

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

A Report on the Quality of Education in

**Ysgol Trefriw
Ffordd Llanrwst
Trefriw
Llanrwst
Conwy
LL27 0PX**

School Number: 6622109

Date of Inspection: 24 June 2008

by

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Date of Publication: 27 August 2008

Under Estyn contract number: 1119307

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Ysgol Trefriw 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 Trefriw took place between 24/06/2008 and 26/06/2008. An independent team of inspectors, led by Len 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:

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

Year groups and key stages

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

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

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Ysgol Trefriw is situated on the main road in the middle of the village. It is maintained by Conwy Local Education Authority (LEA).
2. The school serves the children of the village, while four pupils also come from the rural area of Llanrhychwyn, and four come from the town of Llanrwst.
3. The school describes the area the pupils come from as being neither specifically prosperous nor economically disadvantaged.
4. A significant number of pupils come from homes where English is spoken as the main language. Eight per cent come from homes where Welsh is the main language of communication.
5. The pupils in the school represent the full range of ability. During the inspection, 22% of the pupils were on the school's additional learning needs (ALN) register; there was no pupil with a 'statement' of ALN.
6. Pupils are admitted to school as part-time pupils in the September following their third birthday, and become full-time pupils in the September following their fourth birthday.
7. During the inspection, there were 45 pupils on the school register, including eight nursery-aged children who attend for the mornings only.
8. Currently, 11% of pupils are entitled to free school meals. This figure is lower than the figure for Conwy, and is significantly lower than the figure for Wales.
9. The previous inspection of the school was held in May 2002, when there were 60 pupils on the register, including nine children who attended part-time.
10. The current headteacher was appointed in July 2004.

The school's priorities and targets

11. The current School Development Plan (SDP) contains only two targets for development:
 - to prepare for the Foundation Phase;
 - to develop pupils' personal, social and learning skills.

Summary

12. Ysgol Trefriw is an important institution in the village and the local community. The school succeeds in providing an effective education for the whole range of pupils that attend.
13. The school cares well for the welfare and safety of the pupils and, by means of such provisions as the daily Breakfast Club and opportunities to take part in games activities, it fosters effectively the pupils' healthy living and fitness.

Table of grades awarded

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

14. The pupils' standards of achievement in the lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	77%	23%	0%	0%

15. The pupils' standards of achievement are higher than the Welsh Assembly Government's (WAG) targets for 2010, that standards in 98% of lessons be Grade 3 or better.
16. The general quality of the educational provision for children under five is appropriate to their needs, and the children make good progress towards the Desirable Outcomes for Children's Learning.

Areas of learning for under-fives

Area of Learning	Nursery	Reception
Language, literacy and communication	3	3
Personal and social development	2	2
Mathematical development	2	2
Knowledge and understanding of the world	2	2
Creative development	2	2
Physical development	2	2

Grades for standards in subjects inspected

17. The grades for the subjects inspected in key stages 1 and 2 are as follows:

Inspection Area	Key Stage 1	Key Stage 2
Welsh first language	Grade 3	Grade 3
English	-	Grade 2
History	Grade 2	Grade 2
Art	Grade 3	Grade 3
Religious education	Grade 2	Grade 2

18. Pupils achieve good standards regarding progress in their knowledge and understanding, and succeed in applying what they learn to develop appropriate skills. The pupils are aware of personal targets set for them, and they strive well to achieve them.
19. In the end of key stage 1 assessments, in 2007, when comparing the results to those of similar schools, according to the numbers entitled to free school meals, the school's core subject indicator (CSI) - that is, the percentage of pupils

gaining level 2 or better in Welsh or English, mathematics and science - placed it in the lowest quartile. In the end of key stage 2 assessments, in 2007, the school surpassed the performances of both county and Wales, as regards results in English, mathematics and science, while the results for Welsh were lower than the results for the county and for Wales. The school's CSI, when compared to that of similar schools, placed it in the highest quartile.

20. Over the last three years, the school's performances in the subjects assessed in key stage 1 have been consistently in the lowest quartile, whilst performances of pupils in key stage 2 have been consistently in the highest quartile.
21. Pupils' levels of attendance over the last three terms prior to the inspection have been at an average of just over 93%, which is satisfactory. Pupils' punctuality, at the beginning of the school day and at the beginning of lessons and activities during the day, is good.
22. Good features outweighing shortcomings best describe the pupils' awareness and understanding of the world of work. Recently, the pupils have undertaken interesting research work in deliberate preparation for running a fruit shop as an enterprise activity. Pupils are aware that their football kit was acquired through sponsorship by local businesses, and links with NPower have allowed pupils to further develop their awareness.
23. Pupils' behaviour is good. They display respect for their teachers and they are courteous towards visitors to the school. Recognition of diversity and social inclusion forms part of the life and values of the school and this is reflected in pupils' conduct. All these provide sound foundations for pupils to develop into very responsible members of the community.
24. Pupils make good progress in their spiritual, social, moral and cultural development. They contribute confidently and appropriately in sessions of collective worship and benefit from opportunities to reflect quietly. Their ability to socialise with each other during play-times is good. They contribute to charities in order to support those who are less fortunate than themselves.

Quality of education and training

Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	66.6%	33.3%	0%	0%

25. The quality of teaching in the lessons is lower than for the whole of Wales for 2005-06, as published in Her Majesty's Chief Inspector for School's (HMCI) Annual Report, where Grades 1 and 2 were awarded for 79% of lessons. The figure for the school is lower, also, than the primary target for 2010, which is that the quality of the teaching be Grade 2 or better in 80% of classes.
26. Where the teaching is good, there is good use of a variety of stimulating resources; careful preparation and planning is done before hand, and the contribution of assistants has been planned and is implemented purposefully.
27. Where there are shortcomings in the teaching within certain lessons, the tempo is slow, and lessons do not achieve a concise and purposeful conclusion; there is insufficient oral challenging to encourage quieter pupils to contribute, and the

expectations from the point of view of the pupils' communicating in Welsh are insufficient.

