

**Inspection under Section 10 of the
Schools Inspections Act 1996**

**Ysgol Llandrillo-yn-Rhos
Elwy Road
Rhos-on-Sea
Conwy
LL28 4LX**

School Number: 662 2103

Date of Inspection: 31 January – 3 February 2005

by

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11608**

Date: 7 April 2005

Under Estyn contract number:T/107/04P

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Ysgol Llandrillo-yn-Rhos was inspected as part of a national programme of school inspection. The purpose 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 more information about their child's school. A copy of the summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Ysgol Llandrillo-yn-Rhos took place between 31 January – 3 February 2005. An independent team of inspectors, led by Anna Dawson 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

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years 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 attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain the age of 18 during the academic year.

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
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 Llandrillo-yn-Rhos is situated in the town of Rhos-on-Sea. It is the only school serving the district. The school is on two separate sites divided by a road. The school was previously a junior and an infant school that amalgamated in 1995. Most pupils come from the immediate area. This is a relatively stable population. A small number of pupils transfer from a nearby infant school at the age of seven. The children are admitted to the school in the September following their third birthday. During the inspection, there were 44 children attending the nursery class part-time. There were 389 pupils in full-time education.
2. The catchment is wide ranging with most children coming from relatively prosperous areas. However, there are a significant proportion of pupils from economically disadvantaged areas. Eleven per cent of pupils are entitled to free school meals. The school has pupils from the full ability range. There are nine pupils who have a statement of special educational need. Seventy seven pupils, or 18.7 per cent of pupils, are on the school register for special educational needs (SEN). Most pupils enter the school with above average attainments. Most children have experience of pre-school education in the nursery class or other pre-school settings. The admission criteria on entry to the nursery and the reception classes follow the national and Local Education Authority (LEA) guidance.
3. English is the day-to-day language of the school and the main medium for teaching and learning. All except two pupils who have Arabic as a first language come from homes where English is the first language. Welsh is taught as an additional language.
4. The school was last inspected in January 1999. Since then, in line with area data, there has been a slight decrease in the number of pupils on roll. The accommodation has been expanded in key stage 2 and improved in key stage 1.

The school's priorities and targets

5. The school's major priorities and targets for 2005 include:
 - Continuing to improve standards in English and mathematics in KS2.
 - The development of a whole school system to track pupils' attainment and set targets for their future performance.
 - The evaluation and monitoring of subjects in detail.
 - Improving KS1 accommodation.
 - Developing further pupils' key skills across the curriculum.

Summary

6. Ysgol Llandrillo-yn-Rhos is a good school with many good features. Standards have continued to improve since the last inspection.

Table of grades awarded

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

Standards

Subjects and Areas of Learning in the Early Years

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

7. The overall quality of provision for the under fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.
8. Pupils develop their skills well in all areas of learning, despite cramped conditions which limits aspects of large-scale work.

Subject	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
History	Grade 2	Grade 3
Art	Grade 2	Grade 2
Physical education	Grade 2	Grade 2

9. The standards in subjects are good overall.
10. Pupils of all ages achieve grade 2 in speaking, listening, reading and writing. The pupils listen consistently well and speak confidently. They read accurately and with expression. Standards in writing and mathematics are good. Pupils' basic skills in these areas and in information and communication technology (ICT) are good.
11. Pupils make good use of their skills when undertaking work in a variety of subjects. Pupils' creative skills are good and are largely reflected in the arts. However, pupils' standards in problem-solving skills and bilingualism are not as well established as other key skills of literacy, numeracy and ICT. The school's standards in these areas are grade 3.
12. When compared with schools, with a similar percentage of free school meals, standards in key stage 1 (KS1) National Curriculum teacher assessments in 2004 were above average in English, mathematics and science. When compared with schools with a similar percentage of free school meals, National Curriculum test results in KS2 were just above average in English, just one per cent below average in mathematics and average in science. There has been a rising trend in standards over the past three years.
13. Pupils with special educational needs overall make good progress and generally achieve the targets set for them. Those learning English as an additional language make similar progress to most other pupils. The 'Looked-after' children are making at least satisfactory progress in all areas of the curriculum. The higher attaining pupils make good progress, including those with particular gifts and talents.
14. Pupils' behaviour and respect for others are outstanding and a strength of the school. The pupils are mature in their relationships with others. They show a good understanding of the contribution made to the curriculum by other cultures and beliefs and they have a strong awareness of diversity.
15. Pupils have good attitudes to their work. They concentrate well in lessons and work hard. However, pupils do not take enough responsibility for their own learning.
16. Attendance and punctuality throughout the school are good and have a positive impact on the good standards achieved by the pupils.
17. A wide range of visits to places of interest, visitors to the school and activities in the nearby locality enhance pupils' understanding of their community. Their awareness of the world of work is developing well.
18. Pupils take an active part in school life whatever their ability, gender, background or disability. These opportunities have a positive impact on their personal development and help them to appreciate the views and values of others.

