

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

A Report on the Quality of Education in

**Ysgol Gynradd Pentrecelyn
Pentrecelyn
Ruthin
Denbighshire
LL15 2HG**

School Number: 6632168

Date of Inspection: 13 October 2008

by

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Date of Publication: 15 December 2008

Under Estyn contract number: 1100908

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Ysgol Gynradd Pentrecelyn 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 Gynradd Pentrecelyn took place between 13/10/08 and 15/10/08. An independent team of inspectors, led by Edward Goronwy Morris 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 **standard** inspection.

Year groups and key stages

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

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

Primary phase:

Year	R	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 Gynradd Pentrecelyn, maintained by Denbigh Unitary Authority (UA)), is located about four miles to the south of Ruthin. It's a natural bilingual school that serves the agricultural community around the village of Pentrecelyn. The school's catchment area extends to about 10 miles with a significant number of pupils being transported to school daily by taxi. The pupils' backgrounds and their attainment on entry into the school represent the full range of circumstances and attainment. No pupil is registered as entitled to a free school meal. This is lower than the Local Education (LEA) figure of 12.8% and the figure for the whole of Wales of 17.5%. Up to 44% of the pupils come from Welsh speaking homes. The school's base line assessments broadly match the county average.
2. Currently, there are 22 pupils on the school's register from reception age to year 6. Pupils enter school full time in the September following their fourth birthday in accordance with the LEA's policies. Children enter the nursery class for morning only in the next full term following their third birthday; currently there are 7 children attending the nursery part time. Ten pupils have been identified with Additional Learning Needs (ALN) including 4 on 'school action plus' and two with statements of SEN. There are no pupils in the school receiving support for English as an additional language. The Local Authority looks after one pupil.
3. As well as the head teacher who has class responsibility for three days of the week, there is one other full time teacher. Additionally, there is one part time teacher. The head teacher was appointed to her post in September 2007. The numbers on roll have declined substantially since the last inspection in October 2002.

The school's priorities and targets

4. The main aim of Ysgol Pentrecelyn is to ensure that pupils are happy and content in the school by providing them with a happy learning environment. The school attempts to nurture and encourage the development of each child as an individual and as a member of society. The school believes that offering a wide range of learning experiences is an essential part of every child's development as well as ensuring that every child has full access to the Foundation Stage and the National Curriculum.
5. In the current year, the priorities are:
 - Ensure a consistent method of planning.
 - Raise standards - Welsh
 - Raise standards - mathematics
 - Develop the Foundation Stage
 - Develop the grounds.

Summary

6. Ysgol Pentrecelyn is a homely, caring and inclusive community. The head teacher's positive and conscientious leadership, considering the brief period that she has been in charge, is an outstanding feature of the school. Pupils benefit from valuable experiences and the devoted and conscientious work of the whole staff. They develop into considerate, friendly and courteous individuals who are confidently bilingual. Pupils' standards of achievement have improved substantially since the last inspection.

Table of grades awarded

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

7. The findings of the inspection team agree with the school's judgement in all of the seven key questions.
8. The number of pupils who undertake NC assessments at the end of both key stages is too small to make a meaningful comparison with annual national data. When considering the data over a three-year period, the results show continuous improvement and compare favourably with similar schools. There is no significant difference between the performance of boys and girls.
9. Standards of achievement in the lessons inspected were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	88%	12%	0%	0%

10. These figures show a substantial improvement since the last inspection. They also compare favourably with the national picture, published in Her Majesty's Chief Inspector of Education and Training in Wales' annual report 2006–2007.
11. The overall quality of educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the outcomes of the Foundation Phase.
12. **Standards in the areas of learning for children under five**

Personal and social development, well-being and cultural diversity	Grade 2
Language, literacy and communication	Grade 2
Mathematical development	Grade 2
Welsh language development	Grade 2
Knowledge and understanding of the world	Grade 2

Creative development	Grade 2
Physical development	Grade 2

13. Standards of achievement in the subjects inspected are as follows:

Subjects	Key Stage 1	Key Stage 2
Welsh	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Design Technology	Grade 2	Grade 3
Geography	Grade 2	Grade 2
Physical education	Grade 2	Grade 2

14. Across the school, pupils make good progress in reaching their potential. Pupils' oral and reading communication skills are good. However, there are shortcomings in key stage 2 pupils' standards in writing in Welsh. This is recognised by the school. Across the school, the majority of pupils' mathematical, problem solving and information technology skills (ICT) are developing well. Pupils' bilingual competence is very good. This is one of the strengths of the school.
15. Pupils' behaviour is good. The level of attendance during the last three full terms is 96%. This is higher than the national average. Punctuality is good.
16. The attitude of the majority of pupils to learning is good. They collaborate happily and cheerfully. However, key stage 2 pupils' ability to identify how to improve their own work is underdeveloped. This is recognised by the school.
17. Pupils of all ages make very good progress in their spiritual, moral, personal, social and cultural development.
18. Pupils' contribution to the life of the community is good. Pupils' awareness of the world of work and the workplace is underdeveloped. This is acknowledged in the self evaluation report.