28. The school's procedures for assessing, recording and reporting are detailed and comprehensive. There is a specific programme for the assessment of the core subjects each term and for the annual assessments of foundation subjects, and relevant comments are presented to explain the levels achieved.
29. Annual reports to parents are detailed and of good quality. There are purposeful notes regarding the parents' evenings and there is an opportunity for parents and staff to agree on recommendations for improvement. Meetings with parents, to discuss their children's progress and development, are held three times a year.
30. The school provides a broad and balanced curriculum and it meets the statutory requirements. The short- term planning is of good quality, and there is progression from one year to the next and from one key stage to the next. However, there is insufficient consistency in the whole-school schemes of work for certain subjects.
31. The school is an important element of the community and the locality, and it provides valuable experiences for the pupils when they take part in community and charitable events. These links enhance pupils' educational experiences and prepare them to become responsible members of their community.
32. The school's strategies for promoting the pupils' spiritual, moral and social development are good, and pupils are provided with opportunities to reflect on the themes presented to them by their fellow pupils in the sessions of collective worship.
33. The links with parents are good. Regular meetings are held to discuss pupils' work, and the Parent /Teacher Association (PTA) succeeds annually in raising a significant amount of money for the school.
34. The school implements recycling practices in each class, while Y6 pupils look after a small garden behind the school. These practices contribute well towards the strategy for promoting pupils' awareness of sustainability issues.
35. Certain firms and local businesses offer sponsorship by contributing towards the football kit, and the school has links with the NPower company. In addition, the school has undertaken interesting research work in preparation for the running of the fruit shop. However, the range of links to the world of work that are provided by the school, in order to promote pupils' understanding, is limited.
36. The school is a happy and caring community, where pupils are well supported by teachers and support staff. Pupils feel confident about approaching any member of staff for guidance and help.
37. The school cooperates well with parents, and regular meetings are held to discuss pupils' work. The quality of the general communication, from the point of view of meetings, reports and letters, is good. The school has sought the views of parents by means of a specific questionnaire that was distributed to them.
38. Appropriate attention is paid to policies and procedures that ensure the welfare, health and safety of pupils, and any issue that gives concern is given prompt attention. Good attention is also paid to risk assessments, according to the need.

39. The provision for pupils with ALN is good. The coordinator, who has assumed responsibility during recent months, cooperates effectively with the teachers to ensure that pupils' needs are identified early. Appropriate use is made of standardised tests as criteria, and the provision is monitored regularly.
40. There are good links with external agencies and additional support is provided for specific needs. The coordinator reports on developments to the governing body, and the designated member on that body is aware of her responsibilities, and of the school's arrangements for ALN.
41. All pupils are given equal opportunities, and they have opportunities to experience cultures of different countries. The school has an Accessibility Policy for Disabled Persons. Although the school would welcome disabled pupils, the building is not in a convenient position or accessible for persons with physical disabilities.

Leadership and management

42. The headteacher provides conscientious leadership and aims to maintain an establishment where everyone is happy, and where there is a strong element of cooperation amongst the teachers, support staff and governing body.
43. The governing body meet regularly and display good commitment to the school. They conform to statutory requirements by providing parents with an annual report and through revising management policies. However, they do not, as yet, monitor the quality of the provision regularly and formally.
44. The school has an effective procedure for self-evaluation, which includes curricular responsibilities for staff members. The curricular coordinators present reports on the subjects to the governing body.
45. The procedure for occasionally seeking parents' views on the provision in the school, by means of purposeful questionnaires, is effective.
46. Although the self-evaluation report is included as an integral part of the SDP, the link between both documents is not sufficiently clear.
47. There are good features that outweigh shortcomings in relation to the progress made by the school since the last inspection. Standards have been raised in subjects that were adjudged to be 'satisfactory' in the previous inspection, but insufficient progress has been made with regards to standards of achievement in Welsh throughout the school.
48. The number of teachers employed by the school, being two full-time teachers and one part-time teacher, offers a good pupils/teacher ratio for the number of pupils on the register. Teachers exchange classes for teaching certain subjects, such as art, music and physical education.
49. The classroom assistants employed support the teachers' work effectively, supporting specific groups of pupils or individuals who need additional attention. In the best practices, they offer exceedingly good support.
50. In general, the school has a sufficient supply of resources for teaching the subjects of the national curriculum (NC), and pupils are given ready access to them in lessons. However, certain books in the children under five/key stage 1 class are in poor condition and there are deficiencies in the quality and condition of dictionaries that are available to pupils in key stage 2.

51. The school is located by the side of the main road, and use is made of two buildings. The main building houses the classrooms, dining hall and toilets, while the upper floor of the old school house includes the headteacher's office and the staff room. The space on the school yard, which is in three parts and sloping, is limited. The buildings are in sound condition and the school is kept clean. There is neither a hall nor a playing field that belongs to the school, but regular use is made of the village hall and playing field for certain activities.
52. Although the governing body gives careful attention to the school budget, there was a significant under spend during the last few years. The governing body maintain that their main priority is maintaining the present staffing levels.
53. The school gives value for money.

Recommendations

In order to improve further, the school needs to:

- R1. raise standards in Welsh throughout the school, ensuring that the language is 'actively' used by pupils and in art in key stages 1 and 2;
- R2. attend to the shortcomings noted in the teaching;
- R3 ensure that there is a closer link between the findings of the self-evaluation process and the priorities of the SDP;
- R4. further develop the strategies that promote pupils' understanding of the world of work and their involvement with enterprise skills.

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

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

54. The findings of the inspection team correspond to the grade the school awarded itself in its self-evaluation report.

Grades for standards in subjects inspected

55. The standards achieved by the pupils in the lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	77%	23%	0%	0%

56. The pupils' standards of achievement are higher than the WAG's targets for 2010, that 98% of lessons be Grade 3 or better.
57. The general quality of the educational provision for children under five is appropriate to their needs, and the children make good progress towards the Desirable Outcomes for Children's Learning.