The quality of education and training

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
11%	73%	16%	-	-

20. At 84 per cent of good and better teaching, this is considerably higher than the Welsh average of 72 per cent.
21. The quality of teaching is generally good across the school. Lessons are planned well and teachers often share the learning objectives with the pupils. They question them well during discussions to extend their learning. Where there are shortcomings, the pace of learning is slower and there are insufficient opportunities for pupils to work independently or to find solutions to problems. Pupils are not sufficiently aware of personal targets in order to improve the quality of their work.
22. In general, appropriate use is made of assessment during lessons. Teachers often give good verbal feedback to pupils but the marking of work lacks consistency in giving pupils informative comment on how to take their work forward.
23. The teachers promote equality of access and opportunity very well. This results in pupils being sensitive to the needs of others.
24. The curriculum is generally broad and balanced. Planning and provision for the under-fives is good but is hampered by a lack of space.
25. There is good provision for Y Cwricwlwm Cymreig. Good opportunities are provided across the curriculum. Pupils take part in events such as the Eisteddfod which enables them to be involved in the heritage of Wales.
26. Pupils' spiritual, moral, social development is promoted well throughout the curriculum. Although the pupils' have a good understanding of their own culture, their knowledge and understanding of non-western cultures is limited.
27. There is an excellent range of off-site and extra-curricular activities in sport, music, Eco activities and the arts that make a considerable contribution to pupils' learning.
28. There is good provision for pupils with SEN. Their needs are identified quickly and there is good collaboration with external agencies to provide the help they need.
29. Pupils learning English as an additional language are well provided for. A visiting specialist teacher gives additional weekly support and helps them to achieve well.

30. There are good links with the parents and the community who support the pupils' well in their work they do at home and in their community projects. Most parents accept and abide by the school home/school agreement. However, parents' views are not sufficiently taken into account about school development issues. Parents are not fully informed about their children's next learning steps in their children's annual reports.
31. The school is an Eco-School and this aspect is firmly embedded in the outstanding work that the pupils do. The partnerships with local industry have helped pupils to develop their awareness of sustainable development.
32. There are exemplary arrangements in place for pupils' care and personal support. Regular risk assessments are carried out. There are policies for health and safety and child protection, which are effectively implemented.

Leadership and management

33. The school is well led. The headteacher has a clear sense of purpose which is shared with the school community. The aims and values of the school reflect the school's commitment to inclusivity which is evident in practice.
34. Continuous professional development for all staff is good overall. However, some staff lack skills and confidence in teaching Welsh.
35. The work carried out by the subject leaders is effective in monitoring pupils' work. However, the monitoring and evaluation of teaching are at an early stage of development.
36. The assessment of National Curriculum and standardised tests, as well as teacher assessments, are analysed for improvement. However, there is no whole-school system in place to track pupils' progress and set targets for them. As a result, the school's capacity to quickly identify if pupils are achieving as well as they should is restricted. This aspect is grade 3.
37. The governing body is knowledgeable, supportive, and involved in the work and life of the school. Governors monitor the work of the school effectively and have a good overall strategic view of the development of the school's priorities.
38. The long-term School Development Plan (SDP) sets out priorities for the future and there are clear, manageable targets set for the current year. Continuing to raise standards in English and mathematics are current priorities.
39. Routine administration is efficient and the school is cleaned and maintained to a high standard.
40. The school has made good progress in resolving the key issues identified for development at the time of the last inspection. These issues were concerned with raising standards in art in KS2; applying the agreed assessment policy in all classes to give a consistent approach to assessment; revising the schemes of work for all subjects; improving the quality of reports; increasing the teaching

time to bring it in line with the recommendations of the Welsh Office and improving the quality of the accommodation.

41. Since the last inspection, the school has also improved the quality of the leadership and management, teaching and learning, the provision for under-fives, the care and support given to pupils and standards in mathematics.
42. There are sufficient suitably qualified teachers and support staff to carry out the work of the school. There are a good number of voluntary helpers who make a good contribution in supporting small groups of pupils in their work.
43. The school has at least sufficient resources and some good resources for all subjects which are of good quality. The use made of visits to the local environment to enrich the curriculum, as well as visitors who come into school, make a considerable contribution to pupils' learning.
44. The accommodation is insufficient for the number of pupils on roll in KS1. These children are working in cramped conditions. This has a negative impact on the children's work generally and restricts their work on a large scale and role play activities.
45. Statutory requirements are met. The school gives good value for money.

Recommendations

- R1 Continue to raise the good standards in English and mathematics and raise standards in history in key stage 2.
- R2 Develop further the role of the subject leaders including the monitoring of teaching.
- R3 Extend pupils' skills knowledge, understanding in key skills through;
- (i) developing pupils' skills of problem-solving and bilingualism across the school;
 - (ii) providing further opportunities for independent learning.
- R4 Improve the whole-school tracking of pupils' progress by;
- (i) developing the use of assessment and target setting so that pupils and parents are aware of the pupils' next learning steps;
 - (ii) ensuring consistency in marking with informative comment to help pupils improve their work.

