

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

**A Report on the Quality of Education in**

**Ysgol Gynradd Rhydgaled  
Groes  
Denbigh  
LL16 5SD**

**School Number: 6622129**

**Date of Inspection: 12/01/09**

**by**

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Ysgol Gynradd Rhydgaled 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 Rhydgaled took place between 12/01/09 and 13/01/09. An independent team of inspectors, led by Phil Mostert 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:

<b>Grade 1</b>	good with outstanding features
<b>Grade 2</b>	good features and no important shortcomings
<b>Grade 3</b>	good features outweigh shortcomings
<b>Grade 4</b>	some good features, but shortcomings in important areas
<b>Grade 5</b>	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 short 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 Rhydgaled is a primary community school. It serves the rural area surrounding the village of y Groes, near Denbigh. It provides for pupils aged three to eleven years old.
2. There are currently 28 pupils on the school register, including three nursery age children who attend every afternoon.
3. According to the school, the pupils are from an area which is mainly economically disadvantaged. Ten per cent (10%) of the pupils are entitled to free school meals. Five pupils are included on the Special Educational Needs (SEN) register.
4. Ysgol Rhydgaled is a naturally Welsh school. Around 30 per cent of the pupils come from homes where Welsh is the main language. The school is divided into two classes, one for pupils aged three to seven years old, and another for pupils aged seven to 11 years old.
5. The current headteacher was appointed in September 2005. The school was last inspected in January 2003.
6. This time, the school received a short inspection.

### **The school's priorities and targets**

7. The main priorities noted in the School Development Plan [SDP] are:
  - reviewing the schemes of work in line with the 2008 Curriculum;
  - preparing an action plan for Information and Communication Technology [ICT];
  - promoting thinking skills;
  - continuing with the Eco-schools initiative;
  - preparing for the reaccreditation of the Quality Mark;
  - developing a new class and reorganising the rooms.

## Summary

8. Ysgol Rhydgaled has many good features and some outstanding features, but there are also shortcomings.
9. The findings of the inspection team correspond to the evaluations made by the school in three out of the seven Key Questions. A lower grade was awarded for Key Questions 4, 5 and 6 and a higher grade for Key Question 3.

### Table of the grades awarded

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

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?	1
4 How well are learners cared for, guided and supported?	3
5 How effective are leadership and strategic management?	3
6 How well do leaders and managers evaluate and improve quality and standards?	3
7 How efficient are leaders and managers in using resources?	2

### Standards

11. As the school received a short inspection this time, there is no report on subject standards or on standards of achievement in lessons.
12. The overall quality of the educational provision for children under five is appropriate for their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
13. Children in the Foundation Phase make good progress in their speaking, listening, reading, writing, numeracy and ICT skills. Their ability to solve problems and their creative skills are also good, and they work together well.
14. At Key Stage 2, the pupils make good progress in their speaking, listening and reading skills in Welsh; they make satisfactory progress in the writing skills. They make good progress in their language skills in English, and in numeracy and ICT. Their ability to solve problems is also good. Their creative skills are very good.
15. The pupils' bilingual skills are developing well.

16. As the number of pupils assessed is consistently fewer than five, no reference is made to the results in the report.
17. There is no difference between the achievement of girls and boys.
18. Pupils with ALN (additional learning needs) make good progress in achieving the targets set for them. There are some shortcomings in the manner in which the school ensures the care and welfare of pupils.
19. Pupils display very positive attitudes towards their work; they display a high level of motivation and interest in the wide range of educational and extra-curricular activities provided for them. They are able to concentrate well and apply themselves for extended periods. However, the pupils do not work independently enough on tasks, especially at Key Stage 2.
20. The behaviour of pupils of all ages is good. They are courteous and welcoming to adults, keen to learn and they respect each other's points of view and ideas.
21. The pupils' spiritual, moral, social and cultural development is very good.
22. Over the past three terms, the school's percentage attendance was very close to the target of 95% set by the Welsh Assembly Government (WAG) for primary schools in Wales. This is a high percentage for such a small school. Unauthorised absences are low.