Learning areas for children under 5:

Area of Learning	Nursery	Reception
Language, literacy and communication	3	3
Personal and social development	2	2
Mathematical development	2	2
Knowledge and understanding of the world	2	2
Creative development	2	2
Physical development	2	2

Grades for subjects inspected

58. The grades in the subjects inspected in key stages 1 and 2 are as follows:

Area inspected	Key stage 1	Key stage 2
Welsh first language	Grade 3	Grade 3
English	-	Grade 2
History	Grade 2	Grade 2
Art	Grade 3	Grade 3
Religious education	Grade 2	Grade 2

59. Pupils achieve well in increasing their knowledge and understanding, and succeed in applying what they learn to develop appropriate skills. Pupils succeed whatever their social or linguistic background.
60. Pupils are aware of personal targets set for them, and they strive well to achieve them. The school's older pupils have a role in formulating their targets.
61. The children under five display good progress in their numeracy and information and communications technology (ICT) skills, while good features outweigh shortcomings in the development of their literacy skills. They develop mathematical skills when matching and recognising numerals and when using specific shapes to create pictures of vehicles. They develop confidence when handling the computer 'mouse' in art activities and when setting instructions for the computerised 'bee-bot'.
62. As yet, their literacy skills, specifically as regards their ability and confidence to communicate orally, have not developed sufficiently.
63. The key skills of pupils in key stage 1 and 2, as regards literacy, numeracy and ICT, develop well. They use language in a variety of forms, such as when discussing the features and the buildings in their village, and when recording aspects of Italian life. They develop their mathematical skills when creating time-lines in history, when analysing questionnaires that underpins their business plan for the fruit shop and when investigating the volume of water that caused a local disaster in the past. They also investigate the distances travelled by cars on different slopes.
64. They develop effective ICT skills when composing their self-portraits on the word processor and when creating posters that contain pictures from the Internet, in order to encourage people to 'share a car to save the planet'.
65. Pupils' bilingual skills throughout the school are insufficiently developed, specifically in the way that they lack confidence in using oral Welsh in informal situations. They understand the language well, and they are able to offer meaningful answers in lessons, but they do not practise the language in informal

situations, while the children under five, specifically, are very reluctant to use the language to offer answers to teachers' questions.

66. In the end of key stage 1 assessments, in 2007, the pupils' results were outstanding in mathematics, surpassing the performances of the county and Wales. The results were much lower in Welsh and science, being lower than the results for the county and for Wales. When comparing the school's performances with those of similar schools, according to the number of pupils entitled to free school meals, the CSI (that is, the percentage of pupils achieving Level 2 or better in Welsh or English, mathematics and science) placed the school in the lowest quartile.
67. In the end of key stage 2 assessments, in 2007, the pupils succeeded in surpassing the county and Wales results in English, mathematics and science, while their results in Welsh were lower than the county and Wales results. A third of the pupils achieved a level 5 in English, mathematics and science. The school's CSI, when compared to that of similar schools, placed it in the highest quartile.
68. Over the last three years, the school's performances in the subjects that are assessed at the end of key stage 1 have placed it regularly in the lowest quartile, while the performances of key stage 2 pupils have been constantly in the highest quartile. Welsh is the only subject that has been placed in the lower quartiles in key stage 2 assessments.
69. When analysing the data for key stages 1 and 2 over the last few years, there is no obvious pattern that appears regarding the performances of boys, in comparison with the performances of girls. At times, the boys perform better than the girls.
70. Pupils display good attitudes towards their learning and this is shown in the standards achieved. They contribute in the lessons and concentrate well. They collaborate happily with each other and, across the school, they use time effectively, displaying obvious pleasure in their activities. At times, they display an ability to work independently and to organise aspects of their work effectively.
71. They show respect towards their teachers and are courteous towards visitors to the school. Recognising diversity and social inclusion are important elements of the school's life and values, and this is reflected in the pupils' conduct. All of this provides pupils with a sound foundation on which to develop as responsible members of their community.
72. Pupils make good progress in their spiritual, social, moral and cultural development. They contribute confidently in sessions of collective worship and can reflect quietly and appropriately. They are able to collaborate well on certain tasks, such as when they are involved in an activity to measure water volume; their ability to socialise with each other during play-times is also good. They contribute to good causes in order to support those who are less fortunate than themselves.
73. The pupils' level of attendance over the last three whole terms was slightly above 93%, which is satisfactory. This figure is slightly higher than the figure for the whole of Wales. Pupils' punctuality, at the beginning of the day and when attending lessons and activities during the day, is good.

74. Opportunities within lessons for pupils to practise problem-solving activities are limited. Pupils in key stage 2 are very successful when collaborating creatively as members of an orchestra, engaging enthusiastically with the work.
75. Pupils' contribution to the life of the community, being involved with a range of activities and use of facilities such as the village hall and village playing field, is good. This promotes their awareness of the local community and enables them to understand its features.
76. Through curricular studies, such as the 'Italian Week', and through learning about other religions, pupils' awareness of global citizenship develops well.
77. Pupils undertake relevant activities, such as recycling paper, plastic and ink cartridges, and thereby gain an understanding of sustainability issues. In addition, the work of Y6 pupils in nurturing the garden at the back of the school and the upper class' work on the threat posed by traffic to the future of the planet, enhances their awareness of environmental matters.
78. There are good features outweighing shortcomings in pupils' awareness and understanding of the world of work. Pupils recently undertook interesting research work, in preparation for the running of a fruit shop in school. Pupils are aware that their football kit was acquired by means of sponsorship by local businesses, and links with NPower enabled them to further enhance their awareness of the workplace.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

79. The findings of the inspection team correspond to the grade the school awarded itself in its self-evaluation report.

80. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	66.6%	33.3%	0%	0%

81. The quality of the teaching in the lessons is lower than the figures for the whole of Wales for 2005-06, as noted in HMCI's Annual Report, where Grades 1 and 2 were awarded in 79% of the lessons. The school's figure is also lower than the primary target for 2010, that the quality of teaching be Grade 2 or better in 80% of classes.

82. There exists a good relationship between teachers and pupils and this effectively promotes standards of achievement.

83. Where the teaching is good:

- effective use is made of a variety of stimulating resources;
- the aim and development of the lesson is noted at the beginning, so that pupils are aware of the expectations;
- there is careful preparation and planning before hand;
- the contribution of the assistants is planned and they are used purposefully;
- there is constructive feedback to pupils' work, and
- previous work is recalled and referred to.

