

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

A Report on the Quality of Education in

**Ysgol Bro Famau
Eryrys Road
Llanarmon yn Iâl
Denbighshire
CH7 5TB**

School Number: 6632262

Date of Inspection: 12 May 2008

by

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Ysgol Bro Famau 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 Bro Famau took place between 12/05/08 and 14/05/08. An independent team of inspectors, led by John Andrew Clark 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. Ysgol Bro Famau is situated in a designated Area of Outstanding Natural Beauty in the Moel Famau mountain area. There are two school sites approximately 3.5 miles apart in the villages of Llanarmon-yn-Iâl and Llanferres. The school caters for pupils aged three to eleven. There are 94 pupils on roll which includes eight children who attend nursery part-time with four on each site. The area served by the school is neither advantaged nor disadvantaged socio-economically with a wide range of professions and rural occupations represented. One per cent of pupils is eligible for a free school meal. English is the first language of the vast majority of pupils. Approximately 15% of pupils are identified by the school with additional learning needs (ALN), including 1% with a statement of special educational needs (SEN). Three pupils are in the care of the local authority. The children start the school with knowledge and skills which are average and above for those typical for their age.
2. The school is run by one headteacher and one governing body. The pupils work on both sites to take full advantage of the facilities such as the information and communication technology (ICT) and hall facilities. This also allows pupils to work with peers of the same age. They are transported by mini-bus.
3. At the time of the last inspection in June 2002 there was a third site which closed later that year. A new headteacher was appointed in September 2005. Significant building work over the last two years has renovated and upgraded both sites including new library and ICT areas and improvements to the outdoor facilities.
4. The school was awarded the Basic Skills Quality Mark for the second time in 2007. The school provides a breakfast club, an after-school club, Mother and Toddler groups and educational opportunities for parents including Welsh as a second language.

The school's priorities and targets

5. The school's priorities for 2007–8 include:
 - further development of performance management procedures;
 - extending subject leaders self-evaluation roles;
 - develop planning across all stages and prepare for new National Curriculum (NC) changes;
 - development of structures to foster pupils' independent learning skills.

Summary

6. Ysgol Bro Famau is a good school with no important shortcomings. The school is led well with all staff making a good contribution to its overall effectiveness. Standards achieved and the pupils' personal development are good as a result of the good quality of teaching and care given to pupils of all ages and abilities. The school has addressed the issues from the previous inspection in 2002 well and is well placed to continue to improve.

Table of grades awarded

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

Subjects

7. Pupils' standards of achievement in the subjects inspected during lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
4%	89%	7%	0%	0%

8. These figures exceed the national target that the quality of learning assessed by Estyn should be Grade 3 or better in 98% of lessons by 2010.

Grades for standards in subjects inspected

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

9. The overall quality of the educational provision for under-fives is appropriate to their needs and children are making good progress towards the Desirable Outcomes for Children's Learning. Children in the nursery and reception classes receive a strong start to their school life.

Inspection Area	Key Stage 1	Key Stage 2
Under 5s	Grade 2	Grade 2
English	Grade 2	Grade 2
Welsh second language	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 2
Information technology	Grade 2	Grade 2
Design technology	Grade 2	Grade 2
History	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Art	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical education	Grade 2	Grade 2
Religious education	Grade 2	Grade 2

10. There have been significant variations year on year in the results of NC assessments at Y2 and Y6 because of the small numbers of pupils in each year group so that one pupil represents a high percentage of the total. Taken as an average over the last five years results exceed national and local averages and those of similar schools at both key stages.
11. National Curriculum assessment results have been particularly variable at key stage 1. In 2007 the percentage of pupils achieving the expected level in reading, writing and mathematics – the core subject indicator (CSI), was below national and local averages at 56% compared with 80%. They were in the lowest quarter compared with similar schools (those with a similar proportion of free school meals). This is directly related to the small cohort of nine pupils with a significant proportion of pupils with ALN. In 2005 and 2006 over 93% of pupils achieved the CSI.
12. At key stage 2 NC assessment results have also varied, but they have been consistently above national and local averages. In 2007, the CSI for English, mathematics and science was 80% compared with a national average of 74.1%. Compared with similar schools the results were average. They had been in the top 50% in the previous two years.
13. The school sets challenging targets for pupils of all abilities to achieve based on their past levels of attainment. The pupils are successful in reaching these levels. Both boys and girls achieve well.
14. The progress of pupils with ALN is good with no important shortcomings. Their progress is closely monitored so that teachers can provide additional teaching programmes to suit their needs. Teaching assistants provide skilled support.
15. Pupils' progress in their key skills, including bilingualism, is good with no important shortcomings. They read and write for a wide range of purposes and their work shows good levels of competence in basic skills. Pupils learn to speak with clarity and confidence. They use ICT effectively in several subjects, particularly history and geography. They use problem-solving skills in real life situations. Creative skills are good throughout the school. Role-play and drama are used well in several lessons. Physical development is good and pupils' participation in games after school is a strength.

16. Pupils' bilingual skills are good with no important shortcomings. They are sometimes outstanding in response to the way very good use is made of incidental Welsh in some lessons.
17. Pupils' understanding of their own learning and how they can improve their work is not yet consistent and the marking does not always guide pupils sufficiently. This is an aspect the school is improving and good features outweigh shortcomings
18. Pupils' personal development, including their spiritual, moral, social and cultural development, is good with no important shortcomings. They take a pride in their work and it is well presented. Pupils are trustworthy and benefit from the experience of working on two different school sites, sometimes with different groups of pupils and staff. The pupils have a good and sometimes outstanding understanding of the cultures and traditions of Wales. The pupils in Y6 have been involved with working with independent film makers on the Crawford Community Film. They also have a very good understanding of different world cultures and lifestyles from their studies of India, Africa and Europe.
19. Through the school council the pupils are involved in the life of the school and have some opportunities to show leadership and organisational skills, although they do not have many opportunities to develop entrepreneurial and work-related skills.
20. The pupils have a good understanding of ecological and global issues and good use is made of the area of natural beauty the school is based in. The pupils' understanding of how to stay healthy is good. They know the importance of healthy eating and create lively posters to show this.
21. Pupils are very well behaved and polite and thoughtful towards each other. They interact well with the many adults who visit or work in the school. Their attendance is good. Pupils are punctual and happy at school.

The quality of education and training

Grades for teaching

22. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
10%	83%	7%	0%	0%

23. The quality of teaching exceeds that reported in Her Majesty's Chief Inspector's Annual report for 2006-7 of Grade 1 or 2 in 79% of lessons. It also exceeds the 2010 Primary Target that the quality of teaching assessed by Estyn should be grade 2 or better in 80% of classes.
24. The quality of teaching is good with no important shortcomings. There is no significant difference in the teaching between any age groups or between the two school sites.
25. The good features include good lesson planning with the clear identification of key skills to be learned and an accurate match of work to pupils' individual needs. There are lively and motivating activities which are fun and stimulate curiosity and there is a good focus on literacy and numeracy skills. Relationships are good and teaching assistants make a strong contribution to the lesson.

26. In the best lessons the teachers involve pupils in their own learning and encourage them to assess their achievement. This helps them make good progress. Many lessons have a good level of incidental Welsh, but this is not consistent.
27. In the small proportion of lessons where good features outweigh shortcomings the activities are not matched closely enough to the purpose of the lesson and opportunities are missed to involve pupils more in developing their own learning.
28. The quality and use of assessment are good and have improved significantly since the last inspection Teachers are now making better use of the outcomes of tests and assessments to ensure work is suitably challenging. There are some inconsistencies, however, and this sometimes leads to too little challenge. Detailed records are maintained of progress from the time pupils start school. These are used well to support pupils with ALN. Statutory requirements for assessment and reporting are met.
29. The education meets the needs of the full age and range of abilities of its pupils and the curriculum is good with no important shortcomings. There is a good range of activities for pupils of this age to participate at lunchtimes and after school. The school has been particularly imaginative in arrangements for pupils to work more closely with others of the same age across the two sites. This is contributing to improving achievement in both key stages. The school council been involved in discussions with governors, interviews of new staff and visiting the local council chambers. Pupils have some limited experiences of organising fundraising activities and planning projects for developing the playgrounds. However, overall the pupils' awareness of citizenship and enterprise are limited.
30. The care, guidance and support for pupils are good with no important shortcomings. The school makes a good contribution to the welfare of pupils and there are rigorous procedures to keep pupils safe. There is an outstanding partnership with parents and the school provides good information for them so that they support their children's learning very well. Pupils are well prepared for secondary school and transfer arrangements are good. Pupils' well-being is promoted well. Provision for pupils with ALN is good with no important shortcomings. There are good links with the local authority educational and psychological services to support these pupils.

