

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

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

**Ysgol Reoledig Llanbedr  
Llanbedr  
Rhuthin  
Denbighshire  
LL15 1SU**

**School Number: 6633044**

**Date of Inspection: 22/06/09**

**by**

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Ysgol Reoledig Llanbedr 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 Reoledig Llanbedr took place between 22/06/09 and 24/06/09. An independent team of inspectors, led by Merfyn Lloyd Jones undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

<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 **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

1. Llanbedr Church in Wales Controlled School is situated near the village of Llanbedr just outside the town of Ruthin. It lies in the area administered by Denbighshire County Council.
2. The original school, founded in 1829, was located in the village and in 1875 it transferred to its present site. The school building has been extended and remodelled over the years and now comprises of three main teaching areas and a mobile classroom.
3. The area that the school serves is mainly agricultural and the majority of the pupils live locally. Approximately 75 per cent of the pupils come from relatively prosperous areas, whilst the remaining 25 per cent of the pupils are from backgrounds that are described as neither economically disadvantaged nor prosperous. Nearly all the pupils have English as their first language and are of White ethnicity. Three per cent of the pupils receive a free school meal; this is below the local and national averages.
4. There are currently 77 pupils on roll, including eight children of nursery age who attend every afternoon. Pupils are taught in three mixed-aged classes; Early years and Key stage 1; Years 3 and 4 and Years 5 and 6.
5. Pupils represent the full ability range. No pupil has a statement of special educational needs although there are eight either on school action or school action plus for extra support in lessons. This is below the local and national averages.
6. The school was last inspected in 2003 and the present headteacher, who will be retiring this summer, was appointed in September 1998.

## The school's priorities and targets

7. The school's main priorities and targets for 2009-10 include:
  - raising standards in science, spelling and writing at Key stage 2;
  - updating the religious education scheme of work;
  - enhancing assessment procedures;
  - preparing for the ECO Schools Award;
  - improving the strategic role of governors.

## Summary

8. Ysgol Llanbedr succeeds in creating a happy and supportive learning environment where pupils feel secure and respected. Relationships between members of staff and pupils are very positive. Most pupils develop as polite, friendly and confident individuals. They display good attitudes to learning. This has a positive impact on the standards they achieve.

### Table of grades awarded

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

9. The inspection team's judgements differ from those of the school in three out of the seven Key questions. The inspection team awarded lower grades for Key Questions 3, 5 and 6.
10. The number of pupils who took part in National Curriculum (NC) assessments at the end of the two key stages is too small to make meaningful comparisons with national data year by year.
11. Over a period of three years, the core subject indicator (CSI) results at Key stage 1, when compared with the local authority (LA) and national averages, places the school in the lower 50 per cent of schools. However, the school's analysis confirms that pupils are achieving appropriately for their abilities. The school's targets for 2010 and 2011 suggest that all pupils will achieve the expected level 2 in assessments, or above.
12. The Key stage 2 CSI results in 2006 and 2007 compared with the local authority and national averages placed the school in the top 25 per cent. As a result of a decline in the science results in 2008, the school was placed in the upper 50 per cent.

13. When comparing the Key stage 2 results in 2008 with the performance of the same pupils at Key stage 1 in 2004, their development shows good progress, which is in line with the local authority and national expectations.
14. Excluding pupils with special educational needs, (SEN) there is no significant difference in the performance of boys and girls at either key stage.
15. Regardless of their social, ethnic or linguistic background, the majority of pupils throughout the school make good progress from their starting points.

The standards achieved in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6%	71%	23%	0%	0%

16. The above percentages are below the average percentages for the whole of Wales, as published in Her Majesty's Chief Inspector's (HMCI's) Annual Report for 2007-08, with the standards of achievement being good or better (grade 1 and 2) in 84% of lessons, and outstanding (grade 1) in 12% of lessons. It is important to note that one lesson equated to 5 per cent on this inspection.
17. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Foundation Phase outcomes.

At Key stages 1 and 2 in the subjects inspected the standards are as follows:

Inspection Area	Key Stage 1	Key Stage 2
Art and Design	2	3
English	2	2
Information and communications technology	2	1
Physical Education	2	2
Religious education	2	2
Welsh second language	2	3

18. In the early years, most children's basic and key skills develop well. At Key stages 1 and 2, most pupils make appropriate use of their speaking and listening, reading and writing skills in English across the curriculum. At both key stages, most pupils make appropriate use of their numeracy skills in a number of subjects. Many pupils' information and communications technology (ICT) skills across the school are good with some outstanding features by the time they transfer to the high school.
19. Many pupils' capacity to work with greater independence, their understanding of how well they are progressing and what they need to do to improve their work is underdeveloped. Although there are good examples of pupils working independently on tasks set by the teacher, they have yet to take enough responsibility for their own learning.
20. Most pupils have a good understanding of everyday Welsh commands and greetings. The majority respond appropriately to questions asked by the teacher but they have yet to develop the necessary confidence, knowledge

and understanding to use Welsh on a regular basis in informal situations around the school.

21. Most pupils' spiritual, moral, social and cultural development is good. Standards of behaviour are good. Throughout the school, pupils' understanding of equal opportunity issues is good.
22. The average level of attendance for the three terms prior to the inspection is 95.7 per cent. This is better than the national average for schools with a similar free school meals entitlement.
23. Most pupils are developing their understanding of the importance of community involvement and play an active part in social and fundraising activities. They are beginning to develop a better understanding of issues such as sustainability, recycling and what it means to be a global citizen.