84. Where there are shortcomings in the teaching:
- the tempo slows, and the lesson does not reach a concise and purposeful conclusion;
 - there is insufficient oral challenging in order to further develop individual pupils and to urge quieter pupils to contribute, and
 - the expectations regarding pupils communicating through the medium of Welsh are not sufficiently high and are inconsistent across the school.
85. The teachers have a sound knowledge of curricular subjects and they attend a range of professional training sessions in order to develop their understanding of the curricular aspects.
86. In general, there is differentiated and purposeful provision for the needs of different abilities and ages. The teachers are careful to support each pupil, without discriminating on the basis of language or background.
87. The school's system for assessing, recording and reporting is detailed and comprehensive and meets statutory requirements. There is a specific programme for assessing the core subjects each term and for assessing the foundation subjects annually, and relevant comments are provided to explain the levels of achievement awarded. These are kept in the pupil's individual profiles.
88. The teachers meet regularly with teachers from other schools in the area, including the secondary school, to moderate, assess and award levels to samples of pupils' work, in order to ensure consistency of assessments.
89. Pupils' work is marked regularly. In the best practices, the teachers' comments display a detailed attention to the work and offer suggestions for improvements. Pupils in Y5/6 look at their work in a self-critical manner, and offer suggestions for developing the work, specifically by means of the 'Two Stars and a Wish' strategy.
90. The annual reports to parents are detailed, of good quality and meet the statutory requirements. They include purposeful notes about the parents' meetings, and parents and staff can agree on recommendations for improvement. Meetings are held three times a year with parents to discuss their children's progress and development.
91. Personal targets are set, in cooperation with the pupils, in key stages 1 and 2, and they are displayed explicitly during the lessons. They are referred to, as the needs arise, during the lessons.

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

92. The findings of the inspection team differ from the Grade 2 awarded by the school in its self-evaluation report. The inspection team's findings are that there are shortcomings in the long-term planning, and that strategies to develop sustainability matters and pupils' awareness of the world of work are not sufficiently developed.
93. The school provides a broad and balanced curriculum that meets with the statutory requirements for the NC and the Desirable Outcomes for Children's

Learning. The short-term planning is good, and there is progression between one year and the next and between the key stages.

94. The school's long-term plans for certain subjects lack consistency; some parts of the English scheme of work have not been revised in the recent period.
95. The general quality of the educational provision for children under five is appropriate to their needs, and the children make good progress towards the Desirable Outcomes for Children's Learning.
96. The school plans deliberately for the development of the key skills, and pupils are given opportunities to develop them within activities and tasks across the curriculum. The school constantly strives to promote pupils' bilingual abilities, with regard to the provision within lessons and to the ethos and environment of the school.
97. The school provides pupils with good experiences by enabling them to contribute to community and charitable events. The elderly and other deserving causes are supported. The school is important to the community and the locality, and it contributes well to the community by taking part in various activities in the village. These links enrich pupils' educational experiences and their personal development, and prepare them to become responsible members of the community.
98. The school has a successful Urdd branch which meets after school hours, as well as Dragon Sports clubs. Despite this, the provision for after-school activities is limited.
99. Effective use is made of visitors who are invited to the school, such as the people who came for the 'Day of the Book' activities, to discuss the life of the school in past times, and to talk about the Jewish faith. Their contributions enhance the pupils' social and cultural development.
100. Links with parents are good. Regular meetings are held to discuss pupils' work, and the PTA succeeds annually in raising substantial amounts of money for the school.
101. The school's strategies for promoting pupils' spiritual, moral and social development are good, and the pupils are given opportunities to reflect on themes presented by fellow-pupils in the sessions of collective worship. Pupils are also given opportunities to contribute to good causes, thereby developing their moral awareness. The provision made to visit educational centres, such as Rhyd y Creuau, promotes pupils' social development well.
102. There are good links with the primary schools in the catchment area and with the secondary school to which the Y6 pupils transfer. Visits are made by 'transition' teachers, and the older pupils work on a 'transition' project in class, such as the current work based on the novel '*Tân ar y Comin*', by T Llew Jones.
103. There are close links with the '*Cylch Meithrin*' (Nursery Group) which meets every afternoon in a room at the school. Some of the school's nursery children join the '*Cylch Meithrin*' on occasions.
104. Good opportunities are provided for trainee teachers, and pupils from the local secondary school visit for their work placement.
105. The provision for promoting pupils' understanding and awareness of the *Cwricwlwm Cymreig* reflects numerous aspects of Welsh heritage, culture,

environment and history, such as when they study the work of Laura Ashley or learn about a local disaster that occurred.

106. The range of links with the business world, in order to promote pupils' understanding, is limited. Certain firms and businesses offer sponsorship, by contributing a football kit, and the school has links with NPower. The school recognises that this aspect needs to be developed.
107. The school has undertaken interesting research work in preparation for running a daily fruit shop. This will contribute to pupils' awareness and development of enterprise skills.
108. The school recognises that more needs to be done to develop pupils' understanding of global citizenship, although some work has been done in this aspect through the 'Italian Week', when pupils studied Italian foods, fashion and the language.
109. Good features outweigh shortcomings in the manner that the school promotes pupils' awareness of sustainability issues, such as implementing recycling practices in all classes. In addition, Y6 pupils take pride in the responsibility they show for developing a garden in a confined space behind the school.

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

Grade 2: Good features and no important shortcomings

110. The findings of the inspection team correspond to the grade the school awarded itself in its self-evaluation report.
111. The school is a happy and caring community, where pupils are well supported by teachers and support staff. Good attention is paid to values such as tolerance and kindness. Pupils feel confident in approaching any member of staff for guidance or help.
112. The school works effectively with parents, and regular meetings are held to discuss pupils' work. The quality of general communication, meetings, reports and letters is good. The school has sought the opinions of parents by means of a questionnaire sent to them. Parents also responded positively to the pre-inspection questionnaire.
113. The sound relationship between the school and the '*Cylch Meithrin*' that meets on the school premises, facilitates the effective arrangements that are in place for children to become familiar with the school when they begin their nursery year.
114. The policies and all the necessary managerial arrangements are in place and the governing body has an active role in formulating them.
115. The school's procedure for monitoring pupils' attendance is good. The registers and relevant documents are kept according to requirements. The governing body acts according to statutory requirements to set a target for improving attendance.
116. The 'circle-time' sessions are purposefully used to discuss matters that are important to the pupils, such as personal experiences and various emotions.
117. The arrangements for behaviour, discipline and anti-bullying are soundly in place. Pupils behave courteously and appropriately towards adults and their

peers. All pupils are supervised carefully during play-times and, recently an additional person was employed to supervise the playgrounds that are on different levels.