The quality of education and training

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	88%	12%	0%	0%

20. These figures show a substantial improvement on the findings of the last inspection. These figures compare well with the national picture, published in Her Majesty's Chief Inspector of Education and Training in Wales, annual report 2006–2007
21. Teachers have established a very good relationship with the pupils and ensure equal opportunities. In most lessons, there is evidence of thorough planning and effective planning in response to the needs of the different ages and abilities within the classes. In the few lessons where shortcomings were identified, there is an element of over-direction by the teacher which affects the tempo of the lesson and limits the opportunities for pupils to plan and arrange their own work.
22. Assessment, recording and reporting procedures across the school are good. The school acknowledges the need to involve pupils more in the process of assessing their own work.

23. The quality of educational provision for the under-fives is appropriate to their needs. The curriculum for KS1 and KS2 pupils is broad, balanced and meets statutory requirements. It is well planned and satisfies the needs and aspirations of the pupils including those with additional learning needs.
24. Staff are working diligently to update the schemes of work to meet the needs of the revised curriculum and assessment arrangements in Wales.
25. There are effective arrangements for pupils' spiritual, moral, social and cultural development. There are appropriate arrangements to encourage and enable pupils to be healthy.
26. The quality of care, support and guidance offered to pupils is very good. Equality of opportunity exists in all activities.
27. Partnerships with parents, the community, other schools and institutions are good.
28. A series of policies relating to pupils' well-being and safety have been revised and they are all operative. Appropriate attention is given to child protection issues.
29. The provision for pupils with additional learning needs is good and fully meets the requirements of the Code of Practice.
30. School procedures for ensuring good behaviour are good and are operative and effective. This is reflected in the daily life and work of the school.
31. The provision for developing pupils' understanding of world-wide citizenship has an element of excellence.

Leadership and management.

32. The head teacher provides the school with clear leadership. The staff work as a team and contribute effectively to promoting higher standards. The governing body is particularly supportive of the head teacher, is industrious and thorough. However, the role of the governing body in monitoring the standards achieved by pupils is insufficiently developed.
33. A culture of self evaluation is developing within the school. The head teacher and staff are aware of its strengths and aspects to be developed. Procedures continue to evolve. Currently, the process does not focus specifically enough on appraising pupils' standards of achievement and what needs to be done to ensure improvement.
34. The planning arrangements to ensure improvements are in place and appropriate priorities for school development have been identified. Good features outweigh shortcomings in the school's response to the key issues identified in the inspection report of 2002. Although some issues continue to receive attention, following an unstable period, there are clear signs that the actions taken recently are having a positive effect on pupils' standards of achievement.
35. The school has sufficient teachers and support staff for the number of pupils. The whole staff's devotion to promoting the school's aims is effective.

36. The classrooms offer an appropriate environment for the number of pupils. However, the external area is insufficiently developed for the needs of the Foundation Stage. This is recognised by the school.
37. There is a sufficient supply of resources for the different subjects and they are used effectively for teaching and learning. The school's monetary control is good. The budget is carefully supervised to ensure good value for money.

Recommendations

In order to improve, the school needs to:

- R1 raise standards in design technology in key stage 2;
- R2 continue to develop pupils' writing skills in Welsh across the curriculum;
- R3 make better use of assessment to ensure a greater challenge for pupils to become more responsible for their own learning;
- R4 continue to refine the schemes of work in accordance with the requirements of the revised curriculum and assessment arrangements in Wales;
- R5 further develop the contribution of staff and governors to the process of monitoring pupils' achievements;
- R6 work with the LEA to realize the plans for improving the external areas.

The above recommendations are already priorities in the self evaluation or the SDP.

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

38. The findings of the inspection team agree with the school's judgement in its self-evaluation report.
39. The number of pupils who undertake NC assessments at the end of both key stages is too small to make a meaningful comparison with annual national data. When considering the data over a three-year period, the results show continuous improvement and compare favourably with similar schools. There is no significant difference between the performance of boys and girls.
40. Standards of achievement in the lessons inspected were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	88%	12%	0%	0%

41. These figures show a substantial improvement since the last inspection. They also compare favorably with the national picture, published in Her Majesty's

Chief Inspector of Education and Training in Wales' annual report 2006–2007 which states that standards are good or better (grade 1 and 2) in 80% of lessons; and outstanding (grade 1) in 10% of lessons.