### The quality of education and training

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

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
10%	65%	25%	0	0

24. These percentages are below the average percentages for the whole of Wales, as reported by HMCI for 2007-08, with the quality of teaching being good or better (grade 1 and grade 2) in 83% of lessons, and outstanding (grade 1) in 16% of lessons.
25. Teachers have established good relationships with pupils based on mutual respect and regular and appropriate use of encouragement and praise.
26. Where the teaching is good, lessons are well planned and have clear learning objectives that are well understood by all pupils. Lessons are well paced, teachers use resources purposefully and pupils are actively involved in their learning. Good questioning skills are used to assess pupils' understanding and regular opportunities are provided for pupils to express opinions. Interventions are appropriate and the effective involvement of classroom assistants in the learning process has a positive impact on pupils' learning.
27. Shortcomings in lessons mainly centred on over-direction of pupils by teachers and insufficient opportunities for pupils to take responsibility for their own learning. Learning tasks were not always sufficiently challenging for the more able pupils. At Key stage 2, most of the instructions and questioning by teachers and responses by pupils during Welsh lessons were in English.
28. Generally, teachers have good subject knowledge and understanding of the subjects they teach and are aware of recent developments. However, not all teachers are as secure when it comes to teaching Welsh as a second language.

29. The school's arrangements for assessing, recording and reporting on pupils' attainment and progress meet statutory requirements.
30. At Key stage 2, pupils' achievements and progress in the core subjects are carefully recorded. Assessment and tracking of pupils' progress in the non-core subjects and religious education is not as rigorous.
31. Pupils are only beginning to understand the purpose of assessment. Peer and self-assessment are at an early stage of development, as is pupils' involvement in setting their own targets for improvement. This is an area appropriately identified by the school for further development.
32. There are good opportunities for parents to meet with teachers formally three times a year, as well as informally to discuss pupils' progress. Annual reports to parents fulfil statutory requirements.
33. The school provides pupils with equality of access to a generally broad curriculum that meets the statutory requirements of the National Curriculum (NC) and the locally agreed syllabus for religious education. It is flexible enough to meet the needs and range of pupils.
34. At Key stages 1 and 2, there are appropriate curriculum policies for all subjects. Schemes of work are being reviewed and updated to take account of the new curriculum guidelines. However, the absence of clearly focused medium-term planning sometimes results in a lack of depth and progression in pupils' learning. This is most evident in Welsh as a second language and bilingualism.
35. Although extra-curricular activities are few, some pupils' experiences are further enhanced by this provision.
36. There are good features in the provision to promote pupils' personal development, including their moral and spiritual development. Pupils are offered a range of experiences to support their social and cultural development. There is appropriate provision for promoting healthy eating and lifestyles.
37. Overall, the effectiveness of links with parents has a number of shortcomings. In their responses at the pre-inspection meeting and to the questionnaires distributed beforehand, many parents indicated that the school's communication with them is inadequate.
38. The school has good links with the designated secondary school to which nearly all pupils transfer. A close partnership has been forged with the parish church and the local clergy, in turn, visit the school for weekly collective worship.
39. The school has no documented policy or strategy in place to develop links with industry or employers and increase pupils' awareness and understanding of the world of work. Entrepreneurial skills are enhanced through the

involvement of older pupils in selling fruit as part of the school's focus on healthy eating.

40. The regular setting of homework does not feature throughout the school and parents feel that the provision is inconsistent.
41. Through the curriculum, pupils are beginning to develop their understanding and appreciation of sustainable development.
42. Generally, pupils' attendance, punctuality and behaviour are routinely monitored. Child protection arrangements meet current good practice with designated named persons and a nominated governor.
43. The provision for pupils with additional learning needs (ALN) is good and conforms to the requirements of the current Code of Practice. Teachers identify additional learning needs early and good quality support is provided by the class teachers or by a member of staff who has received additional training.
44. There are appropriate arrangements to integrate pupils with disabilities into the school.

### **Leadership and management**

45. The school has a set of specific aims that are focused on pupils' needs. However, there is a lack of shared vision amongst members of staff as to how these aims promote and sustain improvements on a day-to-day basis. Individual teachers work hard to give direction to new initiatives and projects but these are not translated into a common consistent approach so that they are fully effective and sustainable.
46. Whole-school targets are set according to statutory requirements for English, mathematics and science. Appropriate use is made of comparative data, analysis of the previous year's results, trends, rates of progress and information about each year group. Setting targets for improvement in other curriculum areas is not as rigorous.
47. The arrangements for teachers' performance management are in line with requirements and include both teaching and support staff.
48. The school takes account of national priorities and is successfully introducing the Foundation Phase. Work on reviewing and revising the National Curriculum in line with new requirements has only just begun. Although the school is involved with the Healthy School initiative and aspects of sustainability, these are only beginning to have a positive impact on pupils' learning and well-being.
49. The governing body meets the majority of its regulatory and legal requirements. However, there are some shortcomings with the school's documentation and publications. Through recent Local Authority (LA)

initiatives, governors are beginning to be better informed about all aspects of school life. However, they are not fully and effectively involved in contributing towards setting the strategic direction of the school.

50. The extent to which the headteacher, members of staff and governors are well informed about quality and standards in areas across the school is variable. Some good practice exists, but this is inconsistent and monitoring in general is neither well developed nor sufficiently robust. This was also a key issue during the last inspection. At present, there are no curriculum leaders and consequently there are no clear systems and procedures for self-review in place.
51. Although priorities in the school development plan (SDP) are supported by appropriate resources, they are not sufficiently focused on pupils' progress and raising standards.
52. Some progress has been made in addressing the key issues identified in the last inspection report. However, there are still shortcomings associated with whole school planning, and monitoring and recording pupils' achievements in all subjects and religious education.
53. The school employs an appropriate number of qualified and experienced teachers. The use of specialist teaching where appropriate has a positive impact on standards. Teaching and learning assistants work well with the teachers in supporting pupils with their learning.
54. At Key stages 1 and 2, there is an appropriate level of resources to teach all subjects, but the school recognises the need to update and add to some of these.
55. The headteacher and the governing body monitor spending carefully and monthly financial statements from the LA help with this. Overall, the school provides value for money.

## Recommendations

56. In order to improve the school in the areas inspected, the staff and governing body need to:
- R1** raise standards by addressing the shortcomings in Welsh second language and art and design at Key stage 2;
  - R2** improve pupils' bilingual competence;
  - R3** improve curriculum planning to ensure pupils' better progress in all subjects;
  - R4** improve communications with parents/carers;
  - R5** develop the self-evaluation system to consistently and rigorously monitor standards of work and the quality of learning.

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.