Leadership and management

31. The headteacher is providing strong leadership since her appointment three years ago. During this time a successful priority has been the closer amalgamation of the two school sites so that the best practice is effectively shared. The professional development of all staff is closely matched to the priorities identified in the school's development planning and challenging targets are set and achieved. The school reflects national and local priorities well in many aspects of its work such as the development of Assessment for Learning and the commitment to environmental and global development.
32. The self-evaluation procedures are thorough and largely accurate although the school is cautious in the judgements it makes and the impact of recent developments are not fully reflected in the judgements presented for inspection. Improvement since the last inspection is good. Subject leaders make a good contribution to self-evaluation. Standards have improved in several subjects and

teachers' planning is now good. The monitoring role of the headteacher and senior staff is very much better, although lesson observations are not consistently focused sufficiently on removing the few inconsistencies in the quality of teaching. Staff are deployed well and skilled teaching assistants make a good contribution to learning. The quality of accommodation is good and used well. Financial management is good and the school seeks best value in all its work. The school provides good value for money.

Recommendations

In order to continue to improve the school should:

- R1 address any shortcomings in subjects;
- R2 involve the pupils fully in improving their own work;
- R3 improve the procedures for monitoring teaching and learning to raise the quality of teaching consistently to that of the best;
- R4 develop pupils' skills and awareness of global citizenship including their entrepreneurial skills.

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

33. The judgement of the inspection team exceeds that made by the school in its self-evaluation report. This is largely because the impact of significant changes to leadership and management over the past two years are now becoming embedded and improving standards in several areas of pupils' learning.

34. Pupils' standards of achievement in the subjects inspected during lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
4%	89%	7%	0%	0%

35. These figures exceed the national target that the quality of learning assessed by Estyn should be Grade 3 or better in 98% of lessons by 2010.

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Knowledge and understanding of the world	Grade 2	Grade 2
Creative development	Grade 2	Grade 2
Physical development	Grade 2	Grade 2

36. The overall quality of the educational provision for under-fives is appropriate to their needs and children are making good progress towards the Desirable Outcomes for Children's Learning. Children in the nursery and reception classes receive a strong start to their school life.

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

37. There have been significant variations year on year in the results of NC assessments at Y2 and Y6 because of the small numbers of pupils in each year group so that one pupil represents a high percentage of the total. Taken as an average over the last five years results exceed national and local averages and those of similar schools at both key stages.
38. National curriculum assessment results have been particularly variable at key stage 1. In 2007 the percentage of pupils achieving the expected level in reading, writing and mathematics (the CSI) was below national and local averages at 55.6% compared with 80%. They were in the lowest quarter compared with similar schools (those with a similar proportion of free school meals). This is directly related to the small cohort with a significant proportion of pupils with ALN. In the previous three years, the assessment results at key stage 1 had been above national and local averages and in the top 50% compared with similar schools.
39. At key stage 2 NC assessment results have also varied, but they have been consistently above national and local averages. In 2007, the CSI for English, mathematics and science was 80% compared with a national average of 74.1%. Compared with similar schools the results were average. They had been in the top 50% in the previous two years.
40. Although there are annual variations, the percentage of pupils achieving the higher levels in NC assessments has been above the average for all three subjects over the last three years.
41. The school sets challenging targets for pupils of all abilities to achieve based on their past levels of attainment. The pupils are successful in reaching these levels. From starting school in the nursery, all pupils are set individual targets which are regularly reviewed. These make a good contribution to pupils' overall achievement and are an improvement since the last inspection. Both boys and girls achieve well.

42. The achievement of pupils with ALN is good with no important shortcomings. Their progress is tracked closely so that skills are systematically built upon. They achieve challenging targets set for them because of the skilled specialist teaching and careful tracking of progress. A range of 'catch-up' and booster programmes are deployed successfully to ensure pupils are able to access the curriculum and so make progress.
43. The pupils' progress in their key skills is good with no important shortcomings. The children make good progress in early reading and writing skills through nursery and reception making good use of the skills they learn. This continues through key stages 1 and 2 with pupils reading with expression and confidence for a variety of purposes. They write neatly and use accurate spelling and punctuation. Speaking and listening skills are good at both key stages and pupils become confident to talk to groups, individuals and the whole school with clarity and purpose. They sometimes combine their speaking skills with presentations using ICT in history and geography, for example.
44. The pupils' mathematical and problem-solving skills are good. They enjoy solving puzzles using their mathematical skills in imaginative ways. Good use is made of ICT for problem-solving work. The pupils make regular use of ICT skills from writing poetry and creating posters to multi-media presentations. Standards are good.
45. Pupils make good progress in developing creative skills. They use a wide range of art skills from observational paintings to modelling and fabric work to enhance learning in many subjects. They often take part in drama and role-play activities both independently and in structured activities.
46. Pupils' bilingual skills are good throughout the school. They have improved well since the last inspections. In some lessons, pupils' achievement is outstanding in response to teachers' frequent use of Welsh. Pupils do not often initiate discussions in Welsh, however.
47. Pupils' progress in learning is good with no important shortcomings. Their acquisition of knowledge and skills is outstanding. The development of pupils' knowledge and good use of an appropriate vocabulary for many subjects supports their achievement overall. For example, in mathematics in Y4/5, pupils use terms such as 'increase, difference and reduce' accurately and in music in Y2 pupils use accurate terms for their musical instruments and to describe the sounds they make. Regular homework linked to targets for English and mathematics, reinforces their use of basic skills.
48. The pupils develop good learning skills and attitudes. They know how to listen to teachers, other adults and each other because of the strategies they are taught and are modelled for them. They generally persevere and take steps to improve their own work in response to high expectations and clear guidance.
49. The pupils' involvement in their own learning is variable. They are usually clear about the purpose of the lesson but their skills in assessing in how well they have done are sometimes limited.
50. Pupils' personal development is good with no important shortcomings. A strength throughout the school is in the pupils' ability to work together and collaborate. They are confident to speak to the class or whole school in assemblies with ease and maturity. They take a pride and responsibility for their

work. Pupils with ALN for emotional and behavioural concerns make good progress in becoming increasingly self-disciplined and aware of the impact of their behaviour. Pupils are very happy at school and enjoy their lessons. A significant strength is the confidence and social skills pupils develop through working with different groups of adults and children between the two school sites.

51. The pupils' behaviour is good with no important shortcomings. The majority of pupils is exceptionally well behaved. They are courteous towards adults, including visitors, and helpful towards each other. Bullying is very rare and even then not of a serious nature. They are very attentive in lessons and co-operate very well. They take good care of each other. Pupils are trustworthy and often happy to work on their own in library and ICT areas. Very occasionally, the pupils lose concentration when the pace of learning is not challenging enough.
52. Pupils' personal, social, moral and wider development is good with no important shortcomings. They work well together and show respect and concern for each other. They have good understanding of moral values such as honesty and fairness. Assemblies provide good opportunities for pupils to explore moral and spiritual values, including the values and beliefs of others. Visiting clergy make a good contribution to this. Pupils are given every opportunity to understand and respect the diversity of beliefs, attitudes and cultural traditions in the world.
53. Pupils are given good opportunities to learn about the world of work. The school is visited by members of the police, an architect, artist, dancers, musicians and others who all explain their work.
54. Attendance averaged 95.1% for the three terms prior to the inspection, which is good. Pupils are punctual for classes and the start of the day. Long term absentees are offered good academic support through parents and the educational welfare officer. They are routinely supported and evaluated on their return to ensure no loss of ground compared to other pupils. There have been no exclusions during the past two years.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

55. The judgement of the inspection team exceeds that made by the school in its self-evaluation report. This is largely because the impact of significant changes to leadership and management over the past two years is now becoming embedded and improving provision.

56. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
10%	83%	7%	0%	0%

57. The quality of teaching exceeds that reported in Her Majesty's Chief Inspector's Annual report for 2006-7 of Grade 1 or 2 in 79% of lessons. It also exceeds the 2010 Primary Target that the quality of teaching assessed by Estyn should be Grade 2 or better is 80% of classes.