42. The overall quality of educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the outcomes of the Foundation Phase. They show a positive attitude to learning, cooperate well and undertake challenging activities with enthusiasm which strengthens and develops their learning.
43. Standards in the six area of learning for children under five:

Personal and social development, well-being and cultural diversity	Grade 2
Language, literacy and communication	Grade 2
Mathematical development	Grade 2
Welsh language development	Grade 2
Knowledge and understanding of the world	Grade 2
Creative development	Grade 2
Physical development	Grade 2

44. Standards of achievement in the subjects and areas of learning inspected are as follows:

Subjects	Key Stage 1	Key Stage 2
Welsh	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Design Technology	Grade 2	Grade 3
Geography	Grade 2	Grade 2
Physical education	Grade 2	Grade 2

45. Most of the pupils, whatever their age, gender, ability social, ethnic or linguistic background make good progress in acquiring knowledge, understanding and skills. They achieve agreed aims and targets. Pupils with SEN make good progress in accordance with their ability.
46. Across the school, pupils' oral communication skills with one another and with adults are good. Key stage 1 pupils communicate well with one another and with adults, listen well and read and write according to their age and ability. The majority are willing to contribute intelligently to conversations and class discussions. Key stage 2 pupils' speech is developing well. They are very willing to discuss their work. They speak confidently using appropriate vocabulary. The majority listen attentively to the teachers and to one another. Their ability to read in Welsh and English is showing increasing improvement through the key stage. Generally, their writing skills are developing appropriately and the ablest make good use of vocabulary and different linguistic forms in both languages. However, errors in syntax, spelling and punctuation impair the written work of a significant number of pupils in Welsh. There is also some inconsistency in the standard of pupils' handwriting and presentation.
47. Across the school, the mathematical and problem solving skills of the majority of pupils are good. They make effective use of their skills in a number of contexts, for example in handling map coordinates and when collecting and analysing data. The majority are very confident using ICT and they make good use of

these skills to gather and present information, for example in their work on Lesotho.

48. Pupils' bilingual competence is very good. They are becoming confidently bilingual and deal well with texts in both languages. This is one of the strengths of the school.
49. Across the school, the attitude of the majority of pupils to learning is good. They contribute and concentrate well and show willingness and enthusiasm to work. They collaborate happily and cheerfully and derive an obvious pleasure from their activities. Their ability to work independently under the guidance of their teachers is good. However, key stage 2 pupils' ability to work independently without supervision and to identify how to improve their work is underdeveloped. The school acknowledges this.
50. Pupils' behaviour is good. They show respect for their teachers and to visitors to the school. Social inclusion is an evident part of the life and values of the school. Pupils are aware of the importance of tolerance and kindness. The School Council operates well and maturely. Pupils have already raised a number of interesting issues pertaining to the school. Members confirm that oppressive behaviour is not part of school life. All this gives pupils a firm basis to develop as responsible members of the community,
51. Attendance levels across the last three full terms are 96 per cent. This is higher than national averages. Punctuality is good.
52. Pupils make very good progress in their personal and social development. As they mature through school, they develop into considerate, friendly and courteous individuals with one another, staff and visitors. They have a good awareness of moral values such as honesty, fairness and consideration for others and they show this in the way they respond to one another during the day. They are aware of the need to keep healthy.
53. Across the school, pupils respect diversity, other social and cultural attitudes and traditions and they have a good knowledge of the development of Africa. They have a good understanding of equal opportunities issues and fairness.
54. Pupils' contribution to the life of the community is good, contributing to quite a wide range of activities and events. This enables them to develop a good understanding of the world around them and gives them a firm foundation of the importance of the world of work and citizenship.
55. Pupils' awareness of the world of work and the workplace and the development of entrepreneurial skills is addressed, but not sufficiently. This is acknowledged in the self evaluation report.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

56. The findings of the inspection team agree with the school's judgement in its self-evaluation report.
57. In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	88%	12%	0%	0%

58. These figures show a substantial improvement on the findings of the last inspection. These figures compare well with the national picture, published in Her Majesty's Chief Inspector of Education and Training in Wales, annual report 2006–2007. Nationally, 80% of the lessons observed were awarded a Grade 2 or above for the quality of teaching, with 14% a grade 1.
59. Teachers have a good subject knowledge and are familiar with recent developments in their field by attending appropriate courses. They have established a very good relationship with the pupils based on mutual respect and they create an atmosphere which is conducive to effective learning.
60. The teachers meet the linguistic needs of the pupils in both languages and ensure equal opportunities.
61. In most lessons, there is evidence of good and thorough planning. There are clear objectives to lessons, good instructions and an appropriate variety of suitable tasks corresponding to the needs of the different ages and abilities within the classes. There is an orderly and positive atmosphere and good time management. Questioning skills are used well and there is a specific emphasis on improving pupils' language.
62. In the few lessons where shortcomings were identified, there is an element of over-direction by the teacher which affects the tempo of the lesson and limits the opportunities for pupils to plan and arrange their own work.
63. The quality of the assessment, recording and reporting procedures fully meets the statutory requirements. Detailed and regular records are kept of every pupil's achievement and progress. There are established arrangements based on standardisation and moderation within the cluster to strengthen teacher assessment in KS2.
64. Pupils' work is marked on a regular basis, often with supportive comments. At times, constructive comments are made on how they can improve their work. However, the practice of including pupils in the assessment process is not fully operative. There are examples of collated pupils' work in some subjects but they have not been levelled and annotated to assist teachers in standardisation. The school acknowledges this.
65. The reports to parents are of good quality and give a detailed picture of pupils' achievement and progress. Parents are happy with the information provided in the reports and with the opportunities they are given to discuss with the teachers.