## Standards

### Key Question 1: How well do learners achieve?

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

57. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
58. The number of pupils who take part in National Curriculum (NC) assessments at the end of the two key stages is too small to make meaningful comparisons with national data year by year.
59. Over a period of three years, the core subject indicator (CSI) results at Key stage 1, when compared with local and national averages, places the school in the lower 50 per cent of schools. However, the school's analysis confirms that pupils are achieving appropriately for their abilities. The school's targets for 2010 and 2011 suggest that all pupils will achieve the expected level 2 or above in assessments.
60. The Key stage 2 CSI results in 2006 and 2007, compared with the local authority and national averages, placed the school in the top 25 per cent of schools. As a result of a decline in the science result in 2008, the school was placed in the upper 50 per cent.

61. When comparing the Key stage 2 results in 2008 with the performance of the same pupils at Key stage 1 in 2004, their development shows good progress, which is in line with the local authority and national expectations.
62. Excluding pupils with special educational needs, (SEN) there is no significant difference in the performance of boys and girls at either key stage.
63. Regardless of their social, ethnic or linguistic background, the majority of pupils throughout the school make good progress towards reaching their potential.

The standards achieved in the lessons inspected are as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
6%	71%	23%	0%	0%

64. The above percentages are below the average percentages for the whole of Wales, as published in Her Majesty's Chief Inspector's (HMCI's) Annual Report for 2007-08, with the standards of achievement being good or better (grade 1 and 2) in 84% of lessons, and outstanding (grade 1) in 12% of lessons. It is important to note that one lesson equates to 5 per cent. The sample of lessons seen was small; therefore, comparisons need to be treated with caution.
65. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Foundation Phase outcomes.

At Key stages 1 and 2 in the subjects inspected the standards are as follows:

<b>Inspection Area</b>	<b>Key Stage 1</b>	<b>Key Stage 2</b>
Art and Design	<b>2</b>	<b>3</b>
English	<b>2</b>	<b>2</b>
Information and communications technology	<b>2</b>	<b>1</b>
Physical Education	<b>2</b>	<b>2</b>
Religious education	<b>2</b>	<b>2</b>
Welsh second language	<b>2</b>	<b>3</b>

66. In the early years, most children's basic and key skills develop well. At Key stages 1 and 2, most pupils make appropriate use of their speaking and listening, reading and writing skills in English across the curriculum. The majority of pupils speak clearly and confidently and use extended vocabulary with understanding. They use their reading and writing skills appropriately to gather information and to record their work across the subjects. At both key stages, most pupils make appropriate use of their numeracy skills in a number of subjects. Many pupils' information and communications technology (ICT) skills across the school are good with some outstanding features by the time they transfer to the high school.
67. Many pupils' capacity to work with greater independence, their understanding of how well they are progressing and what they need to do to improve their

work is underdeveloped. Although there are good examples of pupils working independently on tasks set by the teacher, they have yet to take responsibility for their own learning

68. Most pupils have a good understanding of everyday Welsh commands and greetings. The majority respond appropriately to questions asked by the teacher but they have yet to develop the necessary confidence, knowledge and understanding to use Welsh on a regular basis in informal situations around the school.
69. Most pupils' spiritual, moral, social and cultural development is good. Nearly all pupils are considerate and courteous, which contributes positively and constructively to the quality of life in the school. Most pupils demonstrate respect for each other, members of staff and the school environment. They enter and move around the school in a quiet, orderly and purposeful manner, settling quickly into their classroom areas. Most have a good attitude to learning and focus well on a given task with sustained concentration. As they move through the school, their developing self-confidence helps many take a degree of responsibility for their own attitudes and behaviour.
70. Standards of behaviour are good. Most pupils have a good understanding of the standard of behaviour that is expected of them and agree that good behaviour is promoted, recognised and rewarded. They respond appropriately to these expectations. There are extremely few reports of recent incidents of bullying or inappropriate behaviour, with no exclusions during the last year.
71. The average level of attendance for the three terms prior to the inspection is 95.7 per cent. This is better than the national average for schools with a similar free school meals entitlement and above the local education authority and national averages. Apart from illness, the main cause of pupil absence is holidays taken during term time. In a few cases, this is in excess of ten school days in a year. There are no unexplained variations in the attendance of pupils of compulsory school age. Recorded unauthorised absences are nil.
72. Punctuality is good at the start of, and throughout the school day, allowing sessions to start promptly without delay or disruption.
73. Throughout the school, pupils' understanding of equal opportunity issues is good. They recognise, understand and respect diversity of beliefs, attitudes and cultural traditions within society.
74. Most pupils are developing their understanding of the importance of community involvement and they play an active part in social and fundraising activities. Visits and visitors to the school help them to have a better understanding of the world around them and give them a start in understanding the importance of the world of work and citizenship. They are beginning to develop a better understanding of issues, such as sustainability, recycling and what it means to be a global citizen.

## The quality of education and training

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

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

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

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
10%	65%	25%	0	0

76. These percentages are below the average percentages for the whole of Wales, as reported by HMCI's for 2007-08, with the quality of teaching being good or better (grade 1 and grade 2) in 83% of lessons, and outstanding (grade 1) in 16% of lessons. It is important to note that one lesson equates to 5 per cent. The sample of lessons seen was small; therefore, comparisons need to be treated with caution.
77. Teachers have established good relationships with pupils based on mutual respect and regular and appropriate use of encouragement and praise. They value and treat all pupils equally, and, have created an atmosphere that is conducive to effective learning.
78. Where the teaching is good, lessons are well planned and have clear learning objectives that are well understood by all pupils. Lessons are well paced, teachers use resources purposefully and pupils are actively involved in their learning. Good questioning skills are used to assess pupils' understanding and regular opportunities provide for pupils to express opinions. Interventions are appropriate and the effective involvement of classroom assistants in the learning process has a positive impact on pupils' learning.
79. Shortcomings in lessons mainly centred on over-direction by teachers and insufficient opportunities for pupils to take responsibility for their own learning. Learning tasks were not always sufficiently challenging for the more able pupils. At Key stage 2, most of the instructions and questioning by teachers and responses by pupils during Welsh lessons were in English.
80. Generally, teachers have good subject knowledge and understanding of the subjects they teach and are aware of recent developments. However, not all teachers are as secure when it comes to teaching Welsh as a second language.
81. There is an inconsistent use of Welsh to promote pupils' bilingual skills and this adversely affects their confidence. Opportunities for pupils to develop and apply their bilingual skills generally and in subjects across the curriculum are limited.

