

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

**Ysgol Y Faenol
Johns Drive
Bodelwyddan
LL18 5TG**

School Number: 6632057

Date of Inspection: 16/05/06

by

**William Edward Williams
67644**

Date of Publication: 18/07/2006

Under Estyn contract number: 1118605

The purpose of Estyn is to improve quality and standards in education and training in Wales. Estyn is responsible for inspecting:

- * nursery schools and settings maintained or used by local education authorities (LEAs);
- * primary schools;
- * secondary schools;
- * special schools;
- * pupil referral units;
- * independent schools;
- * further education;
- * adult community-based learning;
- * youth support services;
- * LEAs;
- * teacher education and training;
- * work-based learning;
- * careers companies; and
- * the education, guidance and training elements of Jobcentre Plus.

Estyn also:

- * provides advice on quality and standards in education and training in Wales to the National Assembly for Wales and others; and
- * makes public good practice based on inspection evidence.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section

Estyn

Anchor Court

Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gsi.gov.uk

This and other Estyn publications are available on our website: www.estyn.gov.uk

Copies of this report are available from the school. Under the School Inspections Act 1996, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

© Crown Copyright 2006: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Ysgol Y Faenol 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 Y Faenol took place between 16/05/06 and 18/05/06. An independent team of inspectors, led by William Edward Williams undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

“There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

Contents	Page
Context	1
Summary	2
Recommendations	7
Standards	8
Key Question 1: How well do learners achieve?	8
The quality of education and training	11
Key Question 2: How effective are teaching, training and assessment?	11
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	12
Key Question 4: How well are learners cared for, guided and supported?	13
Leadership and management	16
Key Question 5: How effective are leadership and strategic management?	16
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	17
Key Question 7: How efficient are leaders and managers in using resources?	18
Standards achieved in subjects and areas of learning	19
English	19
Welsh second language	20
Science	20
Geography	21
Music	22
Physical education	23
School's response to the inspection	24
Appendices	
1 Basic information about the school	25
2 School data and indicators	26
3 National Curriculum assessments results	27
4 Evidence base of the inspection	29
5 Composition and responsibilities of the inspection team	30

Context

The nature of the provider

1. Ysgol Y Faenol is a small primary school providing education for the pupils of the village of Bodelwyddan and its surrounding area. Most pupils reside within the village but a significant number travel to the school from outside the catchment area.
2. Children are admitted part-time into the nursery class in the September following their third birthday. Pupil numbers have remained relatively static in recent years but are expected to increase in the future with the prospect of new housing in the village. Currently, there are 113 full time pupils and twenty one part-time nursery pupils in the school. They are taught by five full time teachers, two part time teachers and two classroom support staff.
3. The vast majority of pupils come from homes where English is the language of communication. Recently there has been an increase in the number of overseas pupils admitted to the school and currently, a little over ten percent of pupils are learning English as an additional language. Welsh Second Language Programmes of Study are taught.
4. The school catchment area consists of both socially advantaged and disadvantaged areas. Approximately fourteen percent of pupils are registered as being entitled to receive free school meals, which is slightly lower than the county and national averages.
5. The intake of pupils is representative of the full range of ability with pupil attainment on entry generally being slightly below to the Local Education Authority [LEA] average. Approximately nineteen percent of pupils have additional learning needs which is comparable to the LEA and national average, and two pupils have a statement of Special Educational Needs [SEN].
6. The present head teacher was appointed to his post in January 1999, a short period prior to the previous inspection in June 2000.
7. During the inspection, construction work was in progress on a new administration block for the school.

The school's priorities and targets

8. The school's main priorities and targets for 2006-07 include:
 - developing pupils' thinking and problem solving skills in mathematics;
 - narrowing the gap between the performance of boys and girls in language at the end of key stage 2;
 - refining assessment procedures and use tests and assessment procedures more effectively;
 - Working closer with the LEA in order to improve budget planning.

Summary

8. Ysgol y Faenol has made good progress in addressing the vast majority of the key issues identified in the previous inspection with standards having improved in eight of the nine aspects deemed to be only satisfactory. However, standards in Welsh Second Language in key stage 2 and streamlining the assessment and recording procedures were recommendations in this report.

Table of grades awarded

9. The findings of the inspection team match the judgement made by the school in six out of the seven Key Questions.

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 3
4 How well are learners cared for, guided and supported?	Grade 2
5 How effective are leadership and strategic management?	Grade 2
6 How well do leaders and managers evaluate and improve quality and standards?	Grade 2
7 How efficient are leaders and managers in using resources?	Grade 2

Grades for standards in subjects inspected

10. Pupils' standards of achievement in the areas of learning and subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
5%	86%	9%	0%	0%

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

12. At key stage 1 and key stage 2, in the subjects inspected, standards of achievement are as follows:

Subject	Key stage 1	Key stage 2
English	Grade 2	Grade 2
Welsh Second Language	Grade 2	Grade 3
Science	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical Education	Grade 2	Grade 2