- R5 Continue to work towards improving the accommodation for pupils, particularly in key stage 1.
46. 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

47. Overall, the findings of the inspection team match the judgements in the school self-evaluation report.
48. Standards of achievement are good overall. Pupils' standards of achievement in lessons substantially exceed the Welsh Assembly Government's target for Wales. This is for 95 per cent of lessons to be satisfactory and 50 per cent to be good.
49. The standards of achievement in the areas of learning and in subjects are as follows:

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Percentage at each grade	10	76	14	0	0

50. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.
51. Pupils make good progress in all areas of learning. However, some large scale activities such as working on large pieces of art work or building with large scale bricks are restricted by the lack of space.
52. In KS1 and KS2, pupils achieve well overall and are prepared well for their next stage of learning. In the subjects inspected, the grades are as follows:

Subject	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
History	Grade 2	Grade 3
Art	Grade 2	Grade 2
Physical education	Grade 2	Grade 2

53. The shortcomings in history in KS2 mainly relate to a lack of coverage in some areas of the curriculum. Older pupils, for example, do not have a sufficient awareness of the possible bias in historical evidence.
54. The National Curriculum assessments carried out in 2004, indicated that by the end of KS1, pupils' attainments at level 2 and above were well above the national average for Wales, and the LEA average in reading, writing, mathematics and science. When compared with schools with a similar

percentage of free school meals, results were just below average in English, below the lower quartile in mathematics and at the upper quartile in science.

55. Percentages of pupils achieving the higher level 3, however, are below the national averages.
56. The end of KS2 National Curriculum test results in 2004 indicated that pupils' attainments at level 4 and above were above the national and LEA averages in English and mathematics and well above the national and LEA averages in science. When compared with schools with a similar percentage of free school meals, results were just above average in English, below average in mathematics and average in science.
57. At the higher level 5, pupils were well above the national average in English and just below the national averages in mathematics and science.
58. The National Curriculum results in 2004 showed that in both key stages girls did better than the boys at the expected levels. At the higher levels, boys did better than the girls in science and mathematics. The overall inspection findings show that overall, there tends to be more boys than girls in the lower attaining groups.
59. Pupils with special educational needs overall make good progress and achieve the targets set for them. 'Looked-after' children are making at least satisfactory progress in all areas of the curriculum. Pupils with high ability make good progress, including those with particular gifts and talents. Those learning English as an additional language make similar progress to most other pupils.
60. Over the last three years, there has been a rising trend for improvement in standards. For instance, the results in KS2 in 2004 were better than the results in 2003, even though there were a higher percentage of pupils in 2004 with SEN.
61. The school has received its second Basic Skills Quality Mark award which reflects the good standards that pupils have reached.
62. Early Years children make good progress in the key skills of speaking and listening, reading, writing, numeracy and using information and communication technology (ICT).
63. In key stages 1 and 2, pupils make good progress in speaking and listening, reading, writing, numeracy and using ICT. Most pupils in both key stages are developing good creative skills, especially in art, music and physical education. Pupils use these skills competently in different subjects in the curriculum.
64. Although the children in the Early Years make good progress in problem-solving skills the rate of progress is slower in key stages 1 and 2.
65. Pupils' bilingual competence reflects the very recent focus on using incidental Welsh throughout the school. Although there is good practice in some areas of the school many pupils lack confidence in using Welsh outside the designated lesson.

66. Attendance and punctuality throughout the school are good; the average attendance for the last three terms being 95.9%. The importance of regular attendance is highlighted in newsletters and during parents' evenings. The school complies with the current requirement of NAW Circular 3/99. There were two temporary exclusions in Key Stage 2 during the previous 12 months. These pupils are not now on the school roll.
67. Behaviour throughout the school is exemplary and is a strength of the school. It reflects the emphasis the school places on high social values for a harmonious, productive, working relationship. Pupils demonstrate a good degree of self-discipline and older pupils are developing mature attitudes both in the classroom and on the playground.
68. Respect, courtesy and politeness are extended to all involved in the school community. The school places strong emphasis on the positive aspect of good behaviour which is regularly celebrated. There is no evidence of bullying.
69. Pupils are keen to come to school and appear very happy. Almost all have a positive attitude to lessons, are eager to answer questions and remain on task as required. They enjoy and take part in the wide range of out-of-school activities. They listen attentively to their teachers and to each other. All pupils show good levels of concentration. They work well as individuals, in pairs and in groups, co-operating and taking turns as required.
70. Most pupils organise their time and tasks well, but the degree of independent learning that they demonstrate is limited by lack of opportunities. Good examples of problem solving and decision making were seen, especially in mathematics and physical education, but this is an area of learning that is underdeveloped. Older pupils talk confidently about coping with school life and many are sure that they will cope well in their next school.
71. As soon as they enter school, pupils learn to think of each other and develop good basic skills of co-operation. This is extended throughout the school so that by Year 6 pupils have a well developed sense of how to work together. This extends to their whole life in school and the community in which they live. They support the community through a range of activities including collecting newspapers for recycling, raising money for charities and performing in local concerts and festivals. Their understanding of their responsibility to care for others is strengthened by their involvement in charities such as 'Children in Need', and pupils with special needs are supported well by their peers. Pupils are shown trust in activities such as running the healthy bar, which helps to develop their sense of honesty. They are used to visitors helping them, such as local artists, clergy, parents and others.
72. Teachers leave pupils in no doubt as to the importance of listening to others and valuing their beliefs and ideas. As a result, they have a well developed sense of the worth of all individuals, groups and nations. Pupils' personal development is good. Through religious education, art, music and geography, and assemblies