### **The quality of education and training**

23. In the lessons observed, it was judged that the quality of teaching was as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
0%	78%	22%	0%	0%

24. The above percentages are slightly lower than the statistics for the whole of Wales for 2007-2008 [Her Majesty's Chief Inspector's Annual Report] where grades 1 and 2 were allocated in 84% of lessons, and a grade 1 in 16%.
25. The quality of the curricular planning documents is good. All pupils have full access to a broad and balanced curriculum and equal opportunities to experience all the school's activities. In the lessons where the inspection team awarded grade 2 for the quality of teaching, teachers challenge pupils of different abilities, use resources effectively, and vary learning methods skilfully.
26. The team judged that 22% of lessons merited a grade 3. In these lessons, despite the fact that there were good features, the presentations were too long, not enough attention was given to the difference in ability amongst the pupils, and the most able pupils were not sufficiently challenged.

27. The teachers possess a good understanding of National Curriculum [NC] subjects. It was not possible to judge their understanding of the curricular requirements of religious education as this was a short inspection. However, the scheme of work for religious education is of a good quality.
28. The quality of assessment, recording and presenting reports is good. Pupils are encouraged to assess themselves occasionally; however, this aspect is superficial at times.
29. Despite the fact that teachers mark positively and sensitively, not enough responsibility is given to pupils to improve their own work, especially at Key Stage 2. Not enough attention is given to their syntactical errors in Welsh.
30. The *Cwricwlwm Cymreig*, and an appropriate emphasis on the culture of Wales in general, is a very prominent feature in every aspect of the school's life.
31. The education provided satisfies the needs and the range of pupils. No pupils belong to ethnic minorities.
32. The work completed on the 'Healthy School Initiative' and the PSE (personal and social education) provision pay very good attention to encouraging pupils to live healthy lives.
33. The building is used out of school hours to enrich the curriculum. There are after school clubs, including the Urdd Branch and sports club. There are outstanding opportunities to participate in local, regional and national performances and the school mini bus promotes community activities a great deal.
34. The pupils have very good knowledge of the importance of sustainability and health and fitness issues, and they have a good understanding of the nature of the world of work and industry in the area.
35. The pupils possess very good awareness of equal opportunity issues. They respect the diversity of social and cultural beliefs, attitudes and traditions.
36. The link with the community is an outstanding feature. Links with parents are very good, as is the link with the primary schools in the cluster and the secondary school.
37. The School Council gives pupils a valuable opportunity to discuss, express opinion, and contribute to decisions on aspects of the school's life.
38. The staff provide a very homely and caring environment and ethos. The pupils' relationships with all who work at the school are very good.
39. There are some shortcomings in the attention paid to pupils' safety and welfare. In some instances, insufficient attention is paid to health and safety requirements.

## **Leadership and management**

40. The headteacher's leadership has had a positive impact on expectations across the school. This includes the quality of planning and pupils' standards of work.
41. The headteacher manages the staff well and every member of staff has a detailed job description.
42. There are good features in the headteacher's leadership, however, good features outweigh shortcomings in the quality of the school's management.
43. The SDP contains a substantial list of issues that are likely to raise standards. The document spans a three year period but does not include a review of what has been achieved year by year. Members of the governing body do not know enough about its content.
44. The governing body is very supportive and plays a valuable role in the school's life. Some members have visited the school to observe lessons recently. The governing body has not paid enough attention to some of their legal responsibilities, especially risk assessments, and has not discussed key policies, such as child protection.
45. There are some shortcomings in the quality of the self evaluation and planning for improvement. The school does not fully succeed in implementing the contents described in its policy document. The processes of examining the quality of work and making a judgement on standards in the subjects are not thorough enough.
46. There are minor shortcomings in the quality of the self evaluation report produced prior to the inspection. There is a reference to some aspects that could be developed further.
47. Good consideration is given to WAG priorities, such as bilingualism, sustainability, global citizenship, health education and fitness.
48. The school makes good use of teachers' planning, preparation and assessment periods to utilise the expertise of other teachers to enrich the teaching. The various assistants and part-time teacher employed make a significant contribution to the progress of children in their care.
49. The school has a wealth of resources and many of these are of good quality. The resources are managed efficiently. The limited space is used effectively. The school is kept clean and tidy and very good attention is paid to cleanliness.
50. There is appropriate supervision as the pupils come and go at the beginning, during, and at the end of the day.
51. The per capita cost for every child is approximately £5,700, which is high. Within the allocated budget, the school ensures value for money.