118. Appropriate attention is given to policies and procedures that ensure the welfare, health and safety of pupils, and any matter which causes concern is given prompt attention.
119. The school has comprehensive policies for aspects such as equal opportunities, anti-racism and risk assessments. The arrangements for child protection, including designated persons and procedures for action, are known to the adults employed at the school.
120. The school council acts effectively, the members being aware of their responsibilities in giving voice to fellow-pupils' concerns and wishes. Already, they have discussed additional facilities for the school playground.
121. The provision for ALN is good. The coordinator, whose has held this responsibility for a short period of time, collaborates effectively with the teachers to ensure that pupils' needs are identified early. Appropriate use is made of standardised tests as criteria, and the provision is regularly monitored.
122. The school maintains a good partnership with the external agencies and the necessary additional support is provided for specific needs. The individual educational plans (IEPs) are implemented in the class work and these plans are revised regularly to ensure that they are appropriate to pupils' needs. There are examples of teachers preparing appropriately and adapting aspects of their lessons to cater for the needs of pupils with ALN.
123. The ALN coordinator reports on progress to the governing body, and the designated person on the governing body is aware of the responsibilities and of the school's arrangements for this aspect.
124. All pupils are given equal opportunities, and they have opportunities to experience cultures of different countries. The pupils are very familiar with the customs and celebrations of different religions.
125. The school has an Accessibility Policy for the Disabled but, although the school would welcome disabled pupils on roll, the building is neither accessible nor convenient for persons with a physical disability.
126. The school provides a free Breakfast Club, and is in the process of arranging a fruit shop for the pupils. The school provides a variety of nourishing meals, and a good number of pupils choose to have school dinners. Healthy snacks are served to Children under five and pupils in Y1. Although there are opportunities for pupils to participate in physical education activities and to receive coaching related to Dragon Sports, there is no specific strategy that promotes pupils' fitness through regular activity.
127. The Friends of the School support by raising funds by means of specific efforts. The money raised is used to improve the provision and to enhance the school's resources.

Leadership and management

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

Grade 2: Good features and no important shortcomings

128. The findings of the inspection team correspond to the grade the school awarded itself in its self-evaluation report.
129. The headteacher offers conscientious leadership to the school, continuously aiming to maintain and raise standards. She also aims to lead an establishment where everyone is happy, and where there is a strong element of cooperation amongst teachers, support staff and governing body.
130. Regular staff meetings are held and the minutes testify to discussions on aspects of policy, development of the provision and day-to-day arrangements.
131. The governing body offers the headteacher support at all times, while they are also ready to open further discussions on matters that are relevant to the provision. The headteacher considers the governing body to be cooperative colleagues.
132. The school has effective policies to ensure the welfare and safety of pupils and for the delivery of curricular subjects. The policies are revised at times by the governing body.
133. The school involves itself with certain current initiatives and projects. In particular, the pupils' bilingual abilities receive constant attention, by means of a curricular provision that gives Welsh prominence as a medium of teaching and learning, and through establishing an ethos and environment where Welsh is heard and seen around the school. Already, the school has gained level 2 of the Healthy Schools project, and the promoting of healthy eating and running a Breakfast Club are core aspects of the provision. Although there are opportunities for pupils to take part in physical education activities and to receive Dragon Sports coaching, there is no strategy in place to promote pupils' fitness on a regular basis. Matters relating to sustainability and to raising pupils' awareness of the world of work and developing their enterprise skills have not been sufficiently developed.
134. The school regularly sets achievement targets in the core subjects for the cohorts of pupils in different school years. The teachers collaborate in discussing the targets, and there is a further discussion, involving the governing body, when the end of key stage assessments are analysed.
135. Performance Management procedures are followed in order that teachers act to develop themselves professionally. A sub-panel of the governing body oversees the headteacher's annual targets.
136. The governing body meets regularly and shows good commitment to the school. They act to meet statutory needs through preparing the annual report for parents and revising managerial policies. Although they receive occasional reports by the school's curricular leaders, they do not, as yet, monitor the quality of the provision regularly or formally.

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

Grade 2: Good features and no important shortcomings

137. The findings of the inspection team correspond to the grade the school awarded itself in its self-evaluation report.
138. The findings of the inspection team corresponded to the school's grades in its self-evaluation report on six of the seven key questions. In the one instance where there was a difference of opinion, the inspection team awarded a lower grade.
139. The school has a suitable procedure for self-evaluation, which includes curricular responsibilities for staff members. A timetable for curriculum monitoring has been re-established recently, partly because of staff changes.
140. Already, some reports have been produced, such as the ones for Welsh and for art. Curriculum leaders present reports to the governing body on the state of subjects and some of the reports have been based on lesson observations.
141. The procedure for occasionally seeking the opinions of parents, through purposeful questionnaires, is an effective one.
142. There are good features outweighing shortcomings in the self-evaluation report presented to the inspection team. It attends to standards of achievement, aspects of the provision and to the school's leadership and management; it also refers to sources of evidence on which comments are based. However, the report does not include any analysing of data in order to identify trends or patterns in performances.
143. Although the self-evaluation report is presented as an integral part of the SDP, the link between the two documents is not clear, since the findings of the self-evaluation report are not related to the development priorities noted in the SDP.
144. The SDP is an orderly and accessible document, and it includes a profile of school data as well as an evaluation of the previous priorities. Two development priorities, with appropriate action plans, are noted for the current year. The self-evaluation report, along with the changes to the curriculum for September 2008, suggests that it would be reasonable to note more than this.
145. There are good features outweighing shortcomings in the progress the school has made since the last inspection. The evidence of the current inspection is that standards have been raised in the subjects that were judged to be 'satisfactory' in the previous inspection, including the provision for children under five. In addition, the ICT skills of pupils have developed well. However, there is insufficient progress in relation to standards of achievement in Welsh throughout the school. This remains a recommendation in the current inspection.