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

Grade 2: Good features with no important shortcomings.

66. The findings of the inspection team agree with the school's judgement in its self-evaluation report.

67. The overall quality of educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase.
68. The curricular provision for pupils in KS1 and KS2 is broad and balanced and meets statutory requirements. The school responds well to pupils' learning needs and interests.
69. There are appropriate policies for all the curricular areas which have been updated and the schemes of work are being amended to meet the needs of the revised curriculum and assessment arrangements in Wales. Short term planning ensures that there are appropriate and purposeful activities for pupils across the school. There is a wide range of experiences ensuring equality of opportunity for everyone.
70. Teachers plan appropriately to ensure that every pupil become proficient in the basic and key skills. However, the school is aware of the need to ensure that there is a greater emphasis on developing pupils' writing skills across the curriculum.
71. The school has a good range of extra-curricular, cultural and communal activities, such as the Urdd, fairs, concerts and other activities. The school provides pupils with good experiences by arranging contributions to charities and communal events. Parents contribute well and the Teachers and Parents Association is very active in its support of the school. Good attention is also given to other charities. These links enrich pupils' educational experiences and their personal development and prepares them to become responsible members of their community.
72. The school gives appropriate consideration to the Personal and Social Education Framework. Pupils' spiritual, moral and cultural development is nurtured very effectively. Pupils deal with different cultures and religions in a mature and conscientious way. Their understanding of their heritage..
73. Collective worship fulfils statutory requirements. It is appropriate to pupils' age, development and background and gives them an opportunity to consider moral questions.
74. Links with parents are good. After a period of uncertainty, the head teacher, in a short time regained the confidence of parents and the community in the school. There are good links and partnerships with the primary schools in the catchment area. The transfer arrangements of Y6 pupils to the local secondary school are good. Opportunities are provided for students from the secondary school on work experience, and for trainee teachers from universities.
75. Although the school has some links with business to promote work related education and vocational aspects, they are not fully developed.
76. Pupils' bilingual development is one of the main aims of the school. It is based on a firm and effective policy. This is one of the strengths of the school.
77. The Cwricwlwm Cymreig pervades the work of the school in a number of subjects and fully meets the requirements. There is very good emphasis on studying the heritage of Wales and give pupils experiences that contribute to Welsh culture.

78. The required policies for equal opportunities, racial equality, risk assessments and child protection have recently been reviewed. They are comprehensive, orderly and fully operational.
79. Good attention is given to sustainable development. An Eco-Committee has been established, and the school has been awarded the Bronze Flag. There are plans to establish a garden in the school grounds and money has been allocated to this. A wild garden has long been established. There is an element of excellence in the provision for the development of pupils' understanding of world-wide citizenship with contributions to charities, studies relating to Kenya and Lesotho, and an opportunity to develop an awareness of languages such as French and Chinese.

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

Grade 2 Good with no important shortcomings.

80. The findings of the inspection team agree with the school's judgement in its self-evaluation report.
81. The quality of care, support and guidance offered to pupils is very good. The school is a happy, caring and inclusive community, with good attention to tolerance, fraternity and kindness. The head teacher and staff know the pupils well and there are effective procedures to monitor and support the progress, development and well-being of pupils. Because of this, pupils are comfortable in turning to any member of staff for guidance or support. Very good relationships exist between pupils and one another especially between the older and younger pupils, and between them and their teachers and other adults.
82. The school's partnership with parents is good. The standard of communication, the meetings, reports, correspondence, including the information about activities, is good. The Home/School Agreement and the Prospectus meet the requirements. The school's induction programme ensures that pupils settle in quickly.
83. All the required policies and procedures are in place including the disability equality scheme and action plan. All of them are comprehensive and carefully devised. The registers and related administration, with good records meet the requirements of WAG's Circular 47/06. The monitoring of pupils' punctuality, attendance, behaviour and performance is good. The procedures for behaviour, discipline and anti bullying are also good, with close supervision during break times.
84. The school has clear policies and procedures that contribute to pupils' well-being and health and safety whilst they are in the school's care. Issues that cause concern are addressed swiftly and immediately. Risk assessments are also effective. The security of the building is also acceptable. Good attention is given to healthy living and an appropriate emphasis on that which contributes to being healthy.
85. The provision for pupils with additional educational needs is good and meets the requirements of the Code of Practice. The school has appropriate procedures to recognise pupils' additional learning needs. The head teacher is the special educational needs coordinator and she has a thorough knowledge of the pupils'

needs. There is a very good relationship between the school and support agencies. The provision is effective.