58. The good features were found in Early Years and throughout key stage 1 and key stage 2. They were also observed in specific lessons for pupils with ALN. However, some of the inconsistencies and shortcomings were found in each age group.
59. In the majority of lessons, the good features include the good quality of lesson planning which identifies the key skills to be developed and presents pupils with clear learning objectives. In the best lessons, the teachers discussed the key skills expected with the pupils and asked them what they thought they might achieve. In this way it reinforced the skills they were learning.
60. The purpose of the lesson or 'learning objective' is usually clear and builds upon the pupils' earlier learning. These objectives are usually clearly explained to the pupils and, in the best lessons, referred to regularly so that pupils can see how successful they are being in meeting them. For example, in a key stage 2 mathematics lesson, the teacher frequently drew the pupils' attention to the strategy for problem-solving they were learning and reinforced the need to follow each step. At every stage she asked them to explain how far along they were and what was the next thing they should do.
61. The relationships between staff and pupils are good so behaviour is managed well. This meant that teachers could engage in conversations with the pupils and encourage them to think more deeply. For example, in a Y6 geography lesson on Africa, pupils talked fully about their feelings and concerns for world poverty and this led to a greater understanding of multi-cultural issues in Great Britain.
62. Teaching assistants are skilful and deployed well. They provide good levels of specialist support to pupils with ALN. They take leading roles within the local authority for modelling and managing specific learning programmes because of their level of skill.
63. The promotion of bilingualism is sometimes outstanding and overall good. In these instances teachers use bilingual displays in their lessons. They expect pupils to explain ideas in Welsh as well as follow simple instructions. In some lessons, for example a key stage 2 mathematics lessons on data handling, the content is taught entirely in Welsh and this promotes very good standards. Occasionally, teachers use very little Welsh and do not identify opportunities for development in their planning.
64. The outstanding lessons observed are marked by a fast pace and sharp questioning, for example in challenging pupils to use their numeracy skills in key stage 2 mathematics. Teaching methods are fun and challenging because resources are attractive and exciting and there is a strong games and puzzle aspect. In these lessons, teachers involve the pupils in analysing and assessing their success throughout.
65. There has been clear improvement to many aspects of teaching since the school began its current round of self-evaluation and since the last inspection. There is no significant difference between the teaching on the two sites or between different age groups. However, there are some inconsistencies and some shortcomings in a small number of lessons. Increased opportunities for the headteacher and senior staff to monitor the quality of teaching are beginning to address these issues further.

66. Occasionally the learning objectives are too complex and not expressed in a language the pupils easily understand. Also the teachers do not always take the opportunity to help pupils identify how well they have done during the lesson and how successfully they are meeting their targets. Consequently, the pupils' self assessment skills are sometimes limited.
67. In a minority of lessons, the teachers' questioning is too superficial and they miss opportunities to promote a better vocabulary for the subject. Very occasionally, the teacher does not engender enough pace and excitement to keep pupils well motivated and their achievement suffers as a result.
68. The teachers make good use of ICT in several lessons. For example, self assessment mathematical programs make a good contribution to learning in key stage 2. Some effective use is made of the interactive whiteboards. However most classes do not have regular access to them.
69. The school meets the statutory requirements for assessing, recording and reporting pupils' progress. The quality of assessment for the under-fives, and the school's systems and use of assessment information in both key stages have good features that outweigh shortcomings. Teachers use a variety of strategies to assess and record pupils' progress towards the Desirable Outcomes and in the core subjects of the NC. The school retains data on each year group which is used to modify medium and short-term planning, and to identify those pupils who may have ALN.
70. Initial assessment in nursery and baseline assessment in the reception class are used effectively to set targets for the under-fives, and as a starting point for weekly monitoring of individual pupils' progress.
71. In key stage 1 and key stage 2, the data collected from teachers' termly assessment of the core subjects and from nationally available standardised tests in mathematics and reading, provide a means of projecting pupils' expected levels of achievement at the end of the key stages. However the school acknowledges that tracking individual pupils' progress in the core subjects is not yet fully developed, and that teachers' evaluations and records in the foundation subjects do not identify the strengths and weaknesses in pupils' knowledge and understanding sufficiently.
72. Teachers mark work regularly and accurately and their positive comments encourage and praise pupils' efforts. In the early, years teachers place more emphasis on talking to pupils about their work. In the best practice, written comments explain in detail how specific aspects of work can be improved. At present, there are some inconsistencies in this practice and marking is not always as effective as it could be. The school is developing strategies to ensure that this good practice is extended across the curriculum and through the key stages.
73. Pupils in key stage 1 and key stage 2 are developing the skills of setting their own targets in mathematics and English, with the help of teachers. They have opportunities in many lessons to evaluate their own work and that of others, using a variety of strategies such as talking partners, traffic lights and three stars and a wish. The school has plans to develop pupils' involvement in setting their own targets further and to ensure that practice is consistent. It is also trialling pupils' own assessments as part of the interim report to parents in the spring open evening.

74. Though portfolios of work which is levelled and annotated have been kept by the school in some subjects, the school recognises that developing new portfolios for both core and foundation subjects is a priority for future improvement planning. Effective procedures are in place for the standardisation and moderation of key stage 2 assessments.
75. Annual reports to parents meet statutory requirements, and parents have the opportunity to come to school to discuss the report and their children's progress. Though comments on the core subjects give a clear picture of pupils' progress, those on the foundation subjects in the main describe pupils' response to and enjoyment of the learning experiences provided. The school has already identified this aspect as a priority for review and development. Parents are invited to attend open evenings in the other school terms to discuss their child's progress.

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

76. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
77. The school successfully meets the needs of all its pupils including those with ALN and children under five. The school responds well to the general learning needs and interests of pupils and offers equal access to a broad, balanced and relevant curriculum, which meets statutory requirements. Cross-curricular links and the local area are used effectively in a number of subject areas to reinforce pupils' understanding. For example, work in science and geography uses the vicinity which is an area of outstanding natural beauty. Visits and visitors also enhance pupils' learning opportunities.
78. The school meets all course and legal requirements including the *Cwricwlwm Cymreig*. The school's aims encourage and promote positive values and attitudes. The quality of relationships is good and this contributes to pupils' good behaviour. The headteacher, teaching and support staff provide very good role models for pupils.
79. Teachers ensure continuity and progression in pupils' work across the curriculum. The provision the school makes for the development of key skills is good. Pupils are made aware of the key skills and they are making good progress in their assimilation, especially ICT. The staff ensure that the pupils are taught key skills in a relevant manner. For example, pupils in key stage 2 use spreadsheets and a video camera in a Welsh lesson.
80. Provision for *Y Cwricwlwm Cymreig* through subjects such as art, history and Welsh second language is good with some outstanding features. For example, in key stage 2 in history they study the Rebecca riots and in key stage 1 in religious education the story of Melangell. Pupils in key stage 2 in art study the work of Keith Shone. The school promotes a very positive Welsh ethos and this is carefully interwoven into displays, topics and themes. Pupils have a sound knowledge of Welsh heritage and its traditions.

81. The school pays good attention to the development of pupils' basic skills. In recognition of this work, the school has recently renewed the Basic Skills Primary Quality Mark.
82. A good range of extra-curricular activities is provided. Pupils take part in sporting activities and sporting teams compete in local and national competitions such as the Urdd. Pupils take part in plays and performances. Older pupils benefit from residential visits to take part in outdoor pursuits at Pentrellyncymer and Welsh second language adventure activities at the Urdd centre at Glan Llyn near Bala.
83. Pupils' spiritual, moral, social and cultural developments are promoted well through a variety of learning experiences. Pupils' spiritual development is nurtured through collective worship and the curriculum where there are good opportunities for reflection and the development of awe and wonder. The headteacher ensures that pupils based on both sites receive similar experiences in collective worship. For example, early years pupils reflected on the wonders of the natural world during a 'minibeast' (insect) hunt. Pupils' moral and social development is good. They are encouraged to nurture respect for the local area, each other and property and to know the difference between right and wrong.
84. Although there are no detailed plans for personal and social education (PSE), it is woven through the ethos of the school and the curriculum and it helps pupils to come to terms with themselves and their emotions. Pupils' cultural development is good for example, in music they listen to and enjoy music from different cultures and traditions. A significant contribution to pupils' understanding of their own culture arose through their extensive involvement in a history video project based on the work of a local photographer from earlier in the 20th century. This project led to filming with the BBC and local newspaper articles featuring the pupils' research.
85. Pupils' bilingual skills are developing well and in some classes very well. The curriculum reflects national priorities for life-long learning and community regeneration.
86. The school's place within the community is a very strong feature. Links with all types of people are strong and volunteers abound for help with trips, driving minibuses and work on the buildings. There is a Parent Teachers and Friends Association on each site and both raise very significant funds for the school annually. The community shows strong support for fund-raising events. The association is appropriately involved in decisions as to how to spend the funds raised. They have had a large impact on the quality of resourcing and accommodation. There is a good transition programme in place with Ysgol Brynhyfryd secondary school, including lessons being delivered by some Y7 teachers.
87. Visitors from various occupations have spoken to the children and helped them better understand such issues as personal hygiene, care for animals, library practices and design and technology and how these are relevant to places of work and pupils' education and everyday lives. One teacher has undergone a multi agency course on Welsh and used her knowledge of other occupations to help her teaching.