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

Grade 2: Good features and no important shortcomings

146. The findings of the inspection team correspond to the grade the school awarded itself in its self-evaluation report.
147. The number of teachers employed by the school, corresponding to 2.8 teachers, offers a good pupil/teacher ratio for the number of pupils on the register. Although

the initial qualifications of two teachers are similar, the teachers have specific strengths and interests that enable the school to exchange classes for teaching certain subjects, such as music, art and physical education.

148. Teachers attend sessions of in-service training, usually organised by the LEA, in order to gain further competencies and to gain knowledge about recent developments.
149. Appropriate job-descriptions have been drawn up for the teachers and the auxiliary staff.
150. In general, the classroom assistants employed by the school support the teachers' work effectively, working with specific group of pupils or supporting individual pupils who need additional attention. In the best instances, they offer exceedingly good support. In some instances, there is a tendency for teachers not to use assistants to their full potential, in order to maximise opportunities to develop pupils' language skills.
151. In general, the school possesses sufficient resources for teaching the curricular subjects, and pupils have ready access to the resources in lessons and activities. Additional resources for mathematics, art and religious education have been recently acquired. Despite this, the quantity and condition of some books in the early years/ key stage 1 class is lacking, and there are insufficient, contemporary dictionaries for pupils in key stage 2.
152. The school is on the main road that runs through the village. Two buildings are used, the main building for the classrooms, canteen and toilets and the first floor of the old school house for the headteacher's office and the staff room. The playground is divided into three separate sloping parts, and is not spacious. Behind the school there is a piece of land where the pupils of Y6, supported by members of the community, enthusiastically develop a small garden. The buildings are in good condition and the school is kept clean and tidy.
153. The school does not possess a hall; use is made of the village hall for concerts. Although the school does not have its own field, use is made of the village playing field for regular games activities within the physical education provision and for occasional coaching sessions, such as the weekly cricket coaching during the current term.
154. Despite the limitations of the facilities, the school succeeds well in making the best use of the rooms available, including the small room used as a library, as well as ensuring valuable experiences for the pupils through regular use of the hall and field that belong to the village.
155. The school's arrangements for the teachers' non-contact time are effective; the part-time teachers and a supply teacher are deployed during these periods and the headteacher is of the opinion that the periods are efficiently used and contribute towards the raising of standards.
156. Although the governing body maintains a careful watch over the school budget, there was a significant under spend of the budget over recent years. The overriding aim is said to be the maintenance of present staff levels, but the current under spend, although it is decreasing year-on-year, is above the sum recommended by the Audit Commission.
157. The school provides value for money.

Standards achieved in subjects and areas of learning

Under 5s

Language, literacy and communication skills **Grade 3: Good features outweigh shortcomings**

Good features

158. A minority of nursery age children listen effectively to teachers and assistants. They respond, using phrases and sentences to express their feelings and to talk about their experiences. They know the words of some songs, and they are able to sing together confidently in the whole-group situation. They are able to recall the main elements of a story that is read to them. They use purposeful resources to experiment with the letters of their own names, by tracing in sand.
159. Children of reception age follow a story that is read to them, listening effectively and responding to questions asked. The minority that come from Welsh-speaking homes display an appropriate grasp of vocabulary and language patterns. They recognise a character in a familiar story book. They display an ability to record individual words when labelling and when forming simple sentences to record personal experiences. They develop an understanding of alliteration when investigating and recording words that begin with a specific letter.

Shortcomings

160. A good number of nursery aged children are unable to listen effectively to spoken Welsh. They are reluctant to answer in Welsh, insisting on replying in English. It is a small minority of children in both under five years who display sufficient confidence to converse voluntarily.

Personal and social development **Grade 2: Good features and no important shortcomings**

Good features

161. Nursery age children wait their turn when sharing experiences, such as when they discuss what happened to the doll that they take home. They enjoy singing together. They display good development in their independence, succeeding in choosing 'areas' in which to spend time.
162. Reception age children wait their turn in a group activity; they learn that there are specific rules to a game they play; they are able to cooperate on activities, such as when they work for an extended period on a mathematical package on the computer.
163. Children of both under five years respond enthusiastically to activities that require them to cooperate, such as when they respond to instructions during the 'parachute' activity.

Shortcomings

164. Some reception age children do not concentrate sufficiently in order to contribute and respond appropriately in the whole-group session.

Mathematical development

Grade 2: Good features and no important shortcomings

Good features

165. Nursery age children are able to match and count up to ten. They succeed in building structures with a commercial kit, learning about shapes when selecting and placing pieces.
166. Reception age children name shapes that were used to create various 2-dimensional vehicles. They use a commercial kit to match numerals to the relevant shapes. They identify the numbers that have been omitted from a series of numbers. They count 'on and backwards' up to ten. They complete sets according to the value of the numbers.

Shortcomings

167. A minority of reception age children are unsure when naming numerals, and tend to record numerals, such as 10, incorrectly.

Knowledge and understanding of the world

Grade 2: Good features and no important shortcomings

Good features

168. Children of nursery age show increasing confidence when using a computerised toy, such as the 'bee-bot', as they key in instructions for its movements. They come to understand, through role play experiences in the 'jungle', about animals and their habitat. They can recall what they learned about specific customs of a different religion, using relevant vocabulary, such as 'divali', 'celebrating' and 'mendi'.
169. Reception age children understand that certain things change when they are mixed. When discussing various objects, children come to understand that materials can be attracted or repelled by a magnet. They investigate further by driving 'magnetic vehicles' along a track. They know how people in this country worship in a chapel or church, while people in other countries might worship in different ways.
170. Nursery and reception age children respond well to a visit by a police link officer, learning about his work and about ensuring their own safety.

Shortcomings

171. There are no important shortcomings.

Physical development

Grade 2: Good features and no important shortcomings

Good features

172. Nursery age children work with large equipment, learning how to change direction and to control their movements with confidence. When participating in bean-bag activities, they develop their ability to throw and catch, to place and position.
173. Reception age children practise and develop their fine motor skills, such as cutting and gluing skills. They use large equipment confidently on the playground to develop an awareness of direction and of safety.