82. The school's arrangements for assessing, recording and reporting on pupils' attainment and progress meet statutory requirements. Baseline assessment on entry is undertaken in Reception and this information is used effectively to plan future work. Collaborative working between the neighbouring primary schools and the local high school has begun to moderate pupils' work and standards in the core subjects. Teachers find this useful when assessing their own pupils.
83. Good use is made of individual pupil files at Key stage 1. They contain a range of information and are used purposefully and effectively to track pupils' progress.
84. At Key stage 2, pupils' achievements and progress in the core subjects are carefully recorded. These records are used effectively in evaluating the progress of individual pupils, highlighting their strengths and shortcomings. Assessing and tracking pupils' progress in the non-core subjects and religious education is not as rigorous.
85. Marking is undertaken regularly and books often have comments of a praiseworthy nature but rarely do comments inform pupils about how to improve their work. Pupils are only beginning to understand the purpose of assessment. Peer and self-assessment are at an early stage of development as is pupils' involvement in setting their own targets for improvement. This is an area appropriately identified by the school for further development.
86. There are good opportunities for parents to meet with teachers formally three times a year, as well as informally to discuss their children's progress. Annual reports to parents fulfil the statutory requirements, identifying pupils' achievements and progress as well as their personal and social development. They appropriately identify what the pupils' need to do next in order to improve their work.

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

**Grade 3: Good features outweigh shortcomings**

87. The findings of the inspection team do not match the judgement made by the school in its self-evaluation report. The school awarded itself a grade 2 for this question. The inspection confirms some good features of provision but also identifies shortcomings in aspects of the learning experiences provided by the school.
88. The school provides pupils with equality of access to a generally broad curriculum that meets the statutory requirements of the NC and the locally agreed syllabus for religious education. Personal and social education provision (PSE) is carefully integrated into many aspects of school life.

89. The overall quality of provision for the under fives is appropriate to their needs and the children make good progress towards the Foundation Phase outcomes.
90. At Key stages 1 and 2, there are appropriate curriculum policies for all subjects. Schemes of work are being reviewed and updated to take account of the new curriculum guidelines. However, the absence of clearly focused medium-term planning sometimes results in a lack of depth and progression in pupils' learning. This is most evident in Welsh as a second language and bilingualism.
91. The provision for pupils with additional learning needs (ALN) is good and is based on regular, individual support for pupils.
92. Although pupils' standards in basic literacy and numeracy skills are good, the planning for basic and key skills across the curriculum lacks rigour. The Basic Skills Agency Quality Mark for literacy was last achieved in 2008.
93. Although extra-curricular activities are few, some pupils' experiences are further enhanced through a weekly *Urdd* club and the occasional involvement in after school sports activities. Some pupils take part in a 'writing squad' classes. This resulted in a pupil gaining success in a Welsh second language competition at the Urdd National Eisteddfod this year.
94. There are good features in the provision to promote pupils' personal development, including their moral and spiritual development. Pupils' spiritual development is promoted through collective worship sessions. However, opportunities for quiet reflection are not always provided. Relevant themes and topics are integrated within NC subjects and discussed during 'circle time' class discussions and associated religious education lessons. Sound moral messages are consistently introduced and pupils are given opportunities to consider emotions and feelings, such as how to overcome problems and be polite. Effective inter-personal relationships are promoted by all members of staff.
95. Pupils are offered a range of experiences to support their social and cultural development. They include visits to local places of worship, the cathedral in St Asaph, a local farm and places of geographical and historical interest. A residential visit to Glanllyn by Years 5 and 6 pupils enriches their learning and social experiences.
96. Visitors to the school, such as a police liaison officer, local clergy and a local member of the Jewish faith promote pupils' respect for the attitudes and values of other people and develop their sense of citizenship. Pupils are encouraged to think about others and to raise money for local and national charities. Stationery and equipment have been sent off to an orphanage in Nepal and to a newly-built school in the Gambia. Homeless families benefit from their donations at the Harvest Festival and a bottle top collection has contributed to buying wheelchairs for the disabled.

97. There is appropriate provision for promoting healthy eating and lifestyles. A fruit shop is available during the morning break each Wednesday and the choice is based on surveys carried out by the pupils. However, there is no specific planning to promote pupils' health education, although improving sporting links in the community to help promote fitness is an area specified for development.
98. Overall, the effectiveness of links with parents has a number of shortcomings. Very few parents volunteer to help in school on a regular basis. In their responses at the pre-inspection meeting and to the questionnaires distributed beforehand, many parents indicated that the school's communication with them is inadequate. Many parents also felt that the school places too much reliance on parents for supervising pupils at sporting events such as swimming, football and netball. The good home/school agreement is signed by all parents. The 'parent and friends of the school' organisation arranges a range of events to raise valuable funds for the school, with the monies used purposefully to purchase additional resources to support learning.
99. The school's newsletters contain useful information about dates, school activities and events. The school considers itself a part of the local community with local residents supporting school-organized events. Articles about the school's events frequently appear in the local community newspaper.
100. The school has good links with the designated secondary school to which nearly all pupils transfer. Students from the secondary school are often placed at the school for their work experience. A member of the secondary school staff visits weekly to give Italian lessons to older pupils.
101. A close partnership has been forged with the parish church and the clergy in turn visit the school for weekly collective worship.
102. The school has no documented policy or strategy in place to develop links with industry or employers, to increase pupils' awareness and understanding of the world of work. Very few partnerships or formal links with employers or local industry exist and therefore the current provision of effective work related education experiences is limited. No teachers have recently undertaken visits to other organisations, or been involved with industrial or commercial placements and use their experience to enrich the curriculum.
103. Entrepreneurial skills are enhanced through the involvement of older pupils in selling fruit as part of the school's focus on healthy eating. They also organise the sale of cakes and used toys and games, produce cards and sell CD-ROMs of the Christmas concert to raise money for school funds.
104. Whole school planning of opportunities for the progressive use of the Welsh language in more informal situations in curriculum areas outside formal Welsh lessons is underdeveloped. The *Cwricwlwm Cymreig* is suitably promoted through aspects of the curriculum. However, planning does not ensure both integration and continuity within the range of subjects in relation to pupils' knowledge and skills.