88. Pupils' awareness and understanding of sustainable development and global citizenship issues are developing but these are at an early stage and more work is required to bring them to a good level. The school makes effective use of its own grounds and the journey between the two sites to promote an understanding of local ecology, there is an eco committee in place and the school is working towards the Eco-Schools bronze award. Some recycling of paper and plastic is done and eco monitors help to minimise waste.
89. The school council has attended the local council chamber to help understand the role of a councillor. They have also been involved in discussions with governors and the interviewing of new staff. Pupils have some limited experiences of organising fundraising activities and planning projects for developing the playgrounds. However, overall the pupils' awareness of citizenship, work-related skills and enterprise awareness are limited.

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

Grade 2: Good features and no important shortcomings

90. The inspection team disagrees with the judgement made by the school in its self-evaluation report. Whilst it found many strengths in the care and guidance provided to pupils, especially in the links with parents and in the pastoral care, it did not identify significant outstanding features overall.
91. The school has good links with a variety of support agencies such as the educational welfare officer, the police, social services, school nurse and others. These links are encouraged, including those with agencies from outside the region when this becomes necessary.
92. The links with parents and the quality of information for them is good with outstanding features. Parents and carers feel appreciated and well informed, particularly through being kept abreast at the school gate of pupil progress and the school's welcoming approach to visits. A very informative newsletter is circulated twice each term and school news is also included in the community newsletter.
93. Good induction procedures help new pupils, of whatever age, to settle in quickly. New parents are often given personal tours of the facilities along with some introductory documentation.
94. The promotion of good attendance and behaviour is good with no important shortcomings. There are a variety of rewards schemes in place and these are operated daily, annually or each term. They cover a breadth of achievement, from good behaviour and attendance to general effort and attitude. As a result, behaviour and attendance are at least good.
95. The school routinely contacts the home on the first morning when a child is absent without an explanation. Parents are aware of the school's expectations regarding telling them about absences. No home visits by the education welfare officer have been necessary in recent times but the school maintains strong links with the service and this supports the good quality of monitoring attendance.
96. The healthy development and security of pupils and staff are well monitored. The school is working on the 'Healthy Schools' bronze award at present and all

- its policies are sound and well applied. The canteen follows the guidelines laid down by Denbighshire local authority on healthy food preparation and provision and the pupils are successfully encouraged to eat healthy meals and snacks.
97. There is a wide variety of sporting provision and a running line is marked along the boundaries of each site. Both boys and girls are eager participants in physical education lessons and after-school activities.
 98. Three members of staff have attended the First Aid at Work course whilst all other adults have attended the basic training. Should a child be injured in any activity a letter of explanation is handed personally to the parent or carer.
 99. Child protection procedures are good. The headteacher is the designated person for child protection issues and all staff members are aware of this. One person at each site has attended the Site Manager's course. All other staff, including the canteen staff and volunteers have attended basic training.
 100. Every pupil is given a good level of support irrespective of their background or ability.
 101. Girls and boys are given the opportunity to take part in all activities. For example, there are boys, girls and mixed football teams. All pupils are encouraged to achieve, whatever their abilities.
 102. Provision for pupils with ALN is good with no important shortcomings. Policy and practice fully meet statutory requirements and Welsh Assembly guidance. There are increasingly thorough procedures to identify pupils with ALN at an early stage and links with parents are good. Links with support agencies including educational psychological services and speech therapy mean pupils get good quality support as required. The quality of analysis of pupils' progress is good and detailed records are maintained, particularly by the teaching assistants and special needs teacher. As a result of this the local authority is well placed to identify the level of support pupils need and works with the school to meet the requirements of any pupils with a statement for their SEN. This leads to good progress made by these pupils.
 103. The school provides positive support for pupils in the care of the local authority. There is effective liaison with those caring for the pupils and local authority support workers. The inclusive nature and positive ethos of the school mean that pupils are valued.
 104. The school councils, there is one on each site, provide effective voices for pupils and contribute to aspects of school improvement.
 105. All pupils, irrespective of their social, educational, ethnic and linguistic background, are well supported and treated equally. They have equal access to all lessons and activities. Good use is made of PSE to challenge such issues as stereotyping. Appropriate statutory policies are in place. Good race relations are promoted successfully and the school and pupils recognise and respect diversity. Pupils benefit from male and female role models in all activities and at all levels. Multi-cultural resources and books are used throughout the school. Artefacts and displays around the school reflect the importance placed on equal opportunities.
 106. The effective measures in place to eliminate oppressive behaviour including racial discrimination, bullying and all forms of harassment are evident in the

pupils' outstanding behaviour. Pupils are confident that any bullying would be sorted out immediately. Staff follow the behaviour policy and positive behaviour is rewarded with stickers and praise.

107. The school takes all reasonable steps to ensure the equal treatment of disabled pupils. The school has undergone a relatively recent refurbishment and there are suitable facilities and access to most areas of the school. The outside area is easily accessible. There is an appropriate disability access plan and Disability Equality Scheme and action plan.

Leadership and management

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

Grade 2: Good features and no important shortcomings

108. The judgement of the inspection team exceeds that made by the school in its self-evaluation report. This is largely because the impact of significant changes to leadership and management over the past two years is now becoming embedded in the work of the school and more transparent to parents and other stakeholders.
109. The clear educational direction is a good feature of the school. The aims and values of the school are evident in its work. Since her appointment the headteacher has established clear aims which are effectively shared by staff, governors and parents. There is a positive ethos which promotes achievement in academic and personal development in a caring way. The headteacher sets a good example through her calm management style and teaching across the school. The contribution of all staff, governors and parental representation to establishing and reviewing aims and values on a regular basis is a good feature.
110. There has been a successful drive to strengthen the links between the two sites and promote a common vision. The headteacher and governors have successfully created more time for the monitoring and sharing of good practice, including reducing the headteacher's teaching commitment, which was very high. This has allowed a smooth transition through a period of change to staff and accommodation. The headteacher is supported well by a senior teacher. Regular meetings between the teachers in charge of each site and the headteacher contribute to the smooth running of the school.
111. The staff work well as a team in responding to national and local priorities and this results in some outstanding practice. The development of subject co-ordinators in self-evaluation processes has been a high priority over the past two years and this has made a good contribution to the standards observed in all subjects. The introduction of Foundation Phase in the early years' curriculum is well established. The practice of the Assessment for Learning programme is evident throughout the school although it is not yet fully embedded. Commitment to global education, healthy schools and community and work-related education is increasingly supporting good personal development.
112. There are effective arrangements in place to manage and improve teaching and support the staff's performance. These are well managed by the headteacher and senior teacher. Performance management has been fully established over the last two years and is now influencing the work of the school well.

113. The school works well with its immediate cluster of schools and there are good relationships with the local secondary school, which contributes to the sharing of good practice in teaching and learning.
114. The governing body provides good support to the school. It is well informed about the standards and achievement of the pupils and fulfils statutory requirements well. The governors review school development plans (SDPs) regularly and this informs their work for the forthcoming year. Governors monitor policies closely and ensure that they are relevant, current and effective. This has a strong impact on all aspects of health and safety and the quality of pastoral care. They are developing closer links with curricular areas and increasingly meet with co-ordinators, providing support and challenge. The governors place a good priority on staff's professional development and good quality staff recruitment. The governors alternate their meetings between the two sites to further promote a whole-school ethos.