52. It is not possible for a pupil with a physical disability to access the school building and grounds.
53. Since the last inspection, good attention has been paid to one of the two key issues, and insufficient attention to the other issue.

## Recommendations

In order to improve in the areas inspected, the school needs to:

- R1. continue with the efforts to give learners a more active role and placing more responsibility on them for improving their own work;
- R2. improve the quality of responding to work, especially at KS2;
- R3. update some key policies and ensure a discussion on the implications at meetings of the governing body;
- R4. develop the self assessment system further by paying more detailed attention to the quality and standards of work and sharing the findings with the governing body;
- R5. ensure detailed attention to the health and safety issues mentioned during the inspection.

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

54. The findings of the inspection team coincide with the grade the school awarded itself in its self evaluation report.
55. As the number of pupils assessed is consistently fewer than five, there are no details of their results in the report.
56. There is no difference between the achievement of girls and boys.
57. The standards in the key skills in the lessons inspected are as follows:

Key Skill	Foundation Phase	Key Stage 2
Speaking	2	2
Listening	2	2
Reading	2	2
Writing	2	3 (Welsh) 2 (English)
Numeracy/Application of number	2	2
Information and Communication Technology	2	2
Bilingual competency	2	2
<b>Wider key skills</b>		
Solving Problems	2	2
Improving Own Learning and Performance	2	2
Working with Others	2	2

58. The modification to the building has contributed to raising standards throughout the school, and some of the teaching strategies recently introduced have started to have a positive impact on standards.
59. The overall quality of the educational provision for children under five is appropriate for their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
60. Children in the Foundation Phase make good progress in their speaking, listening, reading, writing, numeracy and ICT skills. Their ability to solve problems and their creative skills are also good. They also work together well.

61. At Key Stage 2, the pupils make good progress in their speaking, listening and reading skills in Welsh; they make satisfactory progress in the writing skills. They make good progress in their language skills in English, and in numeracy and ICT. Their ability to solve problems is also good. Their creative skills are very good.
62. The pupils' spiritual, moral, social and cultural development is very good.
63. Pupils with ALN make good progress in achieving the targets set for them. The school conforms well to the requirements of the Code of Practice for SEN.
64. Pupils display very positive attitudes towards their work; they display a high level of motivation and interest in the wide range of educational and extra-curricular activities provided for them. They are able to concentrate well and apply themselves for extended periods.
65. Across the key stages, the pupils make constant progress in their learning. The vast majority of pupils reach their potential, but Key Stage 2 pupils do not develop their independence enough as learners. The more able and talented pupils do not achieve their full potential.
66. The behaviour of pupils is good in class and when playing independently. The pupils show staff and visitors respect, courtesy and friendliness. This also has a positive impact on the teaching and learning. There have been no exclusions.
67. Over the past three terms, the school's percentage attendance was very close to the target of 95% set by WAG for primary schools in Wales. This is a high percentage for such a small school and is slightly higher than the percentage for the county. Unauthorised absences are low. All pupils are punctual to school.

