local area.
- 334. Pupils in key stage 1 understand some of the differences between the past and the present and are becoming aware of the passage of time.
- 335. When studying the life of a child in Wales long ago, pupils heard the story of Susan Rees who had to work down a coal mine. They empathise with the little girl and by devising sensible questions they would like to ask her, they have a good understanding of the period.
- 336. By using artefacts and photographs to compare life in Trefnant school in 1896 with that of today, pupils are developing the skills of interpreting history well.
- 337. In key stage 2, pupils have a secure understanding of the chronology of important historical periods and events.
- 338. In their study of the Victorians, pupils have a good awareness of living conditions and of the children's school experiences. They recognise the differences and understand the reasons for the main changes.
- 339. They are developing good skills of historical enquiry through visits, role-play and research activities, including the use of the Internet.

Geography

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

Good features

340. Pupils develop a good knowledge of their own environment and are aware that they are part of a wider world.
341. Pupils in key stage 1 study their immediate environment carefully and successfully. They enjoy relating their journeys to school and readily recall some of the main features they see or pass.
342. They have a good knowledge of the location of Trefnant in relation to local towns such as Rhyl.
343. They can describe some of the geographic features to be found locally and can compare and contrast them with coastal towns in North Wales. They talk about longer journeys they sometimes make to places like Chester and can suggest ways in which they can travel there.
344. Their understanding of maps is developing well. They produce simple maps of their journeys to school and can use grids effectively in their map work.
345. Younger pupils in key stage 2 are developing a good understanding of sustainability through work they do on recycling. They are aware of the longevity of some materials that are thrown away such as plastics and certain metals. They are able to conclude the environmental benefit of recycling and also the economic benefits.
346. Pupils in key stage 2 have a good knowledge of the topology of Snowdonia. They understand its economic significance within the North Wales region, particularly in terms of tourism and farming.
347. They can indicate significant differences between their lives in Wales with that of people in other countries such as Botswana.
348. They further develop their knowledge of world communities through links they have with schools in other parts of the world.
349. Pupils at the end of key stage 2 use a compass in direction finding accurately. Older pupils are able to use four-figure co-ordinates to record locations. More able year 6 pupils are making good progress in the application and use of six-figure co-ordinates.
350. They use map keys well and recognize that contour lines indicate the height of land above sea level.

Art

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

Key Stage 2: Grade 3 - Good features outweigh shortcomings

Good features

351. Pupils in key stage 1 use a wide variety of materials and equipment effectively in their artwork. They explore the quality and potential of the materials they work with creatively and appraise the outcomes of their work positively. Pupils also achieve well when their creative work is closely related to other subjects.
352. Pupils successfully identify warm and cold colours as they paint, and link this knowledge to the way the colours make them feel.
353. They develop a good range of art skills, for example, they use scraperboard techniques well to produce attractive firework pictures.
354. At the end of the key stage, pupils effectively develop the skill of using computer technology in their picture making.
355. Pupils speak of their admiration for the work of L.S. Lowry. They recognize the social context of his paintings and appreciate the specialness of the figures that appear there, including the animals. They use this sensitive understanding well to produce their own paintings in the style of his work.
356. In key stage 2, pupils demonstrate real interest in the work of Picasso. They identify the techniques used to give impact to his work and from their own point of view make suggestions about why the artist worked in this way. They translate this understanding well in their paintings of themselves in the style of the artist.
357. Pupils successfully create montage pictures of themselves using part photograph and part drawing. The pencil drawings are sensitively completed and match the spirit of the photograph. Through this work, pupils identify the features that make their faces different from those of others.
358. At the end of key stage 2, pupils use modeling medium well to produce effective action figures.

Shortcomings

359. Pupils in key stage 2 do not progressively develop the skills and techniques necessary for the effective exploration of the different art forms.
360. Pupils in key stage 2 do not sufficiently exercise creativity in their work, neither do they use materials and resources enough in the quest for originality.
361. Pupils have a limited knowledge of the work of famous artists.

Music

Key stages 1 and 2: Grade 3 - Good features outweigh shortcomings

Good features

362. Pupils in key stage 1 sing with great enjoyment, in tune and with clear diction. They pay good attention to pitch, tempo and rhythm. At various times during the day and to support work in other subjects, including Welsh, pupils sing a wide range of songs.
363. Using un-tuned percussion instruments pupils are able to keep a steady beat and are beginning to be able to repeat more complex rhythmic patterns.
364. Pupils listen well and discriminate accurately between sounds of high or low pitch. They play loud and quiet sounds effectively using a wide range of un-tuned percussion instruments.
365. In key stage 2, pupils continue to develop their singing skills well. Their singing is lively and joyful and they pay some attention to breath control to improve the quality of the notes they sing.
366. Pupils appraise the work of famous composers, accurately identifying particular notable features of their compositions. In appraising Carnival of the Animals by Camille Saint-Saens, pupils enthusiastically and correctly recognise the animals depicted in each section. They use their bodies creatively and in time with the music to express the different movements associated with each animal.
367. In the best group work, pupils work cooperatively to compose music that possesses originality and individuality. They have a good knowledge of musical terms and show appreciation when they hear the work of particular groups who have been successful in responding to their musical composition tasks.