13. Pupils experience success in their work, whatever their ability, social or linguistic background.
14. Pupils across the school make good progress in their language and communication skills and in their mathematical skills. Although pupils at key stage 1 and key stage 2 are technically confident in some strands of information and communication technology [ICT], the range of their work across the curriculum is narrow.
15. There are important shortcomings in pupils' bilingual competency. Although pupils pride themselves in their ability to speak simple conversational Welsh, their ability to follow aspects of the curriculum through the medium of Welsh is very limited.
16. The overall trend of the school's performance over the last five years has been upwards, with all subjects showing significant improvements.
17. In 2005, pupil attainment at the end of key stages 1 and 2 in the core subjects of the National Curriculum was comparable to the national performance in mathematics and science and lower in English. Key stage 1 results in mathematics and science were in the top 50 per cent of similar school while English was in the bottom 25 per cent. The results of all three subjects in key stage 2 were in the bottom 25 per cent
18. Pupils learn effectively in lessons and make good progress in their personal and social skills. They demonstrate good co-operative skills and are mindful of the feelings of others.
19. Key stage 1 and 2 pupils make good progress towards becoming independent learners. The under fives make outstanding progress in this aspect of their learning. They get their own resources and are not over-reliant on adults.
20. The exemplary behaviour of pupils has a very positive impact on their standards of achievement.
21. Pupils' relationships with each other are very good. No evidence of bullying or oppressive behaviour was seen during the inspection.

22. Attendance rates are good and are broadly similar to the LEA and national averages. Punctuality at the start of the day is good for the overwhelming majority of pupils.
23. Pupils of all ages respect the beliefs and traditions associated with cultures and are well aware of equal opportunities matters. They are developing a good understanding of their place in the community and of local community related issues. Their awareness of the working world is less well developed.

The quality of education and training

24. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
15%	73%	12%	0%	0%

25. Where there are outstanding features in the teaching, there is a strong emphasis on developing pupils' thinking skills and on ensuring that all pupils are fully engaged in their learning.
26. Teachers have a good knowledge of the subjects they teach. They plan their lessons appropriately, with a clear focus on the learning aims, and use resources effectively.
27. The quality of relationships between pupils and teachers is good throughout the school and behaviour is very well managed.
28. Where there are shortcomings in a small minority of lessons, there is insufficient oral discussion and practise and what has been learnt is not evaluated at the end of the sessions.
29. All pupils are assessed regularly and outcomes are used effectively to plan further learning. Progress is further enhanced by the thoroughness of the marking and the practice of setting individual targets for pupils. The inspection team agrees with what the school has noted in its self-evaluation report that the present system for assessment and recording needs refining and made more manageable.
30. Annual reports to parents provide useful information about their children's progress but not all contain pupils' individual targets and do not comment sufficiently on progress in the foundation subjects.
31. The school responds well to the learning needs of pupils and provides equal access to a broad and balanced curriculum. Schemes of work for all curriculum subjects are appropriate but the development of pupils' ICT and bilingual competency is not sufficiently planned.
32. Provision for personal and social education is good and delivered through a range of curriculum activities. This aspect contributes effectively to improving pupils' motivation for learning.

33. The school has a very strong Welsh identity. The culture and heritage of Wales are promoted successfully through subjects such as the history, geography and music and through purposeful educational visits in the local community.
34. Provision for pupils to develop problem solving and entrepreneurial skills are good but few opportunities are provided to develop work-related education.
35. The schools provision for developing pupils' understanding of sustainable development and global citizenship is at a very early stage of development. The school identified this as an area to address within its self-evaluation report and it is a priority within the current school development plan.
36. The school successfully promotes pupils lifelong learning skills; they take pride in undertaking responsibilities.
37. Transition arrangements at the end of year 6 are good and pupils are well prepared for their transfer to their next stage of education.
38. There are clear policies and procedures to ensure everyone's health, safety and welfare. The head teacher makes a significant contribution to this aspect of the schools work. He leads by example, showing care and compassion for both pupils and their families to ensure everyone's health and wellbeing. Pupils confirm that they trust adults and would turn to them for help if required.
39. The school works well with parents and carers. At the pre inspection meeting and in their response to questionnaires, parents expressed the view that the school provides well for their children.
40. Provision for pupils with additional learning need is good. The school identifies pupils' learning needs at an early stage and intervenes as required. Support provided by the integration assistants is highly effective and promotes the progress and behaviour of the pupils in their care.
41. Time allocation for additional individual support teaching provided by the LEA Learning Support Service is modest, but effective.
42. The school has a clear policy for equal opportunities and racial equality; girls and boys are given the same opportunities to participate in all school activities.
43. The diversity of other faiths, cultures and values is promoted well throughout the school but opportunities to prepare pupils for life in a multi cultural society are more limited.

Leadership and management

44. The positive leadership provided by the head teacher co-ordinates the efforts of the teaching staff and the governors effectively, giving the school's work a clear sense of direction. Teaching and support staff work effectively as a team providing valuable curricular and moral support for their colleagues.