## The quality of education and training

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

#### Grade 2: Good features and no important shortcomings

68. The findings of the inspection team coincide with the school's judgement in its self evaluation report.

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	78%	22%	0%	0%

70. The above percentages are slightly lower than the statistics for the whole of Wales for 2007-2008 (Her Majesty's Chief Inspector's Annual Report) where grades 1 and 2 were awarded in 84% of lessons, and a grade 1 in 16%. They are also slightly lower than the WAG target by 2010 when 80% of lessons are expected to be grade 2 or better.

71. Where the teaching merits a grade 2:

- there is a good pace to lessons and teaching is lively;
- the work is thoroughly planned and prepared;
- effective use is made of different resources;
- appropriate tasks that correspond to the needs of each individual are set;
- there are opportunities to reflect upon the content of lessons and they are effectively concluded;
- teaching methods are varied effectively.

72. Where the teaching merits a grade 3, although there are good features, some of the following shortcomings are present:

- presentations are too long;
- the presentation does not give enough consideration to the different abilities in the class;
- the tasks are not challenging enough for the most able pupils.

73. Teachers have a good understanding of NC subjects. It was not possible for the inspection team to form any judgement on religious education. The teachers use a very good range of presentation methods and teaching resources.

74. The quality of assessment, recording and presenting reports is good. Pupils are encouraged to assess themselves occasionally but this aspect is superficial at times. The targets are not relevant enough for every pupil and, as a result, the steps they need to take in order to improve their performance are not clear enough in every instance.

75. Despite the fact that teachers mark positively and sensitively, not enough responsibility is given to pupils to improve their own work, especially at Key Stage 2. Not enough attention is given to their syntactical errors in Welsh.
76. Two open evenings for parents are arranged annually so that they can discuss the pupils' progress; the parents praise these meetings. The reports to parents include appropriate comments and the parents derive benefit from them.
77. The assessment arrangements conform to the statutory requirements.
78. There is a close link between the schools in the Bro Hiraethog cluster including the local secondary school. They have organised moderation meetings to assess pupils' work in order to ensure consistency in standards.

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

**Grade 1: Good with outstanding features**

79. The findings of the inspection team do not correspond to the school's judgement in its self evaluation report. Grade 1 was awarded to this question as there was clear excellence in the pupils' understanding of sustainability, and health and fitness issues. The numerous partnerships are outstanding features, as is the school's involvement with the community.
80. The school offers a wide range of experiences and provides equal access to a curriculum which is based on stimulating and relevant activities. The provision complies fully with the legal requirements.
81. The general standard of the educational provision for children under five years of age is appropriate for their needs. The children make good progress towards The Desirable Outcomes for Children's Learning. The schemes of work for the Foundation Phase and Key Stage 2 ensure breadth, balance, progression and continuity.
82. The school facilitates pupils' experiences and significantly enriches them through wide ranging extra-curricular activities including *Urdd* (Welsh League of Youth) activities, Dragon Sports' Clubs, swimming gala and an arts project. All these activities supplement and expand the curriculum very effectively, and also boost the confidence of children of all ages as they perform in public.
83. The pupils' spiritual, moral, cultural and social development is given good attention within the school's curriculum in general, and the acts of worship make a contribution to pupils' understanding of the relevant issues and encourage them to respect others.
84. The provision for pupils' personal and social education is effective and meets the requirements in full. The Circle Time sessions enable pupils to discuss emotions and feelings, the importance of friends and to develop an awareness of how to behave towards others in different situations. The school uses a range of visitors to reinforce principles, such as helping others who are less fortunate. This is further developed by collections for numerous charities.
85. The links with the parents are very good and the pre-inspection questionnaires show a high percentage of satisfaction with the provision and with relationships with the school. The parents have responded well to the Home/School agreement. The parents support the school in various ways and Friends of the School are industrious in raising money.
86. There is a very strong link, in pastoral and curricular terms, with the secondary school. There also exists a close link with Coleg Llysfasi and the cluster of Bro Hiraethog schools.