Shortcomings

174. There are no important shortcomings.

Creative development

Grade 2: Good features and no important shortcomings

Good features

175. Nursery age children use paint confidently to create patterns. They decorate models of houses that have been previously created, using paint, glue and sand to form lines. They use a computerised package to experiment with lines and colours and to draw simple pictures.

176. Reception age children weave simply on plates, using strips of various materials. They can form vessels of clay, decorating them with specific markings. They use chalk, paint and pastel crayons to create pictures of different modes of travel. They display good confidence and creativity. They join in a group session to sing together songs that they have learned; they begin to respond to beat and rhythm.

Shortcomings

177. There are no important shortcomings.

Welsh first language

Key stage 1: Grade 3 - Good features outweigh shortcomings

Key stage 2: Grade 3 - Good features outweigh shortcomings

Good features

178. The majority of key stage 1 pupils are able to talk about their experiences and record them in the form of news items. They can also converse about an author's visit on the 'Day of the Book'.

179. The majority of pupils are able to write independently when re-telling familiar stories, such as Jack and the Beanstalk, and can offer an ending to a story such as Elen Benfelen.

180. In general, pupils in both key stages are able to discuss their books and can read them with expression, doing so daily for periods of time. They are aware of vocabulary related to the world of books and can use it purposefully.

181. In Y3/4, the majority of pupils write independently when creating pieces of writing that express opinions, writing 'thank you letters', recording personal experiences, creating a dialogue or a report about a visit. Less confident pupils use a word bank to help them in their tasks.

182. The more able pupils in key stage 2 can discuss their work and present information freely, displaying curiosity and enthusiasm.

183. Pupils in key stage 2 are able to use a range of language registers for a variety of writing purposes. They display good understanding when working with both languages.

184. When working on a specific project in preparation for their transfer to secondary school, pupils in the upper part of the school are able to evaluate the novel, 'Tân ar y Comin', and enrich their writing by focusing on linguistic aspects, such as

soliloquy, comparisons and idioms. They also have a sound knowledge of the author.

185. In cross-curricular work, pupils use forms such as writing recipes, recording experiments, listing incidents, comparing, expressing opinions and creating newspaper reports.

Shortcomings

186. A number of pupils lack confidence when conveying oral information in Welsh.

187. Pupils in both key stages are unsure of syntactical patterns.

188. In both key stages, pupils' knowledge of different authors who write for them in Welsh is limited.

English

The school does not teach English formally at key stage 1.

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

Good features

189. Pupils in key stage 2 listen attentively to presentations within lessons, engaging well with their work. They respond intelligently to questions and to instructions, and offer comments and suggestions effectively when discussing the content of stories they have studied. They use their oral skills confidently to describe and to reason, as well as to discuss curricular experiences.

190. Pupils in Y3/4 read pieces of story texts effectively from the interactive whiteboard, displaying appropriate fluency. The more able pupils read with a very good accent. The significant majority of pupils read fiction texts fluently, and can discuss the content of the books meaningfully. By Y5/6, pupils read challenging texts, which are usually fiction-based. The majority read aloud fluently, conveying meaning appropriately and understanding what they read.

191. Pupils in Y3/4 create coherent pieces of writing, presenting factual and relevant information about a famous author. They form correct sentences, on the whole, and vary sentences appropriately. They are able to plan effectively, by collaborating in pairs or in groups of three, sharing ideas with each other before creating an early draft of the next chapter in a particular book.

192. They compose effective 'shape' poems, and compose acrostic poems that display effective use of words and a poetic use of the language.

193. Pupils in Y5/6 compose extended pieces of creative writing. They compose imaginative stories, displaying creativity and an ability to sustain their stories. They use punctuation symbols effectively, as well as a vocabulary that is relevant to the theme. The written work of the more able pupils is exceedingly successful, and displays sensitivity and an awareness of audience in the expression.

194. They display a pleasing development in their ability to create a variety of writing forms, such as film reviews, dialogues and reports by a television correspondent. They compose formal letters from the point of view of a character in a well-known novel, displaying a register and a vocabulary that are relevant to the situation.

195. They compose effective poems based on the story of a local disaster, arranging words well in order to create an effect.

Shortcomings

196. Weaknesses of expression appear in the work of a minority of pupils and, in the work of a small minority, there is a lack of orderliness that 'finish' the pieces of writing.

197. Spelling weaknesses, often within commonly used words, impair the work of a significant minority of pupils throughout the key stage.

History

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

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

Good features

198. Pupils in key stage 1 can distinguish between methods of farming of the past and the present. They are able to distinguish between what happens today and what happened long ago.

199. Pupils in key stage 1 can discuss artefacts that belonged to a school at the turn of the last century. They are curious and keen to explain the differences between school life of long ago and that of the present day.

200. They ask intelligent questions of visitors who discuss life at Ysgol Trefriw in olden days, and they are enthusiastic when bringing photographs and artefacts from their homes, in order to produce a booklet about the school in past times.

201. Pupils in both key stages are aware of the significance and meaning of the time-line when referring to different periods in the past.

202. Pupils in key stage 2 describe and note the main features of a motte-and-bailey castle, and succeed in planning and creating a model of this kind of castle, paying attention to those features.

203. Pupils have a good awareness of the Celtic and Roman periods, and can describe the main elements and features of those periods.

204. Pupils display an interest in local history. They are aware of the past of their village and compare it with the village today, and they can recall facts about the flood disaster in Dolgarrog, using the appropriate vocabulary.

205. Most of the pupils have a good knowledge of important and significant characters of different periods in the history of Wales, and they take an interest in their Welsh connections.

Shortcomings

206. A minority of pupils in both key stages do not display sufficient ability to seek further historical information from a variety of sources.