45. The school is effectively managed. Members of the governing body have a good understanding of their role, know the school well and have recently started to undertake their monitoring and evaluating responsibilities. As yet, this aspect of their work has not been developed to its full potential. There are also some omissions in the content of the Governors Annual Report to Parents.
46. The school has well-established and comprehensive self-evaluation procedures. Curriculum leaders play an active part in the system and report to the staff and the governing body on the outcomes of their evaluations. Aspects to be further developed include the monitoring of lessons by co-ordinators and the role of parents and pupils in the self-evaluation processes.
47. The School Development Plan is a useful document for providing a strategic direction for the work of the school. Priorities identified are a clear reflection of current needs of the school and of areas for development that have been identified through the self-evaluation process.
48. Levels of teacher staffing are sufficient to provide a good curriculum for all pupils and suitable coverage of subject expertise. Support staff employed by the school and the LEA give valuable support to teachers and pupils.
49. Staff have a wide range of experience and are appropriately qualified to meet the needs of the school and its pupils.
50. Resource provision is adequate for most areas of learning. However, the lack of suitable Welsh books and the shortage of ICT software is adversely affecting the standards achieved in the two subjects.
51. The size of the building is adequate for the number of pupils. There are deficiencies in both the building and accommodation but these will be remedied when the new administration block is opened later in the year.
52. The school's financial and resources are managed economically and efficiently giving value for money.

Recommendations

In order to move the school forward, the governing body and staff need to:

- R1 raise standards in Welsh Second language at Key Stage 2 by addressing the shortcomings noted;
- R2 * raise standards in Information and Communication Technology [ICT] and improve pupils' bilingual competency;
- R3 * produce a more coherent and manageable system for assessing and recording pupil progress;
- R4 develop the governors' monitoring and evaluation role and ensure that the Governors Annual Report to Parents complies with statutory requirements;
- R5 * increase pupils' awareness and understanding of sustainable development and provide more experiences for work-related education.

* These are priorities in the School Development Plan.

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

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

53. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
54. Pupils' standards of achievement in the areas of learning and subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
5%	86%	9%	0%	0%

55. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Desirable Outcomes for Children's Learning.
56. At key stage 1 and key stage 2, in the subjects inspected, standards of achievement are as follows:

Subject	Key stage 1	Key stage 2
English	Grade 2	Grade 2
Welsh Second Language	Grade 2	Grade 3
Science	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical Education	Grade 2	Grade 2

57. Pupils experience success in their work, whatever their ability, social or linguistic background. Pupils who speak English as an additional language and pupils with additional learning needs make good progress that is commensurate with their age and ability.
58. Pupils of all ages make good progress in their language, literacy and communication skills. Under-fives speak confidently and listen attentively, they enjoy books and understand some of the functions of writing. Most pupils in key stages 1 and 2 discuss their work confidently and use appropriate subject vocabulary in their work. They become fluent readers as they mature and have a good command of different forms of language.
59. Pupils also make good progress in their mathematical skills. Under-fives are able to recall a range of number rhymes and counting games and use their mathematical skills confidently during practical activities. Key stage 1 and 2 pupils apply their number skills skilfully in many different contexts and are developing appropriate investigation skills.

60. Although pupils are technically confident in some strands of ICT, the range of their work across the curriculum is too narrow.
61. There are important shortcomings in pupils' bilingual competency. Although pupils pride themselves in their ability to speak simple conversational Welsh, their ability to follow aspects of the curriculum through the medium of Welsh is very limited.
62. Pupils' creative skills across the school are good; they use their skills well to explore situations and develop and express their own ideas.
63. The overall trend of the school's performance in end of key stage assessment over the last five years has been upwards with all subjects showing significant improvements.
64. In 2005 at the end of key stage 1, pupil attainment in the core subjects of the National Curriculum was higher than the national average in mathematics whilst being similar in science and lower in English. At key stage 2, the school performance was comparable to the national attainment in mathematics and science but lower in English. On average, over a third of the pupils achieved Level 5 in one or more subjects.
65. Compared to similar school in terms of the percentage of pupils eligible to receive free school meals, key stage 1 results were in the top 50 per cent in mathematics and science and in the bottom 25 per cent in English. The results of all three subjects in key stage 2 were in the bottom 25 per cent.
66. At both key stages, girls performed significantly better than the boys in all subjects.
67. Pupils at both key stages learn effectively. They work hard in lessons, are well motivated and make good progress towards reaching their potential. They respond enthusiastically in lessons and face new challenges confidently.
68. Under five's make outstanding progress towards becoming independent learners. They get their own resources, persevere with the task at hand and are not over-reliant on adults. Good progress is made by key stage 1 and 2 pupils. They undertake responsibilities in a mature manner and enjoy any opportunities they have to make decisions.
69. The exemplary behaviour of pupils has a very positive impact on their standards of achievement. Older pupils are extremely good role models; they often help and guide those younger than themselves and are developing into mature young citizens. All pupils are very polite, friendly and courteous towards visitors and take a very keen interest in what they have to say.
70. Pupils of every age make good progress in their personal and social skills. They demonstrate good co-operative skills and work well together on group

tasks and are mindful of the feelings of others. The pupils spoken to during the inspection say, that bullying is extremely rare.