87. Pupils' bilingual skills are promoted effectively and a firm Welsh ethos is provided. A strong emphasis is placed on the culture of Wales and the *Cwricwlwm Cymreig* is promoted effectively through the curriculum and in the displays of pupils' work.
88. The clear equal opportunities policy and the inclusive ethos reflect the commitment to equal access for all. Every pupil is included in all aspects of the school's life, such as in sports, music and other social activities. The pupils are aware of the need to show respect towards others whatever their background. Their awareness of global citizenship is well promoted within the subjects of the curriculum.
89. The pupils display very good awareness of local and global sustainable developments. The pupils care for the school's wild garden. The pupils are able to discuss in detail the need for recycling and the ways in which the school succeeds in saving energy and avoiding waste. The pupils discuss confidently the importance of being responsible citizens. The school operates in a sustainable manner on a day to day basis; this is an outstanding feature.
90. The school has been awarded the 'Healthy School Initiative' silver award. Pupils' understanding of health and fitness issues is outstanding.
91. The school has numerous European links through its work with the Comenius Project and the activities have contributed greatly to developing the pupils' understanding of global citizenship. The school won the International Award for work in this field. This is also an outstanding feature of the school's work.
92. Pupils have a good understanding of the local rural economy. The school makes arrangements to visit local businesses such as the supermarket to reinforce this, and has beneficial links with local companies. There are some outstanding examples of developing pupils' enterprise skills.
93. The local community and the school are very supportive of each other. Several local organisations use the school mini bus. Five local people have been trained to drive it. It is a very valuable resource for both the school and community.
94. Given the size of the school, pupils compete very successfully in sports.
95. The school has good arrangements for developing pupils' basic skills and key skills. It has received the Quality Mark accreditation.

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

##### **Grade 3: Good features outweigh shortcomings.**

96. The findings of the inspection team do not correspond to the grade the school awarded itself in its self evaluation report. The inspection team awarded a Grade 3 for this question as some of the statutory requirements have not been fully implemented. The school has no suitable accessibility plan or operational risk assessments that address the need to ensure pupils' safety as they move through the learning areas and playground.
97. The quality of the care, support and guidance offered to pupils is good. The pupils are very happy in the school and they have a good relationship with one another and with all the staff. The school's ethos is caring, warm and homely and pupils feel that they are appreciated and supported.
98. The provision for ALN is effectively planned and managed. The provision has a number of good features. One of these is the robust procedures that help to identify special needs early and then to track them in detail throughout the support period. Individual pupils' files are organised and comprehensive and reflect the Co-ordinator's dedication and care. The school complies well with the requirements of the Code of Practice for SEN.
99. Pupils with SEN make good progress in achieving the targets set for them. The Individual Education Plans [IEPs] are audited twice a year, when adjustments are made to the targets and the required support. There is a tendency for some individual pupils to remain on the 'School Action' stage for too long.
100. The school is a happy destination for pupils, regardless of their ability, race or background. This is supported by the opinion expressed in the parents' questionnaires.
101. The induction arrangements for nursery pupils are effective and the pupils settle down quickly at the school.
102. The Home/School agreements have been completed appropriately.
103. The school has drawn up a comprehensive personal and social education programme for specific lessons, and it is also taught across the curriculum, for example in the collective worship sessions.
104. The School Council is beginning to undertake decisions about improving the school's environment.
105. The school responds fully to the statutory requirements for registering pupils' attendance. Over the past three terms, the school's percentage attendance was very close to the target of 95% set by WAG for primary schools in Wales. This is a laudable figure for such a small school and is slightly higher than the county percentage. Unauthorised absences are low.