in particular, pupils learn about other cultures, and develop respect for them and a growing awareness of the diverse nature of society.

73. Pupils have good opportunities to become familiar with the life of the community and the world of work, and many take part in community activities, initiated by the school and others.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

74. Overall, the findings of the inspection team match the judgements in the school self-evaluation report.
75. A range of National Curriculum subjects were observed. These included under-fives, English, mathematics, history, art and physical education.
76. In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
11%	73%	16%	-	-

77. The quality of teaching is good and above the Welsh national average of 72 per cent for good and better teaching.
78. The majority of lessons are well planned and there are clear learning objectives that are shared with the pupils. Teachers have good questioning skills that prompt pupils' learning. Teachers generally have good subject knowledge. They make best use of their expertise as they, for example, exchange classes to teach music and art.
79. The best lessons are characterised by skilled questioning and use of assessment to ensure maximum participation of pupils and a very good pace of learning. The very good match of work to pupils' abilities ensures that the pupils are challenged at their appropriate level. The lessons are interesting and generate enthusiasm for learning. In lessons that are less effective the pace of learning is generally slower.
80. Teachers have good relationships with the pupils which are underpinned by good expertise in managing the pupils' behaviour, especially if pupils break the code of conduct. This results in a calm and purposeful learning ethos. Equality of opportunity is promoted very well and teachers address issues of gender, race and disability. Pupils' understanding of diversity is effectively promoted; evident in the pupils' academic success and the good social skills that are taught.
81. The basic skills of reading, writing, speaking, listening and information and communication technology are taught well across the school and are clearly shown in the medium term planning. Creative and personal and social skills are taught well. The quality of teaching is inconsistent in the teaching of problem solving skills and in providing opportunities for independent learning.

82. Y Cwricwlwm Cymreig is taught well across the school. Good opportunities are provided for pupils to learn about the culture and heritage of Wales and to take part in local Welsh celebrations.
83. The teaching of bilingualism is at an early stage. In the early years, teachers use a variety of techniques and strategies to extend and promote bilingual skills. In KS1 and KS2, however, insufficient attention is given to developing dual language skills. Some teachers lack expertise and confidence in teaching bilingually.
84. While there is some good practice in subjects, insufficient opportunities are planned for pupils to work independently and to develop problem-solving skills in KS1 and KS2.
85. Within the Early Years classes, good use is made of assessment to identify pupils' next steps in learning and inform activities planned. Within KS1 and KS2, the use made of assessment information varies between subjects and between year groups. In KS2, limited use is made of assessment to inform future planning, particularly in the foundation subjects.
86. National tests are undertaken, in line with statutory requirements. The results from these tests are accurately analysed and the information is used to help the school identify progress. A range of standardised tests is also used within the core subjects in KS1 and KS2. The results of these tests are used primarily to inform groupings within classes. However, there is no whole school tracking and target setting system in place to ensure that pupils are achieving as well as they should. The development of assessment is a priority in the SDP.
87. A full range of information is retained for each pupil within their personal folder, including academic and personal records. The record provides a manageable system, which is transferred from class to class as the pupil moves through the school. The majority of information retained provides useful evidence of progress.
88. Statutory requirements are met in relation to pupils with SEN. For pupils with a statement of special educational needs or who have an Individual Education Plan (IEP), parents are involved at the appropriate review stages. Support is given by outside agencies when necessary.
89. Pupils learning English as an additional language receive good support weekly from a visiting specialist teacher and good support during lessons. Effective personal support and guidance is available for all pupils. The 'looked after' pupils, particularly benefit from individual help given to them when required.
90. Good, verbal feedback is given to pupils to support them in developing their ideas and their understanding. Marking of pupils' work is undertaken on a regular basis and provides supportive remarks and brief general comments which frequently focus on presentation. Marking very rarely includes written targets for individual pupils. Pupils have insufficient opportunities to be involved

in setting their own targets and, as a result, pupils are unclear about what they need to do in order to improve.

91. Parents' evenings are held twice in each academic year and parents who attend are informed of their child's progress, with a clear indication of what each child needs to do to improve.
92. Annual reports, which conform to statutory requirements, are sent to all parents. Comments made in the reports clearly identify pupils' achievements and skills in every subject or area of learning. However, no targets are consistently included within the reports to inform parents of pupils' next steps in learning. Parents are offered the opportunity to comment on their child's progress at the conclusion of the report. The home/ school agreement is accepted and supported by most parents who are keen to help their children learn.