86. Pupils with ALN have full access to the curriculum and they benefit from differentiated work and the support from other services that visit the school regularly. These pupils have very good support from the classroom support assistants.
87. The individual education plans contain suitable specific targets. The targets are regularly reviewed and they are discussed in conjunction with the parents.
88. Every child, whatever his background, is respected and treated equally. The School Council provides pupils with good opportunities to understand the importance of democracy, having a voice within the school, and the right to express an opinion. Equality is promoted very effectively and a number of lessons raise pupils' awareness of diversity in different parts of the world within other cultures and religions. Racism and stereotyping is dealt with in a particularly effective and challenging way.

Leadership and management

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

Grade 2: Good with no important shortcomings.

89. The findings of the inspection team agree with the school's judgement in its self-evaluation report.
90. The head teacher's positive and conscientious leadership, considering the brief time she has been in charge, is an outstanding feature. She has firm values and provides a clear leadership for the school. Within a brief period, the sharing of high expectations and common values regarding learning, behaviour, relationships and equal opportunities, have been achieved.
91. Appropriate aims and policies that focus on pupils' needs and on creating the conditions needed for each individual to develop and flourish have been devised and updated. These are reflected well in the school's work and ethos.
92. Good account is taken of WAG's priorities and to cooperation with neighbouring schools. The Basic Skills Agency Quality Mark was achieved for the second time in November 2007. The school is committed to the Green School Plan. Staff have responded positively in preparing for the Foundation Stage. A good start has been made on revising the termly schemes of work in response to revised curriculum and assessment arrangements for KS2 pupils.
93. The school has an appropriate method of setting targets. The results of pupils' assessments are carefully analysed to identify strengths and weaknesses. The whole school targets are achievable and realistic.
94. The staff work as a team and contribute effectively to school development. Recently, responsibilities for aspects of the curriculum were re-allocated. Staff are aware of the need to develop their leadership and management roles in respect of monitoring the quality of the provision and the standards pupils achieve.
95. Appropriate performance management arrangements have been established to improve teachers' skills and proficiency. However, because of staff changes and

absences, they are not yet fully operative. There are good opportunities for staff to attend appropriate courses and to visit other schools to see good practice.

96. The governing body is extremely supportive of the head teacher, is industrious and thorough. Regular meetings are arranged and minutes of the discussions and decisions are kept neatly and accurately. The governing body has a good view of the work of the school through the head teacher's termly reports and through the visits of individual governors. However, the role of the governing body in monitoring pupils' standards of achievement is underdeveloped.
97. The governing body meets all the legal requirements placed upon it and the appropriate policies are in place. The Governors' Annual Report to Parents meets the requirements.

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

Grade 3: Good features outweigh shortcomings

98. The findings of the inspection team agree with the school's judgement in its self-evaluation report.
99. A culture of self evaluation is developing within the school. The head teacher and staff have a total commitment to the school and they are aware of its strengths and aspects to be developed.
100. It was only recently that the school adopted comprehensive and systematic arrangements for self evaluation. The arrangements are still evolving as the staff become more proficient and confident in this aspect of their work. A monitoring programme has been activated that focuses on each subject area in turn. However, current arrangements do not take sufficient advantage of first hand evidence relating to the quality of teaching and learning.
101. The school seeks out the views of pupils, parents and governors through questionnaires. Pupils can also express their views through the School Council. The school is aware of the need to develop further the role of governors in the process.
102. The self evaluation report produced by the school prior to the inspection is balanced and honest. It notes strengths and areas for development and, in the main, agrees with the judgment of the inspection team. However, its focus is not specific enough on appraising pupils' standards of achievement and what is needed to ensure improvement. The findings of the inspection team agree with the school's judgment in its self evaluation report in all seven questions.
103. Appropriate school priorities for development are identified in the SDP. The methods of implementation relating to the different priorities are noted and they are supported by the allocation of resources. However, the success criteria are not sufficiently specific in relation to pupils' achievements.
104. Good features outweigh shortcomings in the school's response to the key issues identified in the inspection report of 2002. After an unstable period, there are clear signs that the actions taken recently are having a positive effect on pupils' standards of achievement. Standards in Welsh, mathematics, design technology and geography have improved substantially since the last inspection. Parents'

confidence has been regained and the behaviour and anti bullying policies are fully operative. There is an appropriate SDP and the Governors' Annual Report to Parents meets the requirements. The health and safety issues noted in the report have been addressed. However, insufficient use is made of assessment to promote higher standards and the monitoring system is not fully operative. This acknowledged by the school.