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

Grade 2: Good features and no important shortcomings

115. The judgement of the inspection team exceeds that made by the school in its self-evaluation report. This is largely because the impact of significant changes to leadership and management over the past two years is now becoming embedded in the work of the school.
116. Self-evaluation procedures are good with no important shortcomings. A strength is the good analysis and evaluation of data on standards. Particularly useful is the school's focus on the value added from key stage to key stage and the use of established target setting processes for English and mathematics.
117. The monitoring of teaching and sharing of good practice has improved well since the last inspection. However, lesson observations are not always as sharply focused on the impact of teaching on pupils' learning as they need to be to promote the highest standards of teaching more consistently.
118. The school evaluates pupils' progress at every stage and makes use of national, local and other comparative information to set targets for further improvement. The quality of record-keeping is good and common systems are now being used by all staff. This is leading to an improved rate of progress.
119. The key issues from the last inspection have been addressed well. The quality of teaching and learning is now good with outstanding features. Standards in Welsh as a second language and geography are now much higher and there are no unsatisfactory features. The curriculum planning and the procedures for assessment are both now good with outstanding features.
120. The self-evaluation report is good with no important shortcomings. However, the inspection team agrees with the school in their judgements in only two of the seven key questions. This is because the school's judgements are more cautious than some of the evidence presented and there has been an increasing rate of progress in addressing the issues identified during the past year. This follows the establishment and embedding of new leadership styles over the past two years. The school's self-evaluation report gives clear and honest

judgements on its progress and is now well informed from many sources, including parents, pupils and governors.

121. The SDP is now a valued document and ensures that the views of all stakeholders are considered and contribute to driving the school forward in its next stage of development. All staff give evidence on progress in their subjects and governors and staff review and analyse past progress. This is in a regular planned cycle. The cycle relates closely to priorities identified in the school improvement plan and often has a clear focus such as developing Assessment for Learning and Foundation Phase.
122. Improvement since the last inspection is good. Standards have improved in English, Welsh as a second language, music and physical education and aspects of early years. The quality of teachers' planning now makes effective use of assessment information to match work to the pupils' needs. The school is developing this by involving pupils more in assessing and improving their own work. There have been good improvements to the evaluative role of the headteacher and subject co-ordinators. Monitoring of standards is realistic and contributes to improvement. The school recognises the need to refine the quality of lesson monitoring to strengthen teaching further.

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

Grade 2: Good features and no important shortcomings

123. The inspection team agrees with the judgement of the school in its self-evaluation report.
124. There is good provision of suitably qualified teachers to teach every aspect of the curriculum, and the in-service education and training (INSET) programme ensures that they extend and update their knowledge and understanding continuously. This commitment to professional development links directly to the priorities identified in the self-evaluation review and the SDP.
125. The headteacher has a part-time teaching responsibility, and a leadership and management responsibility for the two sites of the school at Llanarmon and Llanferres. The school uses its resources for workforce remodelling well. There are suitable arrangements in place to provide all members of staff with the required planning, preparation and assessment time, and good use is made of this. The flexibility required to teach on both school sites, calls for a very high level of professionalism and commitment on the part of headteacher, teacher-in-charge and all staff.
126. Learning support staff work effectively with teachers in class to record pupils' progress and to support groups of pupils with ALN. They provide good support for groups of pupils withdrawn from the class for participation in specific programmes.
127. Good use is made of adults to support pupils at lunchtimes. The caretakers and office support staff make a valuable contribution to the smooth running of the school from day to day.
128. The school has sufficient teaching and learning resources for every age and subject, and the purchase of resources corresponds to the priorities in the SDP. The quality of resources is good, and consistent and effective use is made of

them in lessons. However, the school acknowledges that the development of reading resources and the purchase of interactive white boards for each class are priorities for future improvement planning.

129. Colourful displays of pupils' work on classroom walls and in shared spaces contribute to providing a stimulating and lively atmosphere. They celebrate pupils' success and provide an additional teaching and learning resource. Standards of cleanliness in both sites of the school are praiseworthy. The buildings have been adapted for pupils and adults with disabilities and external doors are kept locked during school time. The accommodation at both sites has undergone significant redevelopment in recent times and provides suitable settings for good teaching and learning. Good use is made of the community hall at Llanferres.
130. The headteacher manages finance well with the support of the local authority finance officer, and the governing body takes its responsibility to monitor and review expenditure seriously. The SDP is used effectively as a tool for financial planning for the future. The school carries forward a reasonable 4% under spend of the allocated budget.
131. The school makes efficient, effective and economic use of its resources. It applies the principles of 'best value' consistently and has been successful in attracting several sources of additional funding. The school provides good value for money.

Standards achieved in subjects and areas of learning

Under-fives

Language, literacy and communication skills

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 2: Good features and no important shortcomings

Good features

132. In the nursery, children know several initial sounds and are making good progress in the development of their speaking and listening skills. They use appropriate language during imaginative play in the role-play areas. Some able children are beginning to write independently such as a note to a 'Pili Pala'. Children are beginning to recognise, understand and use a number of Welsh words.
133. In the reception, children generally listen well and make good progress in their speaking skills. They are able to retell stories and they are beginning to read familiar words in simple texts. Some able children read fluently and with expression. Most children are beginning to form their letters correctly and some children are beginning to write independently such as an invite to a 'Teddy Bears' Picnic'. Children make good progress in learning and understanding Welsh. Most children can use the language confidently when naming days of the week, colours and numbers.

Shortcomings

134. Although not a significant shortcoming, children do not regularly experiment with early mark making.

Personal and social development

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 2: Good features and no important shortcomings

Good features

135. Nursery children settle well into school routines and face new learning with enthusiasm and confidence. They behave well and have established good relationships with each other and with adults. They are courteous and play well together. They are becoming increasingly aware of the need to take turns, for example when building a mock lighthouse with milk crates.

136. Reception children are happy and confident within the school environment. They continue to develop good relationships with adults and other children. They tidy up well at the end of the session. Children make good progress in their ability to co-operate on activities for example when carrying out a minibeast hunt. They show an increasing understanding of the need for hygiene for example explaining why they need to wash their hands after painting.

Shortcomings

137. A small minority of mainly boys in reception can be boisterous and have difficulty persevering on a task.

Mathematical development

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 2: Good features and no important shortcomings

Good features

138. Nursery children are beginning to compare objects for example paint brushes using terms such as 'smaller', 'smallest', 'bigger' and 'biggest'. They are making good progress with number and most children can count confidently to 10. They can confidently identify common shapes such as square, circle and triangle.

139. Reception children make good progress with sorting, matching and comparing. They are developing good mathematical vocabulary such as 'less', 'full' and 'empty' during water play. They are beginning to use money in their role play. Children count objects up to 20 ordering these numbers correctly. More able children can carry out simple addition and subtraction problems, this is a strong feature. Children know two-dimensional shapes, for example, they know that a rectangle and a square are different, although they both have four sides.

Shortcomings

140. There are no significant shortcomings.

Knowledge and understanding of the world

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 2: Good features and no important shortcomings

Good features

141. Nursery children develop a good understanding of their local environment. They can identify key features of their own villages from photographs and plan a route for the floor robot to visit them. In role-play in the home corner they can talk

about healthy foods. They are developing the concept of time through their daily routines.

142. Reception children have good ICT skills; they use the mouse and the floor robot with confidence. Children are developing a good understanding of forces, magnets and electricity. Children have looked at the world of work. They are developing a good understanding of Wales and the wider world,
143. They can talk about the Chinese New Year and the story of *Santes Dwynwen*. They recognise features of the countryside such as pond, fence and they can label, pictures and plans. They show care and respect for their environment and living things. They know the names of different musical instruments.

Shortcomings

144. There are no significant shortcomings.

Physical development

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 2: Good features and no important shortcomings

Good features

145. Nursery children handle brushes, pencils, scissors and crayons with increasing control and are developing good manipulative skills. Their gross motor skills are developing well and they move with increasing co-ordination and awareness of space, for example in the hall when engaged in physical activity.
146. Reception children's gross motor skills are age appropriate, for example when they throw a ball and when they push, pull and peddle wheeled vehicles. They understand and enjoy hopping, jumping and showing different shapes and engage in these with good control and co-ordination. Their fine motor skills are developing well when they use pencils, the computer mouse and scissors.