105. The regular setting of homework does not feature throughout the school and parents feel that the provision is inconsistent.
106. Through the curriculum, pupils are beginning to develop their understanding and appreciation of sustainable development. Overall, there are very few practical examples for promoting and encouraging pupils' involvement in aspects of sustainable development. The majority of pupils are involved with recycling and a few pupils are members of the school's gardening club. The school is not part of the Eco schools initiative nor has it established an Eco committee. Promoting all aspects of sustainable development is an area of further development identified by the school.
107. The promotion of pupils' knowledge and understanding of global citizenship is developing well through supporting charitable organisations and PSE.
108. Good features which outweigh shortcomings are evident in the way the school reflects national priorities for lifelong learning. A particularly strong feature is the development of pupils' ICT skills.

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

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

109. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
110. Pupils are well cared for, guided and supported. The school provides a happy, safe, secure, and caring learning environment for pupils. Teachers and support staff are typically well aware of pupils' individual needs and offer good personal support and guidance.
111. The majority of parents are happy with how well the school works with parents and carers in caring for, supporting and guiding pupils. There are good working relationships between the school and outside support agencies to ensure that pupils with additional needs are carefully assessed and their needs met.
112. Pupils are given opportunities to contribute to decision making. The School Council meets regularly and is an effective forum for pupils to work together and develop their personal and social skills. The school often acts upon their recommendations.
113. Induction programmes that help learners settle in quickly are good. A family atmosphere and positive ethos exists in the school that quickly helps settle pupils into school life and routines. The school has good links with the secondary school, the induction programme is well established and pupils partake in effective transition projects.

114. Support and guidance for pupils' personal and social education meets current requirements and has good features, which outweigh shortcomings. Visits by a police liaison officer improve pupils' awareness of personal safety, drug awareness and anti-social behaviour. Appropriate emphasis is laid on some aspects that contribute towards a healthy lifestyle.
115. Pupils' attendance, punctuality and behaviour are monitored. Pupils arriving late are occasionally challenged and asked to give a reason for their late arrival. Unexplained absences are generally followed up promptly, on the day, by the class teacher.
116. Overall, the school provides an adequately safe and secure environment for pupils to learn and play. Risk assessments, both on-site and off-site activities, are appropriately undertaken and recorded. The school has procedures to meet the needs of pupils who are unwell or who have suffered an injury whilst at school. The headteacher is the current qualified first aider but no other member of staff has received recent training.
117. Child protection arrangements are robust. They meet current good practice with designated named persons and a nominated governor. Relevant complaint and appeal procedures are in place. All members of staff are aware of the procedures and are regularly updated.
118. The provision for pupils with ALN is good and conforms to the requirements of the current Code of Practice. Teachers identify additional learning needs early and good quality support is provided by the class teachers or by a member of staff who has received additional training. The learning support staff work closely with class teachers to improve speech and language skills and have a good knowledge of pupils' capabilities. An additional volunteer helper makes an effective contribution to support pupils who are making slow progress with reading.
119. All pupils with ALN have individual education plans (IEPs) that include realistic targets. Parents are consulted and have an opportunity to involve themselves in the review process. External LA support is used well to provide further advice when needed. External agencies, such as the Health Visitor and Speech and Language Therapist, also work closely with the school.
120. The school effectively implements its policy and procedures to eliminate oppressive behaviour, including bullying, racial discrimination and other forms of harassment. Positive behaviour management is used effectively to reinforce good behaviour.
121. The school has responded positively to the requirements of the Disability Discrimination Act and has an appropriate action plan drawn up. There are appropriate arrangements to integrate pupils with disabilities into the school.
122. Through links with other countries and cultures, the school promotes a suitable range of activities and experiences, which enable pupils to develop a good understanding of diversity within today's society.

## Leadership and management

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

#### Grade 3: Good features outweigh shortcomings

123. The findings of the inspection team do not match the judgement made by the school in its self-evaluation report. The school awarded itself a grade 2 for this question. It is the view of the inspection team that the leadership and management of the school does not give a clear strategic direction to improvement.
124. The grade 2 for Key question 1 and Key question 7 differ from the grade 3 for this key question. It is the view of the inspection team that pupils achieve good standards overall and that there are no important shortcomings in the way the school uses its resources.
125. The school has a set of specific aims that are focused on pupils' needs. However, there is a lack of shared vision amongst members of staff about how these aims promote and sustain improvements on a day-to-day basis. Individual teachers work hard to give direction to new initiatives and projects but these are not translated into a common consistent approach so that they are fully effective and sustainable.
126. Due regard is given to promoting equal opportunity and all pupils have the opportunity to participate in all aspects of the school's life.
127. Whole-school targets are set according to statutory requirements for English, mathematics and science and appropriate use is made of comparative data, analysis of the previous year's results, trends, rates of progress and information about each year group. Targets are questioned, challenged and finally confirmed with the LA link adviser. Setting targets for improvement in other curriculum areas lacks rigour.
128. The arrangements for teachers' performance management are in line with requirements and include both teaching and support staff. Targets are set, agreed and reviewed on an annual basis. However, no robust system is currently in place for evaluating teaching and learning.
129. The school takes account of national priorities and is successfully introducing the Foundation Phase. Work on reviewing and revising the NC in line with new requirements has only just begun. Although the school is involved with the Healthy School initiative and aspects of sustainability, these are only beginning to have a positive impact on pupils' learning and well being. The school works well in partnership with its 'family' of local primary schools and the local high school and work has begun to moderate the standards of pupils' work between the schools in the core subjects.
130. The governing body meets the majority of its regulatory and legal requirements. However, there are some shortcomings with the school's

documentation and publications. For example, the current prospectus does not contain all the required information about the provision for pupils with disabilities or special needs and a number of statutory policies have not been reviewed.