71. Attendance rates are good and are broadly similar to the Local Education Authority and national averages. Punctuality at the start of the day is good for the overwhelming majority of pupils. However, a very small minority of pupils is sometimes late in the morning. Attendance registers comply fully with the legal requirements.
72. Emphasis placed on setting pupils individual targets, contribute significantly to the good progress made by pupils in their ability to evaluate their own work and identify what they need to do to improve.
73. At both key stages, pupils respect the beliefs, attitudes and traditions associated with different cultures. They are well aware of equal opportunities matters and of the need to treat others fairly.
74. Pupils are developing a good understanding of their place in the community and of local community related issues. Their awareness of the working world is less well developed.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

75. The findings of the inspection team match the judgement made by the school in the self-evaluation report.

76. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
15%	73%	12%	0%	0%

77. Teachers have a good knowledge of the subjects they teach and of the Desirable Outcomes for the learning of children under-five. They plan their lessons appropriately with a clear focus on the learning aims, and use resources effectively.
78. The quality of relationships between the pupils and teachers is good throughout the school and behaviour is very well managed.
79. When there are outstanding features in the teaching, questioning is effective and targeted at individual pupils, there is a strong emphasis on developing pupils' thinking skills and there are purposeful strategies for ensuring that all pupils are fully engaged in the lesson.
80. When there are good features in the teaching, lessons are well-paced and achieve a good balance between oral, written and group and pair work activities. Previous learning is reviewed effectively at the beginning of the sessions and teachers check that pupils know exactly what it is they are meant to do. Tasks are appropriately challenging and sustain pupils' interests. Teachers intervene effectively and monitor pupils' progress closely.
81. When there are shortcomings in the teaching, there is insufficient oral discussion and practise at the beginning of lessons and what is learnt is not consolidated and evaluated at the end of the sessions.
82. Although there are some good features in the school's arrangements for assessing, recording and reporting on pupils' progress there are shortcomings. The inspection team agrees with what the school has noted in its self-evaluation report that the present system needs refining and made more manageable.
83. Children under-five are regularly assessed in the six areas of learning and the information gathered enables staff to monitor children's development across all areas and plan for their needs.

84. At key stage 1 and key stage 2, pupils are assessed regularly in the core subjects and the results evaluated. This, along with careful analysis of National Curriculum assessments, informs the planning of future work in order to raise standards. However, there are no formal systems for assessing foundation subjects.
85. The individual targets agreed upon with pupils contribute well to their language and mathematical development. Although there are some examples of pupils' involvement in self-assessment, this element has not been sufficiently developed.
86. Pupils' work is marked to a consistently good standard. Steps for improvement are noted and these are closely linked to pupils' individual targets. In most classes, there is very good use of informal oral assessment and feedback during lessons.
87. Teachers keep appropriate records of pupils' attainments in standardised tests. The system used to record individual reading development is detailed and effective in improving standards.
88. Annual reports to parents meet statutory requirements. They provide information for parents about their children's academic and personal progress. In some classes, the reports do not contain individual targets for improvement and do not comment sufficiently on progress in the foundation subjects.

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

Grade 3: Good features outweigh shortcomings

89. The findings of the inspection team differ from the school's self-evaluation, as the school awarded a grade 2 for this key question. The team felt that the school had not taken sufficient account of the shortcomings it had identified in its self-evaluation.
90. The school responds well to the learning needs of pupils and provides equal access to a broad and balanced curriculum. All curriculum subjects are appropriately planned in order to provide interesting and differentiated experiences that offer continuity and progression in pupils' learning.
91. Personal and social education is well provided for through a range of curriculum activities and through structured periods of circle time. This aspect contributes effectively to improving pupils' motivation for learning and their achievements.
92. There is appropriate cross-curricular provision to ensure that pupils develop key communication and mathematical skills although opportunities to develop these skills are not identified in planning for all subjects. Opportunities for pupils to develop their ICT skills and bilingual competency are very limited.

93. Provision for developing basic skills is good. A basic skills priority action plan is currently being implemented within the school; this gives specific attention to improving pupils' spelling and reading skills.
94. The school has a very strong Welsh identity. The *Cwricwlwm Cymreig* and the heritage of Wales are promoted successfully through subjects such as history, geography and music and through purposeful educational visits within the local community.
95. A small number of opportunities have been provided for pupils to take part in visits to local commerce and business in order to learn about the working world. Overall this area of the schools work is underdeveloped.
96. The school has good arrangements to help tackle social disadvantage. All adults ensure that pupils have equal opportunity to access the curriculum offered and take part in all areas of school life whatever their ability or background.
97. The school's provision for sustainable development and global citizenship is in the very early stages of development. The school identified this as an area to be addressed within its self-evaluation report and it is a priority within the current school development plan.
98. The provision for developing pupils' entrepreneurial skills is progressing well. Opportunities throughout the school for pupils to develop their problem solving skills are good. A school council has very recently been formed to enable pupils to become involved in the school's decision-making processes. Ample opportunities are provided for pupils to undertake responsibilities during the daily life of the school.
99. The school successfully promotes pupils' life long learning skills. Transition arrangements at the end of year 6 are good and pupils are well prepared for transfer to their next stage of education.

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

Grade 2: Good features and no important shortcomings

100. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
101. The school plans and manages care and support arrangements well. The head teacher leads by example showing care and compassion for both pupils and their families to ensure everyone's health and wellbeing.
102. Adults within the school know the pupils well. Day to day care and guidance for pupils is of a high quality. Pupils confirm that they trust adults and would turn to them for help if required.