Shortcomings

147. There are no significant shortcomings.

Creative development

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 2: Good features and no important shortcomings

Good features

148. Nursery children use a range of brushes and tools to create pictures and like to talk informally about what they are doing and the colours they are using when they are making things. The cutting and gluing skills of some children are developing well. They enjoy music and join in with simple songs for example linked to their minibeast topic.
149. Reception children enjoy painting and make colourful pictures using paint and brushes confidently. They sing tunefully and with clear diction in Welsh and English. They can maintain a beat and follow a rhythm pattern. They are beginning to engage in purposeful and imaginative role-play in the home corner.

Shortcomings

150. Children's role play is sometimes limited because adults do not often 'model' new concepts and ideas.

English

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

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

Good features

151. In both key stages pupils develop good listening skills. They listen attentively to their teachers and to each other in class, and pay good attention on more formal occasions such as collective worship. In key stage 1, pupils listen well to stories, such as the legend of Melangell and the hare, showing good recall of the narrative and characters. In key stage 2 they listen attentively to teachers' presentations in whole-class and small-group situations.
152. Pupils make good progress in their speaking skills. In key stage 1 they take turns and are eager to answer the teacher's questions. By the end of key stage 2 they are able to express themselves clearly, and adapt their speech to the demands of different audiences and purposes.
153. Pupils in key stage 1 make good progress with their reading. They develop a good technique of reading aloud, and talk about the characters and plot of their books sensibly. The more able make comments about the book and explain what they like about it and why. They find books independently on specific topics from the library shelves.
154. Most key stage 2 pupils read fluently and with expression. They identify the main issues of the book, and empathise with the characters. They predict how the plot could develop. They find information quickly from reference books and use the contents and index confidently.
155. By the end of key stage 1, pupils make good progress with their writing, with the majority writing independently. They understand how to write in sentences, and where capital letters and full stops are appropriate. They begin to use adjectives in their work to make it more interesting. Most pupils can organise their ideas well.
156. Key stage 2 pupils develop their writing skills well. They write in a good range of genres and for a variety of purposes, including letters, reports, non-chronological reports, newspaper articles, poems and stories. By the end of the key stage they organise their ideas well and plan their work with the help of 'mind maps'. Their vocabulary is more adventurous, and spelling and punctuation are good on the whole.

Shortcomings

157. A small percentage of pupils in both key stages has limited skills for reading unfamiliar words quickly and accurately.

Welsh second language

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

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

Good features

158. Across the school pupils demonstrate a positive attitude to learning Welsh. Pupils ask and answer questions about topics they have studied such as themselves, the weather and holidays. Some older pupils are able to do this with

confidence. All classes use '*Helpwr Heddiw*' effectively to reinforce and revise work introduced by the teacher.

159. Pupils in key stage 1 have a good understanding of basic Welsh vocabulary. Pupils respond quickly and with good pronunciation to Welsh spoken to them by adults and their peers. In key stage 2 pupils discuss confidently and fluently subjects related to their own experience. A number of pupils speak expressively and modify their speaking styles for different situations.
160. Pupils read labels and familiar words easily. They read their own work and simple phrases with correct pronunciation.
161. Pupils write words and phrases accurately using familiar patterns. Pupils in key stage 1 for example can write the names of minibeasts in Welsh.
162. In key stage 2 pupils read dialogues based on topics they have studied, for example holidays, accurately and with good understanding. Some able pupils read confidently, fluently and with understanding from Welsh second language reading books.
163. Pupils are able to write about themselves using linked sentences and have written to a Welsh children's comic. Some older pupils are able to write about events in the past.

Shortcomings

164. Pupils do not often chose to read Welsh language books when reading independently and do not often initiate their own Welsh conversations.

Mathematics

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

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

Good features

165. In both key stages pupils make good progress in computation and calculation skills. In key stage 1, the Y1 pupils count well beyond 20 in groups of 2, 5 and 10. They have a good understanding of addition, multiplication and subtraction and use appropriate notation. The more able pupils divide numbers by 2, 5 and 3 using Venn Diagrams.
166. By Y2, pupils use a wide range of strategies to add and subtract numbers to 100. They have a good understanding of place value and this contributes to the accuracy in the pupils' calculations.
167. Pupils use a good mathematical vocabulary in key stage 1. For example, Y1 pupils use comparative terms such as 'smaller', 'larger', 'biggest' accurately in their measurement work.
168. In key stage 1, pupils' problem-solving skills are good. For example, they understand and use the principal of 'rounding up' when mentally calculating sums such as $15 + 19$. They begin to select the most appropriate method to solve mathematical problems from a good range of strategies.
169. Pupils in key stage 1 have good practical skills in mathematics because they use their skills in real-life situations. For example, they know whether to use a metre stick or smaller unit for measuring objects in the playground. They make

- increasingly accurate estimations of length and weight. In their 'mini-beast' topic they compare sizes of very small insects using a good vocabulary.
170. In key stage 1, pupils make good progress in data handling. In a traffic survey they make good use of tally charts to collect data for their histograms and other graphs. Pupils use ICT effectively to support learning in this area.
171. Pupils continue to make good progress in developing problem-solving and a wide range of calculation skills. The majority of pupils selects the most appropriate strategy to solve the problems. For example, they discuss whether to use 'repeated addition' or 'grid methods' to calculate number problems.
172. They use a good mathematical vocabulary with accuracy. For example, in solving word problems, pupils use terms such as 'inverse', 'difference', 'reduce' with appropriate mathematical accuracy.
173. The pupils make good progress in understanding shape and measures. By Y6, pupils have a particularly good understanding of how to calculate different angles and the relationships between them. They build on the work in key stage 1 in using measures in practical circumstances and real-life situations. They contributed to designs and plans for the school playground and other projects using scale measures, for example.
174. Pupils with ALN make good progress in mathematics in response to careful, structured work matched closely to their needs.
175. In key stage 2, data-handling skills continue to progress well. The pupils use ICT well to gather data on holidays using spreadsheets effectively. They have a very good understanding of the differences between a good range of graphs and charts such as Pie and frequency graphs and use them well as a basis for mathematical questions.

Shortcomings

176. A small minority of pupils in both key stages does not have quick enough recall of number facts, especially multiplication tables.

Science

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

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

Good features

177. Through both key stages, pupils make good progress in their knowledge and understanding of science. They use appropriate subject- specific language, have a good recall of previous learning and are able to show this knowledge when asked.
178. Pupils in key stage 1 make systematic observations and measurements and present their findings in a variety of forms. The older pupils are aware of a fair test. For example they can investigate appropriately to which foods snails are attracted.
179. From discussions and from inspection of evidence of previous work, key stage 1 pupils demonstrate a good knowledge of the forces which are applied when rolling, pushing or pulling different objects.

180. By the end of key stage 1, pupils have a good understanding of living processes. They can name the major parts of a flower and the stages in the life cycle of animals, such as the frog.
181. Key stage 1 pupils' knowledge of magnets, light and electronic circuits are good. The pupils also have a good knowledge of aspects of science in the school grounds.
182. Key stage 2 pupils carry out experimental work purposefully and safely with a good degree of independence. They identify the main variables in an investigation and choose which of these are to be constant and which are to be changed. For example, they can control variables and decide what needs to be measured when investigating the effect of exercise on the body.
183. The knowledge of younger key stage 2 pupils of healthy eating and of plants and how they grow is good.
184. Year 5 and Y6 pupils are aware of the importance of the heart and the connection between heart beat and the pulse. They have a good knowledge of the body and how it works and they understand well the essentials of healthy living.
185. Older pupils in key stage 2 have a good knowledge of forces and know that force can be measured in Newtons.