131. Through recent LA initiatives, governors are beginning to be better informed about all aspects of school life. However, they are not yet fully and effectively involved in contributing towards setting the strategic direction of the school, or monitoring and evaluating the quality of provision and the standards pupils achieve. Their role as a 'critical friend' is not well established.

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

**Grade 4: Good features but shortcomings in important areas**

132. The findings of the inspection team differ from the school's judgement in its self-evaluation report. The school awarded itself a grade 2 for this question. It is the team's view that there are important shortcomings in how rigorous the school is in monitoring standards of work and the quality of learning.
133. The extent to which the headteacher, members of staff and governors are well informed about quality and standards in areas across the school is variable. Some good practice exists, but this is inconsistent and monitoring in general is not well developed, neither is it sufficiently robust. This was also a key issue during the last inspection.
134. The process of self-review has been in place for three years. The recent adoption of the Estyn framework and new guidelines from the LA has placed a greater emphasis on making sharper judgements about all aspects of school's work. At present, there are no curriculum leaders and consequently there are no clear systems and procedures for self-review in place. Although analysis of pupil performance data features in the monitoring process, the range is too narrow and does not give enough attention to looking at pupils' work or direct observation of classroom teaching.
135. The self-evaluation report produced by the school before the inspection considers each of the seven Key Questions of the inspection framework and identifies strengths and areas for development, but the inspection team's judgements differ from that of the school's in three out of the seven Key Questions. The inspection team awarded lower grades for Key Questions 3, 5 and 6.
136. Although priorities in the school development plan (SDP) are supported by appropriate resources, they are not sufficiently focused on pupils' progress and raising standards.
137. Teachers have been involved in the process and have contributed to discussions to identify the school's best features and areas for development.

The views of parents have been sought through a questionnaire but there has been no direct involvement of the wider school community in the process.

138. Since the last inspection good progress has been made in raising standards in ICT and physical education at both key stages and a whole-school assessment policy and staff handbook has been introduced, but there are still shortcomings associated with whole school planning, monitoring and recording pupils' achievements in all subjects including religious education.

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

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

139. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
140. The school employs an appropriate number of qualified and experienced teachers. The use of specialist teaching where appropriate has a positive impact on standards. Teaching and learning assistants work well with the teachers in supporting pupils with their learning.
141. Staffing levels are carefully matched to available funding and are regularly reviewed. Good use is made of training budgets in developing staff. Teachers attend relevant training courses to update their knowledge and they use the outcomes of these to successfully improve practice in their individual classrooms.
142. Planning, preparation and assessment (PPA) time for teachers meets statutory requirements. All teachers benefit from time away from their classes. The school takes account of workforce remodelling requirements.
143. The school secretary provides good administrative support. The caretaker maintains a high standard of cleanliness throughout the school.
144. At Key stages 1 and 2, there is an appropriate level of resources to teach all subjects but the school recognises the need to update and add to some of these. There has been significant investment in resources for ICT in recent years. The computer suite and interactive whiteboards in each class are well used to support pupils' learning. The school library is well stocked with both fiction and non-fiction books.
145. Classrooms are of a good size and suitable for the age and range of pupils at the school. The use of one classroom as a dining hall does cause some disruption to learning. The school playground is suitable and safe and is well marked for a number of leisure activities. The purpose built 'Multi Use Games Area' is a useful resource and well used by the school for a number of games activities. There is a very large playing field for sporting activities. The hall at a neighbouring school is used

effectively for physical education. A specially prepared outdoor learning area meets the needs of children in the Foundation Phase.

146. There are interesting displays and photographs in the classrooms and other areas of the school which help to create a stimulating learning environment and show appreciation of the pupils' work and effort.
147. The headteacher and the governing body monitor spending carefully and monthly financial statements from the LA help with this. The significant under spend in 2007-08 was intentional so that priorities in the SDP could be paid for. There is now a modest and realistic surplus. Overall, the school provides value for money.

## Standards achieved in subjects and areas of learning

### English

**Key Stage 1:** Grade 2: Good features and no important shortcomings

**Key Stage 2:** Grade 2: Good features and no important shortcomings

#### Good features

148. At both Key stage 1 and Key stage 2, many pupils make good progress in using their key skills in the context of language development. They listen well, interact confidently with their peers and, by the end of Key stage 2, most pupils are very articulate, demonstrating the ability to offer sensible opinions when talking to adults and contributing to class discussions. The majority demonstrate understanding, enjoyment and confidence when performing in front of their peers. Their ability to evaluate their presentations is an outstanding feature.
149. Many pupils at Key stage 1 enthusiastically discuss the features of a story, have good recall of the sequence and events, discuss characters and make predictions sensibly and confidently. They are developing good rhyme awareness when discussing poetry.
150. At Key stage 1, most pupils' reading skills develop well with a good level of fluency and expression. They enjoy reading and confidently gain access to a good range of books. They recommend books for a wider audience through interesting book reviews. The more able pupils empathise with characters and are aware of authors, illustrators, fiction and non-fiction books.
151. At Key stage 1, most pupils demonstrate a consistent progression in writing and presentation skills. They develop the elements of a story and communicate ideas with an awareness of purpose in their letter and instructional writing, personal stories and news. An awareness of letter sounds and punctuation rules contributes well to pupils' developing independence.
152. As pupils progress through Key stage 2, they read with increasing fluency, understanding and enjoyment. They have a growing awareness of fiction and many pupils discuss a range of exciting authors and write about their reading

experiences. Pupils read non-fiction books and use the library and the internet confidently as sources of information.

153. Literacy based texts are used effectively to support grammar and extended writing tasks. Many pupils use the characteristic features and vocabulary effectively in their own writing, for example when describing an event from another person's point of view and autobiographical writing.
154. Many pupils use their thinking and observational skills well to compare a book and a film. Effective planning includes pupils identifying and resolving problems and creating their own interesting mythical stories.
155. Many pupils have a good understanding of different forms of poetry and use metaphors and similes appropriately and effectively when writing parodies on well known poems. They show a good awareness of how language can be used for effect.
156. Most pupils write clearly, usually punctuate their work well and spell words correctly, for their ages. Pupils' handwriting and the presentation of work are generally good.