106. Support staff supervise the pupils carefully during break and lunch times. There are locks to deny strangers access.
107. Every member of staff is familiar with the school's arrangements for child protection and care, and the arrangements for implementing them are robust; relevant internal training has been arranged for all the staff. As is required, a member of staff has been designated to supervise this aspect and a named governor has been designated to be responsible for this area. However, the Child Protection Policy has not been updated to conform to the Child Protection Guidelines 2008.
108. Pupils with ALN make good progress in achieving the targets set for them. A formal audit of the IEP is held twice annually, and targets and support are verified and adapted. The school ensures that pupils and parents agree with the targets. There is a tendency for individual pupils to stay too long on the 'School Action Plus' stage.
109. The good support of the co-ordinator promotes the progress of pupils with ALN. The school recognises the pupils with ALN early through screening. The support team's contribution towards raising the standards of pupils with ALN is good. The pupils are very successfully integrated into normal class activities.
110. The school is effectively supported by the UA's services such as the psychology service and the behavioural support service.
111. The school has a comprehensive policy for promoting good behaviour. The pupils' behaviour in class and when playing independently is good. The pupils show staff and visitors respect, courtesy and friendliness. This also has a positive impact on the teaching and learning.
112. The pupils and their parents are of the view that there is no problem with bullying. There are effective arrangements to ensure the welfare of every individual and the pupils approach adults confidently for assistance. The school has a good system to ensure that no unacceptable or oppressive behaviour affects the teaching or learning.
113. The pupils are very aware of the religious, cultural and economic differences that exist in different parts of the world. Teachers discuss racial differences in a sensitive manner.
114. The school offers good support and guidance to ensure that there is no prejudice based on social, educational or linguistic background.
115. Every pupil has full access to all aspects of the school's life and work. There is good support for pupils with ALN. Every pupil is treated as an individual and inclusion is a prominent feature of this school.

## Leadership and management

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

#### Grade 3: Good features outweigh shortcomings.

116. The findings of the inspection team do not correspond to the grade 2 the school awarded itself in its self evaluation report. This question was awarded a Grade 3 as there were shortcomings in some of the managerial elements. There are insufficient policies for a number of areas including child protection, and there are only a few risk assessments.
117. The headteacher's leadership has had a positive impact on expectations across the school. This includes the quality of planning and pupils' standards of work.
118. The headteacher manages the staff well and every member of staff has a detailed job description.
119. The SDP contains a substantial list of actions that are likely to raise standards. The document spans three years but does not include a review of what has been achieved year by year. Pupil numbers and the school budget are well-addressed in separate documents. Members of the governing body do not know enough about the SDP's content.
120. The governing body is very supportive and plays a valuable role in the school's life; it administers the school budget efficiently. Some governors have visited the school to observe lessons recently.
121. There is a shortage of policies in some areas and other important policies have not been updated. There are no operational risk assessments for some dangerous areas and the child protection policies have not been discussed enough during recent years.
122. The staff's dedication to their work is very good; they are hard working and work together well to fulfil the expectations placed on them.
123. The teachers have followed a good range of courses to develop their competency and, in general, this has had a positive impact on standards in the areas inspected.
124. The newly qualified teacher has received good support which helps her make appropriate progress as regards her professional characteristics, her knowledge and understanding and in terms of her teaching.
125. The agreed values that exist ensure equality for all and this is well reflected in the school's day to day work.
126. Good consideration is given to WAG's priorities and the school's targets are appropriate.

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

**Grade 3: Good features outweigh shortcomings.**

127. The inspection team's findings do not correspond to the grade that the school awarded itself in its self evaluation report. The team awarded a lower grade. The processes of examining the quality of work and making judgements on standards in the subjects are not thorough enough.
128. There are some shortcomings in the quality of the self evaluation report produced prior to the inspection. The wording and content do not always correspond to the grade given to every question. There is a reference to some aspects that could be developed further.
129. With the help of a link officer from the UA, the school analyses the assessment data in detail. The school is aware of its performance and compares the performance of boys and girls, and pupils with ALN. The performance of every individual pupil is examined and groups of pupils are targeted to receive extra support.
130. Little lesson observation takes place. A formal self evaluation programme over three years has been drawn up which lists the subjects to receive attention. The programme has been followed quite closely but some of the headteacher's reports are superficial.
131. The self evaluation reports produced with the help of the advisory service are comprehensive and valuable in showing how exactly the school can raise standards.
132. The school analyses training and professional development needs in detail, and the headteacher and teachers discuss the impact of the courses on subject standards.
133. Analysing pupils' work does not take place on a sufficiently regular basis.
134. Members of the governing body participate in the self evaluation process through the curriculum sub-committee. The headteacher does not present formal reports to the full governing body and, as a result, the members do not play a sufficiently active part when discussing pupils' standards of attainment.
135. The school has sought the opinions of parents by distributing questionnaires. Pupils, through the School Council, have had opportunities to express opinions on some aspects of the school's work.
136. The link between the outcomes of the self evaluation and the priorities noted in the SDP are not clear enough.