Shortcomings

186. There are no significant shortcomings.

Information technology

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

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

Good features

187. Pupils' basic skills in information technology are good throughout the school. They learn to log on and off and manage their own files on the computer from an early age in key stage 1 and build on this throughout the school.
188. In key stage 1, pupils use a range of equipment and software to communicate ideas and handle information. They can create interesting and colourful work using a paint package after studying 'The Snail' by Henri Matisse.
189. When using a programmable toy, pupils input instructions correctly to guide it along a chosen route or to play a tune. They understand the importance of accuracy when giving instructions or information to a machine.
190. In a Welsh second language lesson, pupils create accurate bar charts and pictograms to illustrate gathered data such as their favourite healthy foods.
191. In key stage 2, pupils organise, improve and present information in various forms and styles depending on the purpose. They demonstrate good word processing skills and bring work to life by effective use of different fonts, images and colours.
192. Pupils in Y3 and Y4 can use a video camera to record and replay Welsh second language dialogues.
193. Pupils use the Internet confidently when searching and retrieving specific information from different websites to support their work across the curriculum.

They access e-mails independently and attach documents when sending messages to other users.

194. Older pupils can input images from different locations and add animation and sound to their multimedia presentations. They use computers to produce short animated films and spreadsheets to calculate costs and produce presentations on the human body, for example, which they use as a learning tool in science.

Shortcomings

195. There are no significant shortcomings.

Design technology

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

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

Good features

196. Pupils in both key stages make good progress in developing their skills in design to meet criteria.
197. In key stage 1, the pupils design a teddy bear with moving joints. They label their diagrams accurately and select the most appropriate materials to use. They show a good understanding of the use of space and the need for safety in their designs for a playground.
198. In key stage 2, pupils refine their designs for a board game with a good understanding of the criteria they need to fulfil. Their designs are improved through a detailed analysis of other board games. They use their mathematical skills well to draw to scale. They have a good sense of designing for the interest of the likely users.
199. The quality of pupils making and production skills is good. In key stage 1, pupils plan and produce heart-shaped shortbreads for St David's day with care and accuracy. They use good making skills for producing Roman Mosaics and shield designs.
200. In designing and producing packaging for a Chinese meal, pupils in key stage 2 show a good understanding of different techniques for joining, fixing, marking and shaping. The designs and products are generally completed to a good degree of accuracy and care.
201. By Y6, pupils use a good vocabulary to describe and evaluate their work. Evaluation skills are good at both key stages. For example, at key stage 1, pupils make interesting designs in the style of Degas' statue, 'Little Dancer' and then suggest how they could make it more 'life like'. In key stage 2, pupils evaluate the 'aesthetics' of their board games and make sensible suggestions to make them more 'eye-catching'. In designing an adventure playground, pupils accurately use the term 'prototype'.
202. The pupils in key stage 2 have some experience of planning the marketing and production of their board games using first-hand research and calculating costings for profit and loss.

Shortcomings

203. Pupils do not often initiate their own design projects and criteria.

History

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

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

Good features

204. Pupils in key stage 1 demonstrate a good knowledge of timelines in comparing the toys of their grandparents and parents with their own. They study old teddy bears, and have a good knowledge of bear characters such as Rupert Bear.
205. Key stage 1 pupils compare school in Victorian times with their own experience in the twenty-first century. They understand that boys and girls played in different yards and lined up separately to enter the building, that pupils wrote with chalk on slate and with pen and ink, and that misdemeanours were punishable with a cane.
206. Pupils in key stage 1 show a good understanding of life in their own school in their parents' and grandparents' time. Their knowledge is based on the recollections of members of the local community.
207. Key stage 2 pupils have a good understanding of the Rebecca Riots in eighteenth-century Wales. They write about the injustices and social oppression which gave rise to them.
208. In key stage 2 pupils' understanding of the Romans is effectively developed by studying some of the social aspects such as homes, clothes, and food, and looking at the variety of weapons used for military purposes. They use their creative skills to paint Roman shields.
209. Pupils in key stage 2 use artefacts and photographs effectively to explore how life in Wales has changed since the 1950s. They compare photographs of the school and act as history detectives in looking for clues of older and newer parts in the school building. They use reference books and the Internet effectively to date artefacts and fashions of clothes, and have a good understanding of the timeline which includes their great grandparents, grandparents and parents.
210. Pupils in key stage 2 have an outstanding awareness of the passage of time and how various aspects of life in the locality have changed over a period of time. They use footage of a cine film shot locally in the 1940s, photographic evidence from archives and from members of the community and the recollections of local residents to develop a thorough understanding of life in past times. They have a detailed knowledge how farming methods, holiday destinations and clothes have changed, and have used ICT very effectively to produce their own presentations.

Shortcomings

211. There are no significant shortcomings.

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

212. In key stage 1, the pupils' knowledge of key features of the local countryside is good. They know how to identify features such as woodland and rivers on a map or plan.

213. In key stage 2, pupils make good comparisons between their own area of natural beauty and a contrast seaside area in Llanduduno. They use good geographical vocabulary to produce detailed brochures for visits to the area.
214. Pupils' knowledge of human geography is developed well. Following an exciting field trip to a local quarry pupils in key stage 1 develop a good knowledge of how the geography of the area affects the way people live. They investigate the geology of the area and have a good understanding of the uses of limestone.
215. In key stage 2, pupils make in-depth studies of how geographical and climatic conditions affect the life of people in Africa. They have a good understanding of the causes of world poverty and engage in lively debates on how to address the issues.
216. Pupils in key stage 2 undertake detailed geographical studies of areas of their choice. They show a good understanding of research skills making good use of the Internet, maps and books. The final projects are presented to a high standard.
217. Pupils' mapping skills are generally well developed. In key stage 1, pupils learn to use co-ordinates by making treasure maps in their Pirate Day project. In key stage 2, pupils use maps of various scales with a good understanding of using a key. They identify main land masses from aerial photographs and relate them to maps and globes.

Shortcomings

218. Pupils do not always make consistent progress in developing their mapping skills, particularly through key stage 2.

Art

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

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

Good features

219. Pupils in key stage 1 develop good printing skills using a variety of natural and man-made objects. They learn how to appreciate shape and pattern. They observe and paint attractive pictures of fresh flowers, paying good attention to shape and colour.
220. Key stage 1 pupils show a good understanding of line and shape in using wax crayons and a wash to create a mural of their favourite mini-beasts. They are aware of the texture produced by wax rubbings in their large-group collage of a snail.
221. Pupils in key stage 1 make effective use of ICT to create pictures of snails in the style of Matisse. They experiment confidently with a variety of geometric shapes and a range of colours to convey the exuberance of the original picture.
222. Pupils in key stage 1 show a good understanding of texture, line and shape in their montage pictures of snail swirls. They make effective use of a variety of materials including string, paper, paint and glitter.
223. In their study of Escher's line drawings, pupils observe the elements of line, shape and colour contrast, and are careful to use them in their drawings of butterflies. They create detailed charcoal drawings of butterflies on a white background, and contrasting white oil pastel and wax crayon drawings on black paper.

224. Degas' picture of the 'Little Dancer' and their own digital photographs of one of the pupils dressed as a ballerina, are used effectively by key stage 1 pupils to create three-dimensional models of a ballet dancer in plasticine.
225. Key stage 2 pupils make effective use of the Internet to research the shapes and patterns of Roman shields. They demonstrate a good understanding of line, pattern and colour in their own paintings.
226. Key stage 2 pupils study the work of local artist Keith Shone, and draw their own pastel landscapes in the same style. They develop a good understanding of tone and colour, and the effect of light on features in the landscape.
227. Pupils in key stage 2 work together with artist in residence Cefyn Dalrymple, to create three-dimensional murals of the three schools. They use ICT skills effectively to take digital photographs of the schools and other local buildings, which are used as a basis for their three-dimensional work in clay. They create their individual ceramic plaques of local features which show a good understanding of shape and texture.
228. Key stage 2 pupils use the Internet effectively to find out about world famous artist Picasso, and use their ICT skills well to create their own self portraits, and portraits of a friend in the same style. They appreciate the styles of a variety of portrait painters such as Rembrandt and Bramwell Bronte.
229. Pupils in key stage 2 look at examples of Henry Moore sculptures, and make their own sketches of a reclining figure. They recreate their sketches in clay in the style of Henry Moore, paying good attention to line, shape and texture. They evaluate their work effectively.