103. The school works well with parents and carers and consults with them regularly about the care and support needed for their children. At the pre inspection meeting parents expressed the view that the schools provides well for their children.
104. There are good links and liaison with a wide range of specialist agencies and pupils benefit from a good level of support when required.
105. Arrangements to help children settle into the nursery or reception year are well organised. Parents are encouraged to be fully involved in this process. Arrangements to ensure pupils settle into school life at a later stage are also good.
106. There are clear policies and procedures to ensure everyone's health, safety and welfare. The governing body plays a suitable role in overseeing the school's health and safety arrangements. Child protection procedures are secure and well documented and known to all that work in the school. The child protection policy reflects recommended good practice.
107. Suitable attention is given to sex education and drugs awareness and the school is also involved in initiatives to develop healthy lifestyles, such as Dragon Sport.
108. Good systems are in place to monitor and address any concerns related to pupils' behaviour, attendance and punctuality. Pupils' performance is also monitored closely.
109. Provision for pupils with additional learning need is good and conforms with the requirements of the Code of Practice. The school identifies pupils' special needs at an early stage and intervenes as required. Support provided by the integration assistants is highly effective and promotes the progress and behaviour of pupils in their care.
110. Pupils are fully included in the life and work of the school and full records are kept of their performance and progress.
111. The head teacher, who is the temporary Special Educational Needs Co-ordinator [SENCo], is well informed of the needs and requirements of these pupils. They are well supported within class lessons and work at an appropriate level. They make progress, often in line with that of other pupils.
112. Time allocation for additional individual support teaching provided by the LEA Learning Support Service is modest but effective. The designated school governor regularly visits the school and is fully aware of the school's procedures and practices.
113. Pupils Individual Educational Plans are of good quality. Targets set are clear and within pupils' ability. Regular meetings are arranged with parents of SEN pupils to discuss their children's development and there are good links with outside agencies.

114. The school has a clear policy for equal opportunities and racial equality, which ensures that suitable account is taken of pupils' social and ethnic backgrounds. Girls and boys are given the same opportunities of participating in all school activities.
115. The few pupils who receive support teaching in English as an additional language benefit substantially from the withdrawal sessions and from the encouragement and sensitive intervention of their class teachers.
116. The diversity of other faiths, cultures and values is promoted well throughout the school but opportunities to prepare pupils for life in a multi cultural society are more limited. Arrangements to eliminate bullying and any form of harassment are good. Pupils express confidence in the school's systems.
117. The school building is accessible for disabled pupils and adults. The school has a suitable accessibility plan to ensure no one is disadvantaged because of their disability.

Leadership and management

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

Grade 2: Good features and no important shortcomings

118. The inspection team's findings match the school's judgement in the self-evaluation report.
119. The positive leadership provided by the head teacher co-ordinates the efforts of the teaching staff and the governors effectively giving the school's work a clear sense of direction. Common values are shared about learning, behaviour, relationships and equal opportunities; appropriate aims and policies concentrate on the needs of pupils. Expectations are high and there is a shared commitment towards improving the quality of provision and the educational standards pupils achieve.
120. Teaching and support staff work effectively as a team providing valuable curricular and moral support for their colleagues. Staff who have leadership and management roles contribute effectively to improvement in standards and quality and to the general development of the school.
121. The school's policies and practice promote equality and opportunity effectively. The views and contributions of staff and governors are valued and they are fully involved in improvement and in the decision-making process. Through the recently established School Council, pupils have opportunities to air their views about aspects of school life.
122. Appropriate attention is paid to national priorities. The school is working on elements of the Healthy Schools Initiative and has gained the Basic Skills Agency Quality Mark accreditation. The school co-operates with a number of partnerships including teacher training institutions and other primary schools in the catchment area.
123. Detailed, effective processes have been established to set targets for pupils at the end of both key stages. The targets, which are based on every pupil's likely performance, are challenging but achievable.
124. The school is effectively managed. Appropriate performance management arrangements have been established to improve teachers' skills and capability and to identify their professional development needs.
125. Members of the governing body have a good understanding of their role and of their contribution to school strategic planning. They show enthusiastic interest in their work and fulfil their responsibilities effectively. They are well-acquainted with the school and have recently started to undertake their responsibilities for monitoring and evaluating the educational provision. As yet, this aspect of their work has not been developed to its full potential.

126. There are some omissions in the content of the Governors Annual Report to Parents.

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

Grade 2: Good features and no important shortcomings

127. The inspection team's findings match the school's judgement in the self-evaluation report.
128. The team's findings match the school's judgement in the self-evaluation report in six of the seven key questions. The head teacher and staff are well-informed about the school's performance and use the information gathered through self-evaluation effectively to raise standards and make improvements.
129. There are clear evaluative elements in every aspect of the school's self-evaluation work and a specific focus is placed on pupils' standards of achievement and the quality of educational provision.
130. Curriculum leaders play an active part in the school's self-evaluation arrangements. They collate evidence from a number of different sources in their subject reports and identify strengths and shortcomings of subjects evaluated. They report regularly to the governing body on the outcomes of their evaluations.
131. However, monitoring of lessons by co-ordinators and the role of parents and pupils in the self-evaluation processes are underdeveloped.
132. Good use is made of assessment data to identify specific areas that need attention and to compare the school's performance against the results of other schools.
133. The Self-Evaluation Report prepared for the inspection team is of good quality. It has a clear focus on standards and performance and makes due reference to the criteria set out in inspection guidance.
134. The School Development Plan is a useful document for providing a strategic direction for the work of the school. Priorities identified are a clear reflection of current needs of the school and of areas for development as identified by the self-evaluation process. Key issues identified are prioritised into short, medium and long objectives and sufficient resources are allocated to ensure their implementation.
135. The school has made good progress in addressing most of the key issues identified in the previous inspection report. Standards have improved in eight of the nine aspects that were deemed satisfactory; many of the shortcomings in the school's curriculum planning systems have been rectified, there have

been some improvements in assessment procedures and curriculum co-ordinators now take a far more active role in the school's development.