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

Grade 2: Good features and no important shortcomings

93. Overall, the findings of the inspection team match the judgements in the school self-evaluation report.
94. The school promotes equal opportunities successfully and the whole curriculum is accessible to all pupils. The school complies with all legal requirements regarding the curriculum.
95. The curriculum for the under-fives promotes well the Desirable Learning Outcomes for Children's Learning. The planning ensures good progression and continuity in the six areas of learning. However, large-scale activities are restricted because of limited space.
96. The school ensures all pupils have equal access and opportunity to all school activities. The school makes good provision for pupils with SEN in accordance with the 2001 SEN and Disability Act. Individual education plans for these pupils are of good quality with a full range of needs identified towards the set targets. There is good provision for the pupils who are 'looked after'. The pupils who learn English as an additional language receive good support in all subjects, additional help is provided from a visiting specialist teacher.
97. The balance and breadth of the curriculum are generally good, although the history scheme of work does not cover the National Curriculum in sufficient depth. In art, pupils do not have sufficient experience of non-western cultures. There is good overall curriculum coverage through the school and it is sufficiently flexible to suit the needs of all pupils.
98. Basic skills are well provided for. Personal and social skills are very well provided for and pupils have mature attitudes to these matters. Problem solving and decision making are well represented in some subjects, but not in others. Creative skills are generally well taught, particularly in art and music. Although good examples of all key skills were seen, good practice is inconsistent through the school.
99. The range and quality of out-of-hours activities are outstanding, catering well for individual preferences, and most pupils take an active part in them. They make a substantial contribution to the curriculum, enhancing the pupils' experiences and learning. Through music, dance and drama performances, team sports, competitions and many other activities, pupils improve their personal and social skills substantially.
100. Pupils' spiritual, moral, social and cultural development is promoted well. Through religious education, assemblies, and other aspects of the curriculum,

most pupils develop a secure spiritual awareness. They have a very strong sense of right and wrong which illustrates their strong moral development. Their social skills are good as a result of the many opportunities they are given to put others first, through charity work and supporting their peers. Although pupils have some good experiences of other cultures, particularly through, art, music, geography and religious education.

101. Cwricwlwm Cymreig features prominently throughout the school. Good opportunities are provided in subjects across the curriculum. Pupils take part in events such as the Eisteddfod and this involves them well in the heritage of Wales. Incidental Welsh is used well. However, pupils' bilingual development (their ability to move with reasonable ease from one language to another) is not fully embedded in the curriculum. Some teachers are good role-models for the development of pupils' bilingual skills and others lack confidence. There are some good examples of the development of pupils' bilingual skills such as using Welsh in the fruit shop, Clwb Clebran, Y Clwb Cymraeg, and celebrating St David's Day with a Welsh concert. However the good practice is not being disseminated across the school leading to inconsistencies in the pupils' and teachers' experiences of Welsh.
102. Parents help the school in many ways through individual support and collectively through the 'Friends'. Their involvement varies from raising money to directly supporting pupils with their work. The school welcomes many visitors including local clergy, artists, musicians and other members of the community which broadens pupils' learning experiences. Equally, pupils have many opportunities to entertain and support local people. The 'moving on' project is very successful in helping pupils have a smooth transition to their next phase of learning.
103. Pupils have a good grounding in health education and have the opportunity to buy food from the healthy bar which is run by older pupils. The school has strong links with the local police, who teach the pupils about drug misuse, avoiding anti-social behaviour, and becoming good citizens. The school nurse talks to older pupils about sex education, with an emphasis on moral and social values that the school engenders through its Personal, Social and Health Education programme.
104. The school's contribution to the promotion of global citizenship is outstanding and it has been awarded the prestigious designation of 'Eco-School'. Pupils are given very good opportunities to learn about sustainable development, not only through lessons such as geography, but through practical activities such as the fortnightly collection of newspapers for recycling, the growing and cooking of vegetables, patrols to switch off unnecessary lighting and the collection of compost from waste such as fruit peelings.
105. Pupils benefit from work-related activities and visits. Local businesses support school initiatives such as a local newsagent sponsoring a football kit and rugby helmets from a plumbing firm. In addition, visits made by the police, fire service and a building contractor enhance pupils' learning and understanding of the world of work.

106. Family learning sessions for adults provide them with strategies for helping pupils at home. Parents and grandparents are regular visitors to the school, listening to readers and helping throughout the school day.
107. The school's ready participation in community activities help pupils demonstrate an increasing understanding of their role as caring citizens in the wider community, for example the work done for the Mercy Ships from Africa.
108. Work experience, NNEB, HND and teacher training students undertake placements during the year. This arrangement works well for both the school and the students. Staff have less opportunity to benefit from placement in industry. However, through such visits, the school keeps abreast of changes and developments within the locality.