Shortcomings

368. In both key stages, pupils do not use melodic musical instruments nor compose music sufficiently to develop their music skills and to broaden the quality of their composition work.
369. Their ability to appraise their own composition work and the work of others is limited.
370. Pupils have only a basic knowledge of the works of famous composers.

Physical education

Key stages 1 and 2: Grade 2 – Good features and no important shortcomings

Good features

371. Pupils in both key stages follow instructions well and work hard, with sustained energetic activity and sensible behaviour, to improve their own performance. They understand the importance of warm-up and cooling down activities and the effect of exercise on their bodies.
372. In key stage 1, pupils make good use of space and are aware of others when moving around the hall. They move in different ways, demonstrating good body control.
373. They perform simple sequences of movements on benches and on mats confidently. They demonstrate and keep good balance on different parts of their body.
374. In key stage 2, pupils create a variety of shapes with their bodies and move at different levels and in different directions. They demonstrate good control of their body movements when transferring a planned sequence on to the large apparatus.
375. Their awareness and use of space is good and they listen and follow instructions well.
376. They plan, evaluate, refine and improve their performance effectively.
377. Younger pupils move appropriately to music. When performing a Welsh folk dance, they clap to the beat and skip to the rhythm accurately and demonstrate a good recall of the steps and movements. They show good body control and balance.
378. They also develop their own folk dance sequences in groups, with an obvious sense of enjoyment.

School's response to the inspection

We would like to thank the inspection team for the professional and considerate way they undertook the inspection of our school. It is a difficult job to come into the school for such a short period and get a true feel of how it functions.

The governors and staff feel the report gives a fair representation of the current position of the school and that the recommendations and comments from the report will give an effective basis on which to move forward.

We welcome the recognition of the many good features which the inspection team commented on in the report. We are also pleased that the team feels the school is improving and the current developments are in line with the long term vision for the school.

The staff at the school found the inspection experience a very positive one – they are particularly pleased of the recognition of the bilingual ethos of the school and the importance given to Welsh Language development. The headteacher found the role of nominee of great benefit for professional development observing the workings of the inspection team.

The school had already identified the need to improve self evaluation and planning and also recognises the need to strengthen the monitoring role of the subject coordinators. Confirmation from the inspection team of areas for development will help the school move forward with confidence.

The school looks forward to involving stakeholders in the preparation of the action plan in response to the inspection and to the subsequent monitoring of its implementation.

The governors, headteacher and staff appreciate and value the findings of the Inspection report and look forward to its publication.

Appendix 1

Basic information about the school

Name of school	Ysgol Trefnant
School type	Nursery and Primary
Age-range of pupils	3 – 11 years
Address of school	Henllan Road, Trefnant, Denbighshire
Postcode	LL16 5UF
Telephone number	01745 730276
Headteacher	Mrs Van Lock
Date of appointment	1st September 2007
Chair of governors/ Appropriate authority	Mrs J Griffith Denbighshire County Council
Registered inspector	Mr Merfyn Douglas-Jones
Dates of inspection	3 rd – 5 th December 2007

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	1.5	4	7	8	7	8	8	11	54.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	3	1	3.6

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	15:1
Pupil: adult (fte) ratio in nursery classes	3:1
Pupil: adult (fte) ratio in special classes	n/a
Average class size, excluding nursery and special classes	18
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2006	62.3%	89.6%	96.0%
Spring 2007	60.2%	94.9%	94.5%
Summer 2007	74.9%	95.8%	96.0%

Percentage of pupils entitled to free school meals	5%
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Number of pupils excluded during 12 months prior to inspection	0
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Appendix 3

National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2007	Number of pupils in Y2	6
As the number of pupils eligible for assessment at the end of key stage 1 was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	66.7%	In Wales	80%

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 2007							Number of pupils in Y6			12	
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	0	8	50	42
		National	0	0	0	1	1	4	16	48	30
Welsh	Teacher assessment	School	0	0	0	0	0	0	0	0	0
		National	0	0	0	0	0	0	0	0	0
Mathematics	Teacher assessment	School	0	0	0	0	0	0	8	50	42
		National	0	0	0	1	1	3	14	48	33
Science	Teacher assessment	School	0	0	0	0	0	0	8	50	42
		National	0	0	0	1	0	2	12	52	34

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	92%	In the school	n/a
In Wales	74%	In Wales	n/a

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 4

Evidence base of the inspection

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

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

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

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

During the inspection, discussions were held with the headteacher, teachers, support staff and pupils about their work and the life of the school.

Thirty lessons were observed over the three days.

Samples of pupils' work, practical and written, from across the ability range in each year group, were examined.

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

Inspectors attended acts of daily worship.

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

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

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Merfyn Douglas-Jones Registered Inspector	Key Questions: 1, 2, 5 and 6 Subjects: Mathematics, Welsh as a Second Language, Science, Information Technology, Design Technology, History and Physical Education
Mr Kerry Knapper Team Inspector	Key Questions: 3, 4 and 7 Subjects: Early Years, English, Geography, Art and Music
Mrs Justine Barlow Lay Inspector	Supporting key questions 1, 3 and 4
Mrs Suzanne Van Loock Nominee	Providing evidence and support

The contractor was:

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Acknowledgement

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