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

Grade 2: Good with no important shortcomings

105. The findings of the inspection team agree with the school's judgement in its self-evaluation report.
106. The number of teaching staff is appropriate to ensure a very favourable teacher/pupil ratio. The teachers have a good range of expertise that is used effectively across the school. Job descriptions have been updated to take account of staff changes. Teachers' non-contact time is implemented in accordance with the statutory requirements. Effective use is made of the time for planning, preparation and assessment.
107. Support staff provide very good support for pupils and teaching staff and they are used efficiently. All the ancillary staff make a valuable contribution to the school.
108. Human resources are enriched further through the contribution of others such as behavioural support and literacy teachers. These contributions have a positive effect on pupils' experiences.
109. Daily routines proceed expediently and effectively. There are appropriate arrangements for teachers' non-contact time. The building and the rooms offer appropriate environment. The school is well maintained and the standard of cleanliness is high. There is now a gloss to the school. Issues raised in the last inspection have been addressed. The school environment and the playing field are a delightful asset. Any traffic on the school grounds is well managed. There are plans to improve the external areas and make them more accessible to the Foundation Stage. Currently, there are no safe boundaries for the outside areas that have been designated for children under five.
110. The school has a good supply of resources for the age range including children under five. Resources are accessible to the children and are used efficiently. The school has a central library and good use is made of the resources of the county library. There is a good stock of computers including laptops and one interactive whiteboard.
111. Good procedures exist for staff development. The school is aware of the need for further staff development through visiting schools where there is good practice.
112. The school makes good use of all its resources to ensure the best possible results for all its pupils. Spending decisions are made in accordance with the school's aims and priorities.

113. The school's monetary control is good, and the head teacher, the governing body and the local education authority support officer oversees the budget carefully to ensure good value for money.

Standards achieved in subjects and areas of learning

Foundation Phase

Personal and social development, well-being and cultural diversity

Grade 2 Good features and no important shortcomings

114. Children enter school happy and confident and they have good relationships with other children and adults. They share equipment readily and speak confidently when dealing with various activities.
115. The children display confidence and an awareness of daily routines, show independence when using the toilet and exercise personal cleanliness such as washing hands. They show good awareness of self-control when moving from one activity to the other and cooperating on tasks outside the classroom. Some can cooperate well to build a tent they can enter.
116. Children can concentrate for an appropriate period of time and can complete most tasks within a specific time.

Shortcomings

117. There are no important shortcomings.

Language, literacy and communication skills

Grade 2: Good features and no important shortcomings

118. Children can handle books correctly and follow events illustrated in pictures. Children listen attentively and respond enthusiastically to questions about pictures or factual pieces. They also ask questions and listen to other children's responses.
119. They chat whilst playing together or with adults. A number speak with increasing clarity using a wide range of vocabulary. During their activities, they discuss what they are doing.
120. They begin to understand that written symbols have sound and meaning. They know their own names and those of other children. Some also start to write words that begin with the same letter.
121. The children illustrate well and show an increased knowledge of vocabulary in a range of activities

Shortcomings

122. There are no important shortcomings.

Mathematical development

Grade 2: Good features and no important shortcomings

123. Children use mathematical language in a relevant context when counting the number of children in the class during registration.

124. The children can measure objects using standard and non-standard units. They can count up to twenty confidently in Welsh.
125. The children can compare, tally and arrange objects and begin to relate numbers to signs and sound.
126. They understand the passage of time such as yesterday and today and they know the days of the week.

Shortcomings

127. There are no important shortcomings.

Welsh Language Development

Grade 2: Good features and no important shortcomings

128. Every child responds positively to new linguistic experiences and shows an increased awareness and ability in Welsh. They follow a story and respond intelligently.
129. By the end of the stage, the children can speak and communicate for a range of purposes. They can talk about matters of interest to them. They ask and answer questions clearly using appropriate vocabulary.

Shortcomings

130. There are no important shortcomings.

Knowledge and understanding of the world

Grade 2: Good features and no important shortcomings

131. Children can describe the characteristics of autumn. They are aware of a range of living things and how the seasons affect them. They comment accurately on the weather.
132. They respond appropriately to situations where they have to choose or make decisions. They are eager to use materials and equipment in different ways when they undertake investigations inside and especially outside.
133. The children are aware of the need to look after plants and animals and to protect themselves from the sun.

Shortcomings

134. There are no important shortcomings.

Physical development

Grade 2: Good features and no important shortcomings

135. The children can handle equipment and small objects with increasing control. They handle paintbrushes and scissors well, showing good control and confidence.
136. They choose small equipment and marking equipment carefully, developing their fine motor skills by building small blocks and also by spreading glue.
137. The children develop good awareness of their body, moving confidently and carefully around the hall with increasing control and coordination. They can handle large equipment safely and carefully outside the classroom.

Shortcomings

138. There are no important shortcomings.

Creative development

Grade 2: Good features and no important shortcomings

139. The children respond enthusiastically when singing keeping constant rhythm.

140. The children show developing enjoyment when role-playing. The children work creatively with paint and also with a combination of paint and other materials to create a picture or pattern. They can use a range of equipment with increasing confidence and they assemble and join materials to create 3D artefacts such as vehicles.

141. The children suggest changes to their work expressing their likes and dislikes.

Shortcomings

142. There are no important shortcomings.

Welsh first 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

143. Pupils in both key stages listen attentively to teachers' presentations and the contributions of one another.

144. They make very sound progress in their oral skills. The majority of pupils respond confidently orally using suitable vocabulary. They can discuss daily issues very effectively.