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

Grade 2: Good features and no important shortcomings

109. Overall, the findings of the inspection team match the judgements in the school self-evaluation report
110. The school provides a caring and safe environment for all pupils. The pupils feel supported well and are happy at school and relate well to each other.
111. The school operates an 'Open Door' policy and parents report that they feel welcome within the school. Regular newsletters and the school's website keep parents informed of events and achievements. No system is in place at present to formally seek the views of parents or pupils on aspects of school life.
112. Induction arrangements to settle children into the nursery are well organised and include planned home visits prior to the start of the school year. As a consequence, the majority of children settle quickly and happily into the nursery. Good procedures are in place to ensure a smooth transition between classes and key stages. Pupils who are late entrants to the school report that they were well supported during their first days in school and settled in quickly. Transition arrangements for the pupils moving into secondary education are good. There are good curriculum links between the school and the secondary school to which the majority of the pupils transfer.
113. There is high quality personal support and guidance for pupils. Staff know the pupils well and are sensitive to their needs. The school has a carefully structured programme for personal, social and health education. Provision includes the use of specialist services to cover some aspects of the curriculum. Detailed risk assessments are completed prior to out of school visits. A healthy lifestyle is encouraged with healthy snacks and fruit available at playtimes.
114. Procedures for child protection are securely established within the school and are fully understood by all members of staff.
115. Registration periods are administered efficiently. The school liaises with the Education Social Worker who follows up concerns regarding any poor attendance or persistent lateness. Targets are set in the School Development Plan to reduce the number of unauthorised absences.
116. Behaviour, assertive discipline and anti-bullying policies are of a good standard and reviewed by the headteacher and governing body. The school works closely with the Behavioural Support Service, and their expertise is taken on board. Correct procedures are followed for the re-integration of any excluded pupil. Ongoing evaluation of assertive discipline procedures ensures the production of new strategies for addressing challenging behaviour. Individual

targets are set for the small minority who exhibit anti-social behaviour, when the need arises.

117. The school's procedures for identifying and assessing the needs of pupils with SEN are systematic and carefully monitored in order to satisfy statutory requirements. This applies to both short and longer-term support given by the school. SEN needs are identified early, in most cases, through the baseline assessment and standardised tests. The school works very closely with a wide range of external agencies to ensure that pupils receive appropriate additional support when required.
118. Those pupils who require English as an Additional Language (EAL) support are catered for well and are making good progress. There are examples of satisfactory, and sometimes good, flexible practice in dealing with the most able pupils.
119. The school makes good provision for pupils with SEN in accordance with the 2001 SEN and Disability Act. Pupils are withdrawn individually or in small groups for extra support in literacy and numeracy. A small number of Special Needs support assistants work closely with some of the pupils on a statement of SEN. All pupils with SEN have good access to a broad and balanced curriculum. They are fully integrated into the life of the school which has been carefully adapted to meet the needs of pupils with physical disabilities. Individual or Group Educational Programmes identify realistic, achievable targets supported by clear strategies by which class teachers can help pupils improve. Pupils and parents are consulted in drawing up IEPs.
120. The school places strong emphasis on equal opportunities for all pupils in terms of ability, gender, race and religion. During discussion, older pupils demonstrated a mature understanding of equal opportunities, equal rights and racial issues. Pupils have a caring and supportive attitude to other pupils with disabilities. Boys and girls have equal opportunities in all aspects of school life, including access to sports teams. An open minded and flexible approach to, and awareness of, diversity in contemporary society is embedded in the school's values.

Leadership and management

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

Grade 2: Good features and no important shortcomings

121. Overall, the findings of the inspection team match the judgements in the school self-evaluation report
122. The school is well led, and managed with clear direction. Its aims and values reflect equality of opportunity and promoting pupils' awareness of diversity that are clearly reflected in practise. As a result, the school meets the needs of all groups of pupils. The aims of the school are shared by the staff and governors and clearly communicated in the school information to parents. However, parents' views about school development are not sufficiently taken into consideration.
123. Overall, there is good management and evaluation of provision and performance. Performance management is well established and effective in promoting teachers' continuing professional development. This is enhanced by the school's own system to improve staff performance. Regular staff meetings have resulted in advice sought and given, for example, by the Local Education Authority (LEA) advisers. Newly qualified teachers receive good support. All staff have clearly defined role and responsibilities and carry them out with commitment within the time constraints placed upon them. The school has recently successfully been reassessed for the 'Investors in People Award' which involves promoting the professional development of the staff. This has benefited the staff and helped to raise standards.
124. A full account is taken of national priorities, local partnerships and agreements which are shared at cluster meetings. Initiatives such as Eco activities and healthy eating are having a positive impact on pupils' personal development. Such initiatives also significantly contribute well to pupils' awareness of environmental, health and global issues.
125. The governing body make a good contribution to the leadership of the school. It plays an active role in discussing, validating, approving and reviewing school policies and is fully involved in the production of the School Development Plan. It contributes to the setting of realistic targets for raising standards and improving the quality of provision, which is well monitored. The headteacher and the governors work well together to provide effective, strategic direction to move the school forward.