Shortcomings

230. There are no significant shortcomings.

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

231. Pupils make good progress in their performance skills at both key stages. Singing is good throughout the school. The pupils sing tunefully because they learn to listen carefully and improve through practice. They respond well to the dynamics of the song and by Y6 sing with very good expression.
232. In both key stages pupils make good progress in performing with a range of tuned and untuned instruments. For example, in key stage 1 the pupils made very sensible choices when selecting an instrument to create a composition of the seaside because their knowledge of the sounds the instruments make is good. In key stage 2, pupils play instruments accurately in compositions based on their work on Africa. They perform well in concerts and assemblies.
233. Pupils follow a score well and develop a good understanding of different notations. This helps them to develop and consolidate good composition skills. In an outstanding lesson in key stage 1, pupils followed complex rhythm patterns both from a simple score and by imitating others. At both key stages pupils take their role as 'conductors' seriously and successfully maintain a beat and give the music expression.

234. The pupils learn to appreciate a wide range of different styles and genre of music.
235. They listen to music related to work in geography and history and respond to it through art, poetry and dance. For example, key stage 2 pupils have a good understanding of the key features of a protest song and relate this to studies of the rhythms and tones of African music they have heard in geography.
236. They develop an increasingly good vocabulary to express their ideas. For example in key stage 2 pupils discuss the 'tempo', 'beat' and 'pulse' of the music with a good understanding of the subtle differences between them.
237. The pupils' progress in all aspects of music is now much more consistent than at the time of the last inspection because of the introduction of an effective music scheme and specialist teaching in both key stages.

Shortcomings

238. There are no significant shortcomings.

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

239. Throughout the school pupils make good progress in the development of their gymnastic and games skills. They show a growing understanding of the importance of exercise within daily life and the part sport plays in keeping them healthy.
240. Pupils in key stage 1 listen carefully to instructions and act sensibly and safely including when they set out apparatus. For example, they understand the need to be aware of space and others when warming up.
241. Key stage 1 pupils develop good body control and are beginning to hold well-balanced positions which show imagination and individuality. They put together simple sequences showing various body shapes, which they can repeat. They are constructive in their comments when appraising the performance of others. Pupils then strive hard to improve their work based on such comments by their peers and their teacher.
242. In key stage 2, younger pupils are developing the ability to strike a tennis ball. Older pupils in athletics demonstrate the ability to perform basic techniques in running, throwing and jumping.
243. Older pupils demonstrate well developed games skills. In rugby most pupils are able to send, receive and travel with a ball effectively. More able pupils show good control and hand eye co-ordination.
244. .At the end of key stage 2 pupils achieve good levels of confidence and ability in swimming. Currently, all Y6 pupils have their 25 metre swimming certificates.

Shortcomings

245. A small minority of older pupils does not improve their skills through practice and showing care in their presentation.

Religious 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

246. In key stage 1, pupils have a good understanding of stories from the Bible. They understand that the Bible is an important book for Christians, and that it is God's word. They can indicate their favourite stories such as the story of Esther and the feeding of the five thousand. They understand that certain places are connected with traditional legends such as that of Melangell and the hare, and that these places can have a special significance and sense of holiness derived from the person's character.
247. Key stage 1 pupils understand that churches and chapels are places where God is worshipped, and that prayer is a means of speaking to God. They know that Jesus is the son of God, and that the nativity, the ride into Jerusalem, the last supper, the cross and the resurrection are significant events which give meaning to special holidays that celebrate the Christian religion.
248. In key stage 1, pupils quickly learn how the creation of the world is described in the Bible. They understand that their community must be cared for by not throwing litter, which spoils its natural beauty and may be harmful to animals.
249. Key stage 1 pupils know that the Old Testament is the holy book of Judaism. They understand that eating hamantashen at Purim celebrates deliverance for the Jewish people from the wicked plans of Haman in the story of Esther, and that Hanukah is a festival of light. They show a good awareness of the celebration of the Chinese New Year, and the significance of animals in the Chinese calendar.
250. Pupils in key stage 2 learn that life religious ceremonies such as christening, baptism and weddings mark certain points in peoples' lives. They understand the elements of the wedding service in the Christian tradition. They have a good understanding that helping people is an important element of being a Christian.
251. Pupils in key stage 2 show a good understanding of the significance of Passover in Judaism, and that the feast is celebrated with a special meal of remembrance for the deliverance from slavery in Egypt. They show awareness of many of the issues arising from the event, such as God helping in time of need and perseverance in the face of difficulties.
252. Key stage 2 pupils have a good understanding of the religions of Islam and Hinduism. They can compare their places of worship, their fasts and festivals and special celebratory foods, and they know that both religions have their holy books and holy places.

Shortcomings

253. There are no significant shortcomings.

School's response to the inspection

The headteacher, staff, governors and pupils of Ysgol Bro Famau wish to thank the inspection team for the thorough, professional and courteous way they conducted our inspection. The team acknowledged that this is a good school, which provides good value for money, whilst providing good quality education with many good and some outstanding features.

The inspection team found that standards achieved and the pupils' personal development are good as a result of the good quality of teaching and care given to pupils of all ages and abilities.

It was particularly important for us that the contribution of all stakeholders within school were recognized.

The team found that the pupils are very well behaved and polite and thoughtful towards each other. Pupils are punctual and happy at school.

The school sets challenging targets for pupils of all abilities. Their progress is tracked closely so that skills are systematically built upon.

The quality of relationships is good and this contributes to pupils' good behaviour.

The headteacher, teaching and support staff provide very good role models for pupils.

The school's place within the community is very strong feature as are relationships with parents.

The promotion of bilingualism is overall good and sometimes outstanding.

The school has been particularly imaginative in arrangements for pupils to work more closely with others of the same age across the two sites.

We welcome the observation that a significant strength of the school is the peer grouping arrangements to develop academic and social skills.

Whilst celebrating this positive report, the governing body, Headteacher and staff accept the recommendations:

- address the shortcomings in subjects;
- involve the pupils fully in improving their own work;
- improve the procedures for monitoring teaching and learning to raise the quality of teaching consistently to that of the best;
- develop pupils' skills and awareness of global citizenship including their entrepreneurial skills.

We very much welcome the report and consider that it is an accurate appraisal of the work of the school and a positive reflection of the hard work of all staff, pupils, parents and governors.

Appendix 1

Basic information about the school

Name of school	Ysgol Bro Famau
School type	Nursery and Primary
Age-range of pupils	3 to 11
Address of school	Eryrys Road, Llanarmon-yn-lâl Denbighshire
Postcode	CH7 5TB
Telephone number	01824 780722

Headteacher	Mrs Sian Hilton
Date of appointment	September 2005
Chair of governors	Mr Luis Prtak
Registered inspector	Mr Andrew Clark
Dates of inspection	12 – 14 May 2008

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	4	10	14	14	9	14	14	15	94

Total number of teachers			
Number of teachers	Full-time	Part-time	Full-time equivalent (fte)
	4	2	5.7

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	16.1
Pupil: adult (fte) ratio in nursery classes	4.1
Pupil: adult (fte) ratio in special classes	
Average class size, excluding nursery and special classes	20
Teacher (fte): class ratio	1.2:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2007	86	90.1	95
Summer 2007	83.5	96	95.9
Autumn 2007	82	96.4	96

Percentage of pupils entitled to free school meals	1
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 2007	Number of pupils in Y2	9
As the number of pupils eligible for assessment at the end of KS1 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	56	In Wales	80.1

National Curriculum Assessment Results End of key stage 2:

National Curriculum Assessment KS2 Results 2007		Number of pupils in Y6	15
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 13 60 27
		National	0 0 0 1 1 4 16 48 30
Mathematics	Teacher assessment	School	0 0 0 0 0 0 13 40 47
		National	0 0 0 1 1 3 14 48 33
Science	Teacher assessment	School	0 0 0 0 0 0 0 53 47
		National	0 0 0 1 1 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			
In the school	80	In Wales	74

- 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

A team of four inspectors inspected the school over nine inspector 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.

Fifteen 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, representatives of the local authority and pupils about their work and the life of the school.

Twenty-eight lessons were observed.

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 daily acts of 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 Andrew Clark Registered inspector	Key Questions 1,2, 5 and 6 mathematics, design and technology, geography music
Mr Dylan Jones Lay Inspector	Key Question 4 Contributions to Key Questions 1,3 and 7
Mrs Rhiannon Harris Team Inspector	Key Question 7 Contributions to Key Question 2 English, art, history, religious education
Mr Nick Williams Team Inspector	Key Question 3 Contributions to Key Questions 1 and 2 early years, Welsh as a second language science, information technology, physical education
Mrs Sian Hilton Nominee	Contributions to all Key Questions and support for the team.

Acknowledgement

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

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