136. However, standards in Welsh Second Language in key stage 2 and streamlining the assessment and recording procedures were recommendations in this report.

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

Grade 2: Good features and no significant shortcomings

137. The inspection team's findings match the school's judgement in the self-evaluation report.
138. Levels of teacher staffing are sufficient to provide average classes of 22 pupils and suitable coverage of subject expertise. Support staff employed by the school and the LEA give valuable support to teachers and pupils. The *athrawes fro* also provides good support for the staff and pupils.
139. Staff have a wide range of experience and are appropriately qualified to meet the needs of the school and its pupils; they work effectively and efficiently as a team.
140. Arrangements for reducing teachers' work-load and provide time for planning, preparation and assessment, have a positive effect on pupils' standards of achievement and on the effectiveness of the teaching.
141. Effective processes are in place for identifying staff training needs with staff development aimed primarily at improving teaching and learning. Subject co-ordinators provide helpful support and guidance to colleagues.
142. Resource provision is adequate for most areas of learning. However, the lack of suitable Welsh books and the shortage of ICT software is adversely affecting standards achieved in the two subjects; most resources are of good quality and are accessible to the pupils.
143. The size of the building is adequate for the number of pupils. Classrooms are of a reasonable size with good storage provision. There are deficiencies in both the building and accommodation but these will be remedied when the new administration block is opened later in the year. This will also enable the school to make more effective use of the computer suite.
144. Colourful displays on the walls of classrooms and corridors contribute substantially to the creation of a tasteful environment, which is conducive to learning.
145. The school's finances and resources are managed economically and efficiently giving value for money. Short-term and long-term spending is carefully planned; any likely changes in the budget are anticipated and resources made available according to priorities and educational targets.

Standards achieved in subjects and areas of learning

English

Key Stage 1: Grade 2: good features and no significant shortcomings

Key Stage 2: Grade 2: good features and no significant shortcomings

146. At key stage 1, pupils show increasing confidence when using appropriate vocabulary to express their ideas and opinions. They sustain concentration whilst listening to whole class presentations and talk fluently with each other and with adults.
147. Most pupils in key stage 1 read in line with their ability. In both years 1 and 2, there are a significant number of good readers who read independently and aloud to others with appropriate understanding and expression. They discuss and respond well to stories they read together.
148. Pupils' writing skills in key stage 1 are developing well. They write in a variety of forms including descriptive passages, letters, posters and stories, and record factual information. Most can organise their ideas and have a good awareness of basic punctuation. A small minority of pupils can write extensively with an appropriate understanding of language conventions.
149. At key stage 2, standards in oracy are good. Pupils listen attentively to presentations and most recall previous facts and knowledge presented to them; they confidently discuss aspects of their work with adults. Pupils communicate effectively in group and pair work keeping to the objectives of the task.
150. Pupils in key stage 2 read independently at levels appropriate to their age and ability. The more confident read aloud fluently and with good expression. A number of older pupils are enthusiastic readers and are able to discuss their favourite authors and give reasons for their choices. Pupils are familiar with writing reviews and are able to search for information in reference books.
151. Pupils write for different purposes and in a variety of forms. They benefit greatly from strategies helping them to overcome poor spelling. As they make progress through the key stage, they use a range of punctuation marks correctly and have effective strategies for improving spelling. Older pupils write in a wide range of styles, they use paragraphs successfully and are aware that good vocabulary improves their writing. The more able produce coherent and extended writing displaying imaginative and lively content.

Shortcomings

152. There are no significant shortcomings but a small number of pupils throughout the school fluency in their reading and are unable to decode unfamiliar words accurately.

Welsh second language

Key Stage 1: Grade 2: good features and no significant shortcomings

Key Stage 2: Grade 3: good features outweigh shortcomings

Good features

153. At key stage 1, pupils speak clearly and correctly and participate enthusiastically in oral activities, using an appropriate range of vocabulary. They competently use questions as well as answers to denote possession when playing a game about pets. Within this situation, their knowledge of language patterns and vocabulary is thorough.
154. Most pupils in key stage 1 can read with good understanding from flash cards and sentence captions. A significant number can choose their own books and read with good expression and pronunciation. Older pupils write simple captions independently and fill in speech bubbles with questions and sentences linked to their oral work.
155. At key stage 2, pupils continue to develop good accents and clear pronunciation. They use an increasing range of words, phrases, sentences and questions to express likes and dislikes and take part confidently in paired dialogues. A small number of older pupils answer questions with extended sentences.
156. Pupils' reading skills and their understanding of meaning is developing appropriately in key stage 2. Most pupils are able to write short extracts to consolidate what has been taught.
157. Pupils learn effectively a range of Welsh nursery rhymes and songs to consolidate sentence patterns in key stage 1 and more sophisticated folk and popular songs in key stage 2.