126. Governors are astute, supportive, enthusiastic and knowledgeable. They work closely with staff, are well informed of new initiatives, and ably guided by the headteacher. All statutory sub-committees are in place and their findings reported to full governing body meetings which occur regularly and are well documented.
127. The governing body ensures that it meets legal requirements and fully understands the role it has to play in the life of the school.

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

Grade 2: Good features and no important shortcomings

128. Overall, the findings of the inspection team match the judgements in the school self-evaluation report.
129. The governors, headteacher and the staff are committed to improving standards and the performance of the school. The staff and governors are fully involved in the self-evaluation process. However, the views of the parents are not taken sufficiently into account.
130. The quality of the school's self-evaluation is good. The self-evaluation report produced by the school prior to inspection is clear, concise and carefully considered. It correctly identifies the strengths of the school and where improvements are to be made in all areas except standards in history where insufficient attention was given to shortcomings. This subject is identified for review and improvement next term.
131. Data from teacher assessments, standardised and National Curriculum tests in the core subjects of English, mathematics and science is analysed over time and trends and areas for improvement are identified. The school is vigilant in ensuring it takes account of its performance compared to local and national statistics. Teachers maintain their individual records well. The school's procedures for tracking pupils' achievements and setting targets in English, mathematics and science are underdeveloped. This aspect has been prioritised for development on the SDP.
132. There has been good improvement since the last inspection. All key issues have been successfully resolved. Additionally, the school has improved its provision for under-fives, the quality of teaching and learning, the leadership and management of the school, standards in mathematics and the care and support given to pupils.
133. The role of the subject leader is underdeveloped. While systems are in place to monitor pupils' work, there has been no time allocated for teachers to observe teaching. A timetable has been put in place to monitor, evaluate and improve subjects. Consequently, subject leaders' action plans are not informed enough to improve the quality of teaching in the subjects for which they have responsibility.

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

Grade 2: Good features and no important shortcomings

134. Overall, the findings of the inspection team match the judgements in the school self-evaluation report.
135. There is a good balance of experience and knowledge among the staff with some demonstrating a high level of personal skill, ensuring that all aspects of the curriculum are taught at least satisfactorily. There are sufficient staff to ensure that all ability groups are adequately provided for, although not all classes are able to benefit from a teaching assistant. Where they are present, they make a substantial contribution to pupils' learning and welfare. The school deploys a number of voluntary helpers to support pupils with SEN but few paid class assistants.
136. Most aspects of the curriculum are at least adequately resourced, and some are well resourced, such as music. The networked ICT suite in KS2, used by pupils in key stages 1 and 2, makes a significant contribution to pupils' learning. The key stage 1 facilities will soon be connected to the network. Although there is a good range of materials for pupils to use in art, there are insufficient posters and prints to enable pupils to appreciate the works of great artists. In other subjects, the range of resources reflects a range of cultures and traditions. The resources for mathematics, English and history are at least adequate for the full range of pupil abilities, and are well looked after. The resources used to cater for SEN are well considered and employed.
137. The school's accommodation is a major issue. In key stage 1, classrooms are too small for class sizes and restrict some large-scale activities. This also presents teachers with additional staffing problems because of their unusual shape. Accommodation in key stage 2 is substantially better, but a number of classes are also too small. The buildings are very well maintained and very clean.
138. Regular risk assessments of the school property are carried out by the caretaker and deputy headteacher. Any potential risk is logged and passed on to the headteacher for action.
139. The school's resources are effectively and efficiently used to support pupils' learning and are well maintained and supplemented when the need is identified. Governors give the headteacher and senior management appropriate support in the management of budget and resource matters.
140. The practice of team teaching throughout the school utilises teachers' strengths well, and this substantially improves pupils' learning opportunities. The setting for mathematics in Year 6 is particularly effective, and early attempts to extend it through the school are producing promising results.

141. The school has prioritised its spending decisions well, resulting from thorough reviews and matching of existing staff and resources to the needs of the pupils as reported in its development plan. There is an appropriate contingency budget.
142. The governing body and senior management have thorough systems in place to ensure that the school manages its resources effectively and has secure processes to ensure that value for money is always sought and obtained. The school gives good value for money.

Standards achieved in subjects and areas of learning

Under Fives

Nursery **Grade 2:** Good features and no important shortcomings
Reception **Grade 2:** Good features and no important shortcomings

143. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
144. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.
145. Pupils benefit from a broad and balanced curriculum based on the principles of early years education. There is an orderly and stimulating environment. Both teachers and pupils make the best use of unsatisfactorily cramped working space. The staff work very well as a team to share space and teaching resources. The irregular shape of the building makes it difficult to supervise around corners. Teachers rely heavily on voluntary adult help to monitor groups so that pupils get full access to the curriculum.
146. There is a good partnership between parents and the school. Good use is made of early baseline assessments to plan and match work to the pupils' abilities. Pupils' skills and achievements are assessed daily and inform the records that are kept in both the nursery and reception classes.