137. Since the last inspection, good attention has been paid to one of the two key issues and insufficient attention to the other issue. As far as it was possible to judge in a short inspection, the issue of giving '*attention to the few weaknesses noted in some subjects and aim for excellence in every area*' has been well-addressed. Although standards in the key skills are generally good, including problem solving, in Key Stage 2 pupils do not discuss, analyse, make inferences and express opinion independently. In this respect insufficient attention has been paid to the second key issue.

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

**Grade 2: Good features and no important shortcomings.**

138. The findings of the inspection team coincide with the school's grade 2 judgement in its self evaluation report.
139. The school's staffing levels ensure a very favourable pupil:adult ratio of 11:1. Two full-time qualified teachers are employed and one part-time teacher to enable the school to present a broad and balanced curriculum.
140. There is a sufficient number of teachers, and other staff, who have appropriate qualifications to meet the needs of the school and its pupils. The newly qualified teacher has settled in well. The school makes effective use of the ancillary staff and good use of staff expertise.
141. Teachers make good use of General Teaching Council for Wales funding in order to develop staff expertise. Teachers update their skills through good use of continuous professional development. Priorities for in-service training coincide with the priorities of the SDP.
142. The national workforce remodelling agreement is effectively implemented. The school makes good use of the teachers' planning, preparation and assessment time to enrich the teaching.
143. There are suitable Performance Management systems for the headteacher, and the arrangements for the newly qualified teacher place an appropriate emphasis on her professional development, her knowledge and understanding and her teaching.
144. There is some specialist teaching, for example in music and physical education. This has a positive impact on standards.
145. Arrangements to provide Planning, Preparation and Assessment time are well implemented and teachers make good use of this time. The provision is appreciated by the teachers.
146. The financial contributions of the UA and parents are outstanding. Recent improvements were made to the learning environment in terms of resources throughout the school, and this has had a positive impact on standards. Pupils at Key Stage 2 make good use of the seven new laptops to reach good standards in ICT.
147. There is appropriate supervision as the pupils come and go at the beginning, during, and at the end of the day.
148. The governing body, along with the headteacher, considers its expenditure programme carefully and funds the school's priorities efficiently. Very little money is kept in reserve.

149. Teachers and support staff adhere closely to their job descriptions and ancillary staff make a valuable contribution to the school by spending time reading and sharing their practical skills with the pupils in both classes.
150. There are wide open spaces around the school with an adequate playing field. A wild garden is being planned with input from the world of business and volunteers. The activities are part of the Eco-schools project.
151. The school building and grounds are well-maintained. Cleanliness standards are high. Classroom walls are attractive and colourful and promote learning. Part of the grounds has been designated for the youngest children and there is a sufficient supply of suitable large toys.
152. The fabric of the buildings is generally good. The room for the Foundation Phase children is adequate but the older pupils' classroom is small. To minimise the impact on the curriculum, the teachers and pupils use another room for creative work.
153. There is an extensive supply of teaching and learning equipment and materials which are in a good condition and easily accessible for pupils.
154. The garden and playground contribute to enriching the curriculum but the playing field is wet for much of the year. The village hall is used for physical education.
155. The per capita cost of pupils' education is £5,700, which is high. However, within the finance allocated and the money the school receives from other sources, such as parents, the school ensures value for money.