### **Shortcomings**

157. There are no important shortcomings

<b>Welsh second language</b>
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**Key Stage 1:** Grade 2: Good features and no important shortcomings

**Key Stage 2:** Grade 3: Good features outweigh shortcomings

### **Good Features**

158. At Key stage 1, all pupils listen and respond appropriately and enthusiastically to Welsh. They respond well to teachers' questions and commands and ask simple questions of each other in role-play situations. The majority speak audibly, with good pronunciation.
159. The majority of pupils read and understand a story that is read to them. They read familiar words fairly accurately when presented in the form of flash cards and in classroom displays. A few retell a simple story, which they have written with considerable flair and confidence.
160. The majority of pupils' writing skills are developing well through tasks that include labelling, matching exercises and simple sentences based on a given pattern. Simple words are spelt correctly and punctuation is generally accurate.
161. At Key stage 2, the majority of pupils extend their use of vocabulary when participating in simple dialogues. The more able pupils ask and answer questions with increasing confidence. The pronunciation and intonation of a few is developing well.
162. A few are beginning to gain more confidence in reading out their own work aloud. Using scripted dialogues, many pupils read back what they have written with secure pronunciation and clear expression.

163. The majority are beginning to write simple sentences independently in response to a variety of stimuli. The work is generally punctuated appropriately and spelt correctly.

### **Shortcomings**

164. A large proportion of pupils at Key stage 2 lack confidence when speaking and offer only brief responses.
165. Pupils' reading and writing skills at Key stage 2 are within a limited range.

## **Information and communications technology**

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

**Key stage 2:** Grade 1: Good with outstanding features

### **Outstanding features**

166. At Key stage 2, most pupils very confidently use a 'Virtual Learning Environment' website to communicate between school and home, linking with curricular subjects, such as mathematics and personal and social education (PSE).
167. Many pupils are developing specialist vocabulary and use music box software confidently to communicate and prepare CD-ROMs.
168. The more able pupils show outstanding skills in using the digital camera to take photographs of current work and then transferring it to the computer. They recognise the features of page design and layout to produce a comic and add exciting captions as appropriate.
169. Most pupils in Years 5 and 6 produce high quality slide presentations that skilfully combine text and images.

### **Good features**

170. Most pupils at Key stage 1 program the 'bee-bot' floor roamer confidently and successfully by setting a sequence of commands to send it on its journey.
171. Most pupils use a word-processing program skilfully to create and edit a story to improve expression, redraft and print their work.
172. They use an art package effectively to make interesting pictures that are relevant to their thematic work on dinosaurs.
173. At Key stage 2, pupils are confident and skilful in their use of computerised equipment in its various forms and their confidence increases as they move through the key stage.
174. When creating a text using a word-processing program, most add pictures from the internet in order to create effective posters or leaflets.
175. Many pupils demonstrate good keyboard skills and edit and revise text independently.

176. Many pupils make sound judgements and choices about the most appropriate programs and machines to use for different purposes.

### **Shortcomings**

177. There are no important shortcomings

## **Art and design**

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

**Key stage 2:** Grade 3: Good features outweigh shortcomings

### **Good features**

178. Most pupils at Key stage 1 use a good range of materials and techniques to express and experiment with their ideas. They explore and experiment successfully with elements that include line, tone and pattern to produce good self portraits.
179. Most pupils mix and match water colours successfully to paint characters associated with a story they have written. They explain with great confidence the techniques they have used.
180. Many talk knowledgably about the work and the style used, for example, in reflecting Lowry's use of flair and imagination, to produce their own pictures of good quality.
181. Following a visit to a local potter, many produce good quality clay models of their own. They discuss the technique used with a good understand of the difficulties and how these can be overcome.
182. The majority of pupils at Key stage 2 are beginning to make good use of observational skills and the use of sketch books to try different techniques. They show good awareness of line and tone, pattern, as well as texture, shape and form. They record images and ideas effectively based on observation, experience and imagination.
183. In upper Key stage 2, many pupils experiment successfully with colour and mix and apply different techniques using charcoal, pastels and paint. Some of the artwork is imaginative and colourful.
184. Many pupils have a good understanding of perspective, which can be seen clearly in their sketching activities.
185. Nearly all the pupils appreciate the work of the Welsh artist Sir Kyffin Williams and are confident and knowledgeable when describing the style of his work. They make a very good attempt at producing their own landscape pictures in his style.
186. Good use is made of the internet to research work; this has a positive influence on what pupils produce.

### **Shortcomings**

187. At Key stage 2, pupils' knowledge of the work of Welsh artists and craftsmen is limited.
188. At Key stage 2, three-dimensional work is underdeveloped.

## **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**

189. At both key stages, all pupils are appropriately dressed for activities, and understand the importance of this, along with the need to show due regard to safety rules. They are aware that regular physical activities are important for a healthy life style.
190. Pupils at both key stages undertake 'warm up' activities enthusiastically and understand the purpose of them. They respond well to instruction, showing good sporting behaviours as individuals, in pairs and in groups.
191. In their gymnastics lesson at Key stage 1, many pupils show good control when exploring movements using the basic actions of travelling, jumping and turning. The majority develop and refine their movements with growing confidence, practising hard to improve their technique.
192. In their gymnastics lesson in Key stage 2, pupils, responded well to instructions during the warm up activities and linked actions fluently to form a sequence. They demonstrated good control and imagination, varying their methods of travel around the hall. Pupils adapted and refined their movements as they transferred weight from feet to hands, balancing, rolling and turning as they did so.
193. Pupils are confident when working on apparatus, exploring different ways of travelling along, under and through benches and wall-bars. Evaluation of work is a strong feature of lessons at Key stage 2. Pupils observe each other and offer positive feedback on classmates' movements.
194. The majority of pupils at Key stage 2 show good progress when transferring the skills they have learnt individually and to small team situations. They understand the structure of teamwork and participate within the rules well. They observe good sporting behaviours.