145. In Key Stage 1, the pupils make progress in different aspects of reading. The majority read with expression and use their knowledge of phonics to build words. They can discuss what they have read and give reasons why they like a story.

146. They learn effectively about the basics of writing including some punctuation conventions. A minority use a variety of language patterns when writing purposefully for personal and factual purposes.

147. In Key Stage 2, the reading skills of the majority of pupils develop according to their age. More able pupils can express an opinion well on what they have read.

148. They show confidence and proficiency when using the Web to gather information and to research when preparing for specific activities.

149. Key Stage 2 pupils write for different purposes. A number use the concise form of the verb and they use adjectives and comparisons to enrich their expression. The best writers use a rich vocabulary with a firm grasp of syntax and idioms.

Shortcomings

150. Syntax, spelling and punctuation errors appear in the written work of a substantial number of pupils of average ability and below in KS2. There is also some inconsistency in pupils' standard of handwriting and presentation.

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

151. The majority of KS1 pupils have a good understanding of number patterns. They count forwards and backwards in steps of different amounts and different numbers. The majority, add, arrange, add and subtract numbers correctly with the best recalling numbers up to 10 when adding or taking away larger numbers. Their understanding of place value is developing well.
152. The majority use every day standard and non-standard units correctly to measure length and mass. They are aware of the value of different coins. They recognise and use halves and quarters in practical situations.
153. The majority can talk about their work using familiar mathematical language. They can name a range of two and three-dimensional shapes as well as referring to some of their characteristics.
154. In KS2, the vast majority of pupils develop a good understanding of place value, number patterns and number facts. The majority can use their knowledge and their understanding to solve problems using words, adding, subtracting, multiplying and dividing with increased confidence. The more able pupils respond swiftly using a variety of mental calculation methods to recall multiplication facts correctly and quickly.
155. The majority can use suitable standard measurements for length, mass, volume and time and a good number of them can convert measurements from one unit to the other correctly. They are familiar with 2D and 3D shapes and can describe some of their characteristics. They are beginning to use coordinates to locate places correctly.
156. The majority of pupils handle different types of data effectively. They collect and present the information well using graphs, tables and diagrams. By the end of the key stage, they can calculate the perimeter and area of simple shapes well. The more able can estimate well and explain their method of working effectively.

Shortcomings

157. A substantial number of pupils of average ability and below have an insecure knowledge of number bonds and their multiplication facts are insufficiently secure and swift.

Design technology

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

Key stage 2: Grade 3: Good features outweigh shortcomings

Good features

158. Pupils have an increasing awareness of the process of planning. They convey their ideas through drawings, note the materials needed and list the steps taken in the making process. They show an increasing understanding of how to use tools and equipment safely.

159. In KS1, pupils respond to their tasks in a way that is appropriate to their age and ability. They suggest good ideas for making things and use their imagination to create colourful hand puppets for example. Their ability to cut and join a range of materials is developing. The majority can explain the method of working and can compare their work with the original plan.
160. In KS2, pupils design and make a range of products using a variety of materials. They are aware of the design process and can discuss the essential features of research, planning, designing and making sensibly. They record their ideas by using pictures and sketches to show the details of their design.
161. The ability of the majority to use equipment and simple techniques to cut, shape, join and blend ingredients and materials is developing appropriately. They show good awareness of how to combine various ingredients when making simple meals. They are aware of the need for cleanliness when handling food.
162. The more able pupils are aware of how a structure can be strengthened and reinforced for example when building a bridge and how an electric circuit can be used to create an alarm.

Shortcomings

163. Pupils' skills in refining their plans and record the making and evaluating process has not developed sufficiently in KS2.
164. Key Stage 2 pupils are insufficiently aware of the use of control technology. They have a limited awareness of simple mechanisms to create different types of movement.

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

165. The geographical research skills of KS1 pupils are developing well. They can describe the main characteristics of their area using appropriate geographical language.
166. They have a basic understanding of map symbols. They use coordinates correctly to locate places on a grid and to give instructions to a robot to reach a destination on a street map.
167. Pupils have a good knowledge of the main geographical characteristics of their locality and they can place these on maps showing the human and physical characteristics and other geographical characteristics. They draw comparisons between their area and a contrasting area.
168. Key stage 2 pupils have good geographical research skills. They understand the characteristics of their area. They read various maps and satellite images and they can use grid references. More able pupils use four and six figure grid references.
169. In their study of Ruthin and Llandudno, pupils described geographical characteristics and they could compare the two areas.

170. Pupils' understanding of the need to look after the environment and of sustainable development is successfully developed by working towards a Schools–Eco award and through their work of comparing the wild areas in their school garden with an area in the local forest.
171. In their study of less well developed counties, pupils can describe how the geographical features of Lesotho affects the way of life. They present their findings in a variety of forms using geographical terms and ICT presentations. Most can express their own opinions and realise that people have different viewpoints about places
172. They can compare the temperatures and the seasons in different cities in the world such as London and Saint Lucia.