## **School's response to the inspection**

The governors and staff of this school are of the opinion that the inspectors' comments are fair, positive and constructive, and reflect the good work undertaken at the school. The headteacher is very glad to have had the opportunity to work with the inspection team as a nominee. The experience was valuable.

Governors and staff take pride in the fact that the school's ethos and atmosphere are recognised. We appreciated the fact that the inspectors noted that pupils' attitude and behaviour were good in an extremely happy school. The report reflects the important contribution made by the school within the local community and the catchment area.

The school feels that the achievements in the inspection testify to the commitment and constant activity of all teaching and ancillary staff at the school, together with the enthusiastic support of the governing body. The school is proud of the praise given to the quality of teaching, the curricular provision and the wide experiences provided for the pupils.

The inspection confirmed that the school has a number of good features, but aspects that need to be developed further were also identified.

The school will now incorporate the recommendations into the SDP and will act upon these at once in order to build on the good work undertaken by the governors, staff and pupils.

Ysgol Rhydgaled would like to thank the members of the inspection team for the courteous and professional manner in which they conducted the inspection.

## Appendix 1

### Basic information about the school

Name of school	Ysgol Rhydgaled
Type of school	Community
Age range of pupils	3 - 11
School address	Ysgol Rhydgaled Groes Denbigh CONWY
Post code	LL16 55D
Telephone number	[01745] 550357

Headteacher	Mr Emyr Wyn Evans
Date of appointment	September 2005
Chair of governors/appropriate authority	Ms Ruth Williams
Registered inspector	Mr Phil Mostert
Dates of inspection	12-13 January 2009

## Appendix 2

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	T6	Total
Number of pupils	1.5	4	5	1	3	3	5	4	26.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (FTE)
Number of teachers	2	1	2.4

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	11: 1
Average class size, excluding nursery and special classes	13
Teacher (fte): class ratio	1.2: 1

Percentage attendance for three complete terms prior to inspection			
Term	R	KS1 and 2	Whole School
Spring 2008	89.2	95.2	94.3%
Summer 2008	95.2	95.2	95.2%
Autumn 2008	95.9	94.4	94.7%

Percentage of pupils entitled to free school meals	10%
Number of pupils excluded during 12 months prior to inspection	0

## **Appendix 3**

### **National Curriculum Assessment Results**

#### **End of key stage 1:**

As the number of pupils eligible for assessment at the end of key stage 1 was fewer than five, summary information is not included.

### **National Curriculum Assessment Results**

#### **End of key stage 2:**

As the number of pupils eligible for assessment at the end of key stage 2 was fewer than five, summary information is not included.

## Appendix 4

### Evidence base of the inspection

Four inspectors spent the equivalent of 5 inspection days at the school and met as a team prior to the inspection.

These inspectors visited:

- 18 lessons or part lessons
- registration, assembly and collective worship sessions: and
- a range of extra-curricular activities.

Members of the inspection team held meetings with:

- staff, governors and parents prior to the inspection;
- senior managers, teachers and ancillary and administrative staff; and
- the school council.

The team also considered the following:

- the school's self evaluation report;
- behaviour and attitudes of pupils;
- five responses to the questionnaire to parents;
- a response from the Education Authority;
- documents provided by the school prior to and during the inspection;
- a wide range of pupils' previous and current work; and
- samples of pupil reports.

Following the inspection, the team held meetings with the teaching staff, the assistants and a meeting with the governors.

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Phil Mostert Registered Inspector	Context Summary and recommendations Key questions 1, 2, 5 and 6 Appendices
William Owen Lay Inspector	Contributions to key questions 1, 3, 4 and 7
Ruth Orina Pritchard Team Inspector	Key questions 3, 4 and 7.
Mr Emyr Wyn Evans, the headteacher, was the nominee on the school's behalf.	

There was no peer assessor for this inspection.

**Contractor:** Cwmni Cynnal  
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### Acknowledgements

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