Art

Key stage 1: Grade 3 - Good features outweigh shortcomings

Key stage 2: Grade 3 - Good features outweigh shortcomings

Good features

- 207. Pupils in key stage 1 create work on the theme of traffic, using different media, such as chalk, pastels and paint. They show good imagination to create pictures that show a sense of proportion and use of colour.
- 208. They create three-dimensional models of vehicles in cardboard and waste materials, practising their cutting, joining and gluing skills effectively.
- 209. Under the supervision of a resident artist, they create human figures from clay, decorating them with paint for a refined 'finish'.
- 210. While observing a photograph, they can sketch in pencil the home of a famous Welshman of the past. They also use an art package to draw effective pictures of Wybrnant.
- 211. A small minority of key stage 2 pupils display sensitivity of line, tone and light when sketching still objects in chalk. They are able to sketch from memory as well as by observing closely.
- 212. Under the supervision of a local artist, they collaborate in groups to create mixed-media work based on the style of a known artist. They practise selecting, cutting and positioning skills to create effective work.
- 213. They are able to study the work of a famous designer from Wales, imitating patterns by focusing on specific parts. The prints that emanate from the study are effective.
- 214. They create their own printing-blocks in order to create landscapes based on the theme of travel, combining paint, chalk and pastels.
- 215. They have a good awareness of techniques related to the weaving process, as they prepare cards in readiness for the task.

Shortcomings

- 216. In key stage 1, pupils do not compare their own work with the work of others, in order to identify elements of similarity and differences.
- 217. They do not use resources collected from the environment in order to create an arrangement that displays their understanding of pattern, form and texture.
- 218. Key stage 2 pupils do not effectively describe features of their work, using art vocabulary.
- 219. There is insufficient development in painting skills throughout the key stage. They do not create paintings on different scales.
- 220. They have insufficient knowledge of prominent Welsh artists and their work and styles.

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

221. In key stage 1, pupils have a good knowledge of eminent philanthropists, such as William Morgan and Mother Teresa. They are also aware of the main Welsh saints, such as Dewi and Dwynwen.
222. Pupils can recall facts about Hinduism, using the appropriate vocabulary. They understand the differences between a Hindu wedding and a Christian wedding, and understand the significance of terms such as 'divali', 'Mendi patterns' and 'Rangoli'.
223. These pupils know about the significance of church and chapel as places of worship and realise that people of other creeds celebrate in different ways to Christians.
224. In key stage 2, pupils have a good knowledge of the features of a church and can name the main parts, using the appropriate vocabulary.
225. They understand the importance of having a Welsh language Bible, and realise the importance of Bishop Morgan's contribution. They also understand the meaning of the Bible, and realise the significance of its two main parts.
226. Pupils in Y5/6 are very aware of the Easter story and can compose an effective newspaper article to record their awareness.
227. The pupils have a very sound knowledge and understanding of the Jewish faith. They succeed in presenting a Jewish wedding, using the correct terms; they sing Jewish songs and they can search for further information, using different sources. They recall information received during a Rabbi's visit.
228. They are able to distinguish between a parable and a miracle, and the majority can recall familiar Bible stories.

Shortcomings

229. A minority of pupils, in both key stages, experience difficulty in recalling some of the most familiar Bible stories.

School's response to the inspection

The staff and governing body of the school have carefully considered the findings of the inspection and are pleased to confirm that the majority of the comments correspond to the school's judgement.

We welcome the findings of the inspection, which acknowledge that the school provides an effective education for the whole range of pupils that attend.

The inspection acknowledged positive aspects in the pupils' behaviour and that the school is a happy and caring community, where pupils are well supported by teachers and support staff.

We take great pride in the aspects in which we have achieved good standards and we will continue to develop the aspects that need attention, by constantly self-evaluating our performances.

At Ysgol Trefriw, we are proud of the children and ensure that we do our best to provide opportunities and to develop each child to his/her full potential. The school's success is a result of real commitment on the part of the staff and the support of parents, governors and the community.

Appendix 1

Basic information about the school

Name of school	Ysgol Trefriw
School type	Nursery and Primary
Age-range of pupils	3-11
Address of school	Ffordd Llanrwst Trefriw Llanrwst Conwy
Postcode	LL27 0PX
Telephone number	01492 640747

Headteacher	Miss Ann Hughes
Date of appointment	July 2004
Chair of governors	Mr Stewart Ross
Registered inspector	Len Jones
Dates of inspection	24-26 June 2008

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	4	6	4	6	5	4	7	5	41

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	1	2.8

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	13.2 : 1
Pupil: adult (fte) ratio in nursery classes	-
Pupil: adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	16
Teacher (fte): class ratio	1.12 : 1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2007	89	93	94
Autumn 2007	82	87	92
Spring 2008	93	93.5	93

Percentage of pupils entitled to free school meals	11%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results

End of key stage 1:

National Curriculum Assessment KS1 Results 2007	Number of pupils in Y2	6
As the number of pupils eligible for assessment at the end of key stage 1 was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	50%	In Wales	80%

National Curriculum Assessment Results

End of key stage 2:

National Curriculum Assessment KS2 Results 2007	Number of pupils in Y6	9
As the number of pupils eligible for assessment at the end of key stage 2 in was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) by teacher assessment			
In the school	89%	In Wales	74%

Appendix 4

Evidence base of the inspection

- The inspection was conducted by a team of three inspectors, who were present at the school for six 'inspector days'.
- A pre-inspection meeting was held with the parents, which was attended by 10 of the parents, and with the governing body, to discuss the life and work of the school.
- Nine parent questionnaires were returned and carefully analysed.
- Discussions were held with the headteacher and with the teachers.
- School documentation was inspected.
- Fifteen lessons, or part lessons, were observed.
- A sample of pupils was heard reading in both languages.
- Samples of pupils' work were inspected in all age groups.
- Discussions were held with pupils about aspects of school work and about their work.
- Pupils' behaviour was observed during play-times, the lunch hour and at the beginning and end of the school sessions.
- Inspectors were present during collective worship sessions.
- Post-inspection meetings were held with the staff and the governing body.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Len Jones Registered inspector	Context and priorities; Summary and recommendations; Key questions 1, 5, 6 and 7; Children under five; English; art
Llinos Mary Jones Team inspector	Key questions 2, 3 and 4; Welsh; history; religious education
William Owen Lay inspector	Contributing to key questions 1, 3, 4 and 7
Miss Ann Hughes	Nominee

Acknowledgement

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

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