Shortcomings

158. At key stage 2, and to a lesser extent at key stage 1, pupils' ability to use the language learnt in a variety of situations and their ability to sustain simple conversations with each other is underdeveloped.

Science

Key Stage 1: Grade 2: good features and no significant shortcomings

Key Stage 2: Grade 2: good features and no significant shortcomings

Good features

159. Key stage 1 pupils conduct a good number of investigations that extend their scientific ideas and develop their ability to plan and carry out their own enquiries. They understand the basic requirements of fair testing and they

make sensible predictions of possible results to their investigation. They make detailed direct observations and keep precise measurements during their study. In year 2, they are able to discuss their work confidently, record results on prepared worksheets and offer a simple explanation for their findings. Pupils employ appropriate vocabulary in discussion of scientific concepts and knowledge.

160. Their knowledge and understanding of the programmes of study are good. They show a sound knowledge and understanding of aspects of the natural world, the behaviour of animals and green plants and materials and their properties.
161. At key stage 2, pupils conduct a good range of scientific enquiries with a significant degree of independence. When planning their own investigations, they decide what information should be gathered, what factors can be measured and controlled and how the results can be recorded. They make sensible predictions as to the outcome of investigations and realise when results are not valid. By year 5, a good number of pupils can offer an explanation for the findings.
162. By the end of the key stage, pupils demonstrate a thorough knowledge of content of the programmes of study and can recall scientific facts quickly and accurately using the appropriate scientific terms.

Shortcomings

163. There are no significant shortcomings but pupils make very little use of ICT equipment to enhance their observations and to monitor changes and the ability of key stage 2 pupils to formulate their ideas in the form of a question which can be investigated is not sufficiently developed.

Geography

Key Stage 1 – Grade 2: good features and no important shortcomings

Key Stage 2 – Grade 2: good features and no important shortcomings

Good features

164. Key stage 1, pupils have good geographical enquiry skills. They can describe fully the main features of their area and can locate their village on a map of Wales. They know how to follow and give directions and can estimate relative distances between two localities. They can draw a pictorial map of their route to school and make a detailed plan of their classroom.
165. Pupils' map-reading skills are good in key stage 1. They know why and how maps are used and show considerable skills when using symbols to locate various geographical features on an Ordnance Survey map. They can use simple co-ordinates correctly to note locations on a grid.

166. Their understanding of places is developing well. They know which features make towns different to the countryside and can describe the features of a specific locality such as a farm.
167. In key stage 2, pupils demonstrate good geographical enquiry skills. They read a variety of maps confidently and use grid references effectively. They can show the main towns of Wales on a map and have a good knowledge of the countries of the world and the main cities, continents and oceans.
168. Pupils in key stage 2 describe in some detail the geographical features of the area and can differentiate between human and physical features. During their study of a proposed development in a nearby town, they were able to consider both its advantages and disadvantages and give a reasoned account of their view.
169. When studying a less economically developed country, pupils in key stage 2 can describe fully how the geographical features of that country affect ways of living. They are able to compare the country's weather, temperature and seasons with that of Wales showing a good awareness of the effect of climate on people's lives.

Shortcomings

170. There are no significant shortcomings but pupils' understanding of how human intervention changes the face of the natural environment is too superficial.

Music

Key Stage 1 – Grade 2: good features and no important shortcomings

Key Stage 2 – Grade 2: good features and no important shortcomings

Good features

171. Singing is of a good quality in both key stages. Key stage 1 pupils perform a range of English and Welsh songs with enthusiasm and good regard for pitch. At Year 1, pupils can modify both the tempo and dynamics of a familiar song. In key stage 2, pupils sing a variety of appropriate songs tunefully demonstrating control of breathing, dynamics and pitch. Older pupils sing songs written in two parts, keeping to their own part competently.
172. Key stage 1 pupils confidently explore the expressive use of sound. They handle and play instruments with control and effectively make and select sounds to reflect the mood of a song. Younger pupils' ability to explore and express their ideas using movement in response to music is good.
173. Key stage 2 pupils listen carefully to music from a range of sources and identify significant features. They use a variety of instruments competently to create a particular mood. They compose simple rhythmic pieces effectively and select and combine a range of sounds to produce a specific atmosphere.

174. Pupils in key stage 2 increasingly demonstrate the ability to sustain an individual instrumental part in a group performance. They listen carefully to others, developing control of the sounds they produce to make an effective contribution to the overall performance. They discuss their work appropriately, and plan how to improve it.

Shortcomings

175. There are no significant shortcomings but some older pupils are not challenged sufficiently when undertaking composition and performing tasks.