### **Shortcomings**

195. There are no important shortcomings.

## Religious education

**Key Stage 1:** Grade 2: Good features and no important shortcomings

**Key Stage 2:** Grade 2: Good features and no important shortcomings

### Good features

196. Many pupils at Key stage 1 talk about their own experiences and offer personal responses and views about events, such as the birth of a baby. They confidently recount some Bible stories, such as the birth of Moses and what made him special. They retell the story of Solomon and David accurately and know that Samuel was special because he was chosen by God.
197. Most know that Jesus was born in Bethlehem. They recall the facts surrounding the story of Christmas, realise that religious festivals are special and explain why celebrations, such as birthdays and Mothering Sunday, are important to them.
198. At Key stage 1, most pupils recognise the artefacts related to the Jewish faith and how food was eaten during the Feast of the Passover. They know the significance of Easter and some sequence the Easter story accurately. They name some of the disciples, recall the stories of the fishermen and how Judas betrayed Jesus,
199. At Key stage 2, many pupils have a good knowledge of eminent people who have helped others during their lives and carried on the work of Jesus. They know that Betsi Cadwaladr helped injured soldiers and many pupils realise the significance of the work of Nelson Mandela, Desmond Tutu, Mahatma Gandhi and Mother Teresa.
200. Many pupils identify the differences and similarities within religions correctly. They know the significance of Divali for the Hindu faith. They recognise some religious symbols and use appropriate vocabulary to describe the symbols and artefacts inside the church.
201. They know that the church has its own calendar based on the life of Jesus. They name the nine seasons and the four colours, which represent the church calendar.
202. Many pupils are aware of the Ten Commandments and adapt Biblical stories and parables well into a modern context. They identify qualities of leadership and discuss the importance of Jesus as the founder of Christianity, Abraham as the founder of Judaism and Mohammed as a founder of Islam.
203. By the time pupils are in Year 5, they confidently identify some of the ways in which life can be seen as a journey. They use very effective ICT skills to relate religious beliefs and human experiences about pilgrimages to various shrines around the world.

### Shortcomings

204. There are no important shortcomings.

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

The headteacher, members of staff and the governing body would like to thank the registered inspector and his team for their professional, courteous and thorough approach throughout the inspection process.

We are pleased that the inspectors acknowledge that Ysgol Llanbedr succeeds in creating a happy and supportive learning environment where pupils feel secure and respected and that most pupils display positive attitudes to learning and develop as polite friendly and confident individuals.

We are very proud that the findings of the inspection recognised the good quality of care, guidance and support given to our pupils, including those with additional learning needs.

We are pleased that the inspectors reported that pupils' literacy, numeracy and ICT skills develop well throughout the school and that there has been significant improvement in standards in ICT and physical education since the last inspection.

The inspection has provided us with a means to re-enforce and celebrate our strengths, while at the same time identifying clearly areas for further development. The school acknowledges the recommendations in the report and staff and governors will respond to the recommendations by formulating an action plan. Parents will be informed of the progress made through the governors' annual report to parents.

Finally, we welcome the findings of the inspection and consider the report to be a fair and balanced reflection of the work of the school.

## Appendix 1

### Basic information about the school

Name of school	Ysgol Reoledig Llanbedr
School type	Primary including Foundation Phase
Age-range of pupils	3 - 11
Address of school	Llanbedr DC Ruthin Denbighshire
Postcode	LL15 1SU
Telephone number	01824 702927

Headteacher	Mrs Falyri Enlli Davies
Date of appointment	1 September 1998
Chair of governors/ Appropriate authority	Mrs Heather Roberts
Registered inspector	Merfyn Lloyd Jones
Dates of inspection	22 – 24 June 2009

## 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	8	8	7	13	9	7	13	12	77

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	3	2	4

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	16.5:1
Pupil: adult (fte) ratio in nursery classes	n/a
Pupil: adult (fte) ratio in special classes	n/a
Average class size, excluding nursery and special classes	19
Teacher (fte): class ratio	1.3:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2008	75	93.6	96.2
Autumn 2008	71	93.8	96.1
Spring 2009	72	91.0	94.8

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

## Appendix 3

### National Curriculum Assessment Results End of Key stage 1:

<b>National Curriculum Assessment KS1 Results 2008</b>	Number of pupils in Y2	8
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 by teacher assessment			
In the school	66.7	In Wales	81

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

### National Curriculum Assessment Results End of Key stage 2:

<b>National Curriculum Assessment KS2 Results 2008</b>	Number of pupils in Y6	7
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 English by teacher assessment			
by teacher assessment		by test	
In the school	71	In the school	n/a
In Wales	76	In Wales	n/a

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

## **Appendix 4**

A team of three inspectors inspected the school over a period of 6 inspector days. The team met prior to the inspection.

The headteacher was the nominee and she played an extensive role during the inspection.

Twenty lessons or part lessons were observed and a selection of the pupils' practical and written work was scrutinised.

Registration, collective worship and extra-curricular activities were inspected.

Discussions were held with staff and pupils about their work.

All documents presented by the school prior to and during the inspection were scrutinised.

Meetings were held prior to the inspection with the headteacher, staff, parents and the governing body.

Thirteen parents attended the meeting held prior to the inspection, and the parents' responses (35 in all) to the questionnaires distributed were analysed.

Post inspection meetings were held with the headteacher, staff and governors.

## Appendix 5

### Composition and responsibilities of the inspection team

Team Members	Responsibilities	Subjects/areas of learning
Mr Merfyn Lloyd Jones Registered Inspector	Context Summary and recommendations Key Questions 1, 2, 5, 6 and 7	Welsh Second Language, Art and Design, Physical Education
Mrs Audrey Evans Team Member	Key Question 3 and 4 plus contributions to Key Questions 1 and 2	English, Information and Communications Technology, Religious Education
Mr Kerry Jones Lay Inspector	Contributions to Key Questions 1, 3, 4, 5 and 7	
Mrs Falyri Enlli Davies Headteacher / Nominee	Contributions to all Key Questions by providing information	

### Acknowledgement

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

#### Contractor:

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