Shortcomings

173. There are no important 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

174. Key stage 1 pupils listen attentively and respond well to instructions. They describe the physical changes to their bodies when they undertake different activities.
175. The majority show an increasing awareness of empty space and they move around the hall safely with the majority travelling, jumping, and landing skilfully. The majority of the more able show good balancing skills when creating a series of simple movements.
176. The majority of KS2 pupils move around the playground well changing pace and show good control when avoiding others around them. A good number show good ball control techniques and pass it correctly from one player to the other. They observe one another's performance and say what is good and what could be better. They sustain activities over an appropriate period and they describe how to exercise affects their bodies.
177. They cooperate well in competitive games and respect the conventions of fair play. The most able reach a good standard of technique and skills and move intelligently into appropriate spaces to receive a pass from a player in possession of the ball.
178. By the end of KS2, according to school records, the majority of the pupils can swim unaided up to 25 meters

Shortcomings

179. There are no important shortcomings

School's response to the inspection

The head teacher, staff, governors and pupils of Ysgol Pentecelyn wish to thank the inspection team for their professional, thorough and courteous approach throughout the inspection process. We welcome the findings of the inspection and consider the report to be a fair and balanced reflection of the work of the school. It gives a positive and constructive reflection of the hard work and devotion of everyone involved with the school.

It was a very valuable experience to have our sense of purpose and direction confirmed and provides a suitable testimony to the homely, caring and inclusive atmosphere that exists within the school.

We are very pleased that the findings of the inspection recognised the substantial improvement in teaching standards, learning and achievement since our last inspection. We are very proud of our pupils and take pride in the fact that the inspection team recognises that the school provides a broad and balanced curriculum, which is well-planned to meet the needs and aspirations of all pupils, and that the quality of support and guidance provided is one of the very good features of the school. We are also pleased that it is recognised that all members of staff develop in our pupils a sense of their personal and social education and of world-wide citizenship and that this is an outstanding feature in the school.

The inspection has provided us with a means of reinforcing and celebrating our strengths as well as identifying clearly the areas for further development in the future. We appreciate the recommendations and we shall work as a school community, head teacher, staff, governors and parents to incorporate the recommendations within the School Development Plan in a coherent and coordinated way in order to raise standards further. Parents will be informed of progress against the recommendations in the governors annual report to parents.

Appendix 1

Basic information about the school

Name of school	Ysgol Gynradd Pentrecelyn
School type	Foundation Phase
Age-range of pupils	3 -11
Address of school	Pentrecelyn, Ruthin Denbighshire
Postcode	LL15 2HG
Telephone number	01978 790288

Headteacher	Mrs Delyth Jones
Date of appointment	September 2007
Chair of governors	Mrs Jane Jones
Registered inspector	Goronwy Morris
Dates of inspection	13-15 October 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	3.5	1	4	2	4	2	6	3	25.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	1	2.6

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	1:10
Pupil: adult (fte) ratio in nursery classes	D/B
Pupil: adult (fte) ratio in special classes	D/B
Average class size, excluding nursery and special classes	14
Teacher (fte): class ratio	1.3:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2007	83.6	94.3	96
Spring 2008	88.3	98.2	96.9
Summer 2008	83.1	91.4	95.3

Percentage of pupils entitled to free school meals	0
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 2008	Number of pupils in Y2	55
As the number of pupils eligible for assessment at the end of key stage 1 was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	80%	In Wales	80.7%

National Curriculum Assessment Results End of key stage 2:

National Curriculum Assessment KS2 Results 2008	Number of pupils in Y6	5
As the number of pupils eligible for assessment at the end of key stage 2 in was greater than four but fewer than 10, overall performance indicators only are included		

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	75.5%

Appendix 4

Evidence base of the inspection

Three inspectors spent six inspection days in the school

Inspectors visited :

- 17 lessons or part of lessons;
- every class, and
- collective worship.

Members of the inspection team met before the inspection and with:

- staff, governors and parents;
- the head teacher and the teachers, the school council together with groups of pupils during the inspection.

The team also considered :

- the school's self evaluation report;
- 9 responses to the parents' questionnaire;

- comprehensive documentation provide by the school before and during the inspection, and
- a wide range of current and previous pupils' work

The head teacher as nominee contributed to all team meetings.

After the inspection, meetings were held with the staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Goronwy Morris Registered inspector	Context Summary and recommendations Key questions 1, 2, 5 a 6 Mathematics Design technology, physical education
Mr William Owen Lay Inspector	Contributions to key questions 1, 3, 4, 5 and 7
Mrs Buddug Bates Team inspector	Key questions 3, 4 a 7 and contributions to questions 1 and 2, Children under 5 Welsh Geography
Mrs Delyth Jones Head teacher Nominee	Contributions to all key questions by providing information

Acknowledgement

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

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