Physical education

Key Stage 1 – Grade 2: good features and no important shortcomings

Key Stage 2 – Grade 2: good features and no important shortcomings

Good features

176. Pupils at both key stages dress appropriately for physical education lessons, they listen carefully to instructions, concentrate well when working and enjoy participating in the activities. They have a good understanding of the beneficial effect of physical exercise on health and of the need to ensure safety during the lessons.
177. The substantial majority of key stage 1 pupils move lithely and with agility as they walk, run or skip around the yard changing direction and speed. Their ball throwing and catching skills develop appropriately with practice and they can play simple team games competitively, observing the rules. They make good progress within lessons and their performance shows significant improvement.
178. Key stage 2 pupils display good skills in games lessons. They work with discipline when practising in pairs and small groups. They display a good command of different ways of throwing, passing, catching and striking a ball and discuss with each other how to improve their performance.
179. When transferring their skills to a game situation, pupils work hard and energetically. They are enthusiastic players and fair competitors. They show a good awareness of the requirements of working as a team, such as communication and moving quickly to an empty space.

Shortcomings

180. There are no significant shortcomings but in both key stages pupils' awareness of space is underdeveloped.

School's response to the inspection

The staff and governing body of Ysgol Y Faenol felt the inspection process was a highly positive experience and backed up our belief that we offer a good standard of education to the pupils in our care.

It is pleasing to note that, in the main, the team's findings closely matched the judgements we had made in our own self-evaluation process. This confirms to us that we are making accurate assessments of where we are as a school developmentally and that we are taking the right steps in order to make further progress.

The report's findings that 91 per cent of subject standards were grade 2 or better and that 88 per cent of teaching was grade 2 or above is a genuine reflection of the immense effort that the whole school community has put into driving up standards. Year on year, we have been able to demonstrate improvements in all aspects of school provision and to see this being recognised in the context of an inspection report is very gratifying.

We have been delighted that the report acknowledges the 'exemplary' behaviour of our pupils and the 'positive impact' this has on their standards of achievement. We have long felt that our children are polite, helpful and caring individuals and they certainly proved this during inspection week, as in every other week in the school year.

Three of the five recommendations in the team's report were already identified in our school development plan prior to the inspection. We will now ensure that all the other points are incorporated into our school development plan and acted upon in due course.

In conclusion, we feel that this report fairly and accurately presents a positive picture of Ysgol Y Faenol and gives us the ideal platform on which to build for the school's future.

Appendix 1

Basic information about the school

Name of school	Ysgol Y Faenol
School type	Nursery and Primary
Age-range of pupils	<u>3-11</u>
Address of school	Johns Drive Bodelwyddan Denbighshire
Postcode	LL18 5TG
Telephone number	01745 583370

Head teacher	Mr J. Martin Edwards
Date of appointment	January 1999
Chair of governors	Mrs Doreen Jones
Registered inspector	Wil Williams
Dates of inspection	16-19 May 2006

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	10.5	10	20	17	20	14	11	19	121.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	5	2	6.1

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	22 : 1
Pupil: adult (fte) ratio in nursery classes	10.5 : 1
Pupil: adult (fte) ratio in special classes	
Average class size, excluding nursery and special classes	22.2
Teacher (fte): class ratio	1.02 : 1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Summer 2005	91	91	93
Autumn 2005	91	91	92
Spring 2006	90	92	93

Percentage of pupils entitled to free school meals	13.5
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2005			Number of pupils in Y2:		21		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher Assessment	School	0	5	19	57	19
		National	0	4	12	64	20
En: reading	Teacher Assessment	School	0	5	19	57	19
		National	0	4	14	56	26
En: writing	Teacher Assessment	School	0	5	19	57	19
		National	0	5	14	69	12
En: speaking and listening	Teacher Assessment	School	0	5	19	71	5
		National	0	2	11	64	23
Mathematics	Teacher Assessment	School	0	5	0	81	14
		National	0	2	10	63	24
Science	Teacher Assessment	School	0	5	9	76	10
		National	0	2	19	65	24

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	82	In Wales	80.1

- 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 2005							Number of pupils in Y6		13		
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	31	38	31
		National	0	0	1	0	1	4	15	47	32
Mathematics	Teacher assessment	School	0	0	0	0	0	0	19	31	50
		National	0	0	1	0	1	3	15	47	32
Science	Teacher assessment	School	0	0	0	0	0	0	13	56	31
		National	0	0	1	0	0	2	11	51	35

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	68	In the school	71.9

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

Appendix 4

Evidence base of the inspection

Three inspectors spent a total of seven inspector days in the school and met as a team before the inspection. There was no peer assessor in the team.

These inspectors visited:

- 26 lessons or part lessons;
- all classes;
- acts of collective worship; and
- a range of extra curricular activities.

Members of the inspection team had meetings with:

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

The team also considered:

- the school's self-evaluation report;
- 34 responses to a parents' questionnaire;
- comprehensive documentation provided by the school before and during the inspection; and
- a wide range of pupils' past and current work.

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

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Wil Williams Registered Inspector	Context, Summary, Recommendations, Annexes, Key questions 1, 5, 6 and 7 Science, geography, physical education.
Ms Lisa Jane Davies Team Inspector	Key questions 2, 3, 4. English, Welsh second language, music.
Ms Denise Shields Lay Inspector	Contributions to key questions 1, 3, 4 and 7.
Mr J Martin Edwards Head teacher Nominee	

The contractor was:

Evenlode Education Ltd.
8, Fisher Close
Duxford
Cambridgeshire
CB2 4XU

Acknowledgement

The Registered Inspector and team wish to thank the governors, acting head teacher, staff and pupils for their co-operation and courtesy before and during the inspection.