Language, literacy and Communication Skills

Nursery **Grade 2:** Good features and no important shortcomings
Reception **Grade 2:** Good features and no important shortcomings

Good features

147. In the nursery, three and four year old pupils listen well and follow instructions. They are developing confidence when speaking and participate well in action rhymes. Pupils enjoy looking at books and listening to stories.
148. By the time they are five, pupils in the reception classes, listen well, speak clearly and confidently to adults. In discussion, they willingly share ideas and answer questions. Most are developing a good sight vocabulary and are beginning to read simple texts. Their writing skills are developing well as they write their own names, and most, with help, write a sentence.

Shortcomings

149. There are no significant shortcomings.

Personal and Social Development

Nursery	Grade 2:	Good features and no important shortcomings
Reception	Grade 2:	Good features and no important shortcomings

Good features

150. In the nursery, the three and four year old pupils are developing effectively their personal and social skills. They take turns when sharing wheeled toys, participate well in class routines such as lining up to go in and out of the classroom. Pupils show respect for one another and take turns to speak or take their fruit snacks.
151. By the time they are five, pupils' skills in the reception classes are developing well. They participate well in group board games, help one another when they are required to and are developing a good understanding of school rules and right and wrong.

Shortcomings

152. There are no significant shortcomings.

Mathematical Development

Nursery	Grade 2:	Good features and no important shortcomings
Reception	Grade 2:	Good features and no important shortcomings

Good features

153. In the nursery, pupils aged three and four match and count up to five and are gaining a good understanding of size and mathematical vocabulary such as 'bigger than' and 'smaller than'. The pupils are beginning to develop an understanding of capacity as they fill and empty containers in the sand and water trays.
154. By the time they are five, the pupils are counting to 10 and beyond. They effectively solve simple matching games and the most able are solving simple picture addition problems to 10. They are developing mathematical vocabulary well as they know that there are 'more than' or 'less than' pupils in a given group when comparisons are made. Pupils successfully take part in board games and identify patterns of two colours.

Shortcomings

155. There are no significant shortcomings.

Knowledge and Understanding of the World

Nursery	Grade 2:	Good features and no important shortcomings
Reception	Grade 2:	Good features and no important shortcomings

Good features

156. In the nursery, the three and four year old pupils inspired by the story of 'Handa's Surprise', observe carefully, the colours and textures of tropical fruit and vegetables. They develop effectively their vocabulary as they learn the names of avocado, or passion fruit, for instance. They are curious about their taste and texture and enjoy exploring them, using their senses.
157. By the time they are five, children in the reception classes are learning to operate ICT equipment independently. When observing how toys move, they effectively question why things happen. The pupils understand well that toys move by pushing, pulling or by using simple spring or wind up mechanism. They understand how electricity supplies the power for some toys to move. They have a good understanding of seasonal changes.

Shortcomings

158. Pupils' skills in designing and making models on a large scale are limited by a lack of space.

Physical Development

Nursery	Grade 2:	Good features and no important shortcomings
Reception	Grade 2:	Good features and no important shortcomings

Good features

159. In the nursery, pupils are developing a good awareness of space as they pedal wheeled toys outside without bumping into one another. They learn well skills in kicking and receiving during ball games.
160. By the time they are five, pupils in the reception classes use various parts of the body well to echo the rhythm of the music as, for instance, they stretch or march. They listen attentively to a story and instructions and dance expressively using effectively the space around them.

Shortcomings

161. There are no significant shortcomings.

Creative Development

Nursery	Grade 2:	Good features and no important shortcomings
Reception	Grade 2:	Good features and no important shortcomings

Good features

162. In the nursery, the three and four year olds enjoy exploring the sounds made by musical instruments, and know the difference between loud and quiet sounds. The children sing simple songs and rhymes enthusiastically and enjoy taking on the role of a patient, doctor and visitor when playing out their roles in the 'hospital' role-play area.
163. By the time they are five, pupils in the reception classes sing songs in tune and enjoy keeping in time with a range of instruments. They create bold and imaginative pictures and paintings, using a wide range of media. They have good control of small equipment such as brushes, glue spreaders and pencils when painting, drawing, gluing and sticking.

Shortcomings

164. Pupils' skills in working on large scale work are limited by insufficient space.

English

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

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

Good features

166. In key stage 1, pupils frequently demonstrate good listening skills in lessons and in assembly. They pay close attention to their teachers and to each other and have good recall of what they have heard. Many respond quickly to instructions and carry them out accurately. The majority of pupils are willing to answer questions and to formulate their own questions if asked.
167. Pupils read well at a level appropriate to their age and interest. They use their knowledge of phonics and word recognition well in tackling new material.

168. Some pupils have a clear understanding of the conventions of books and can name both author and illustrator. More able pupils demonstrate a sound understanding of what they read and of the programmes they view.
169. Pupils are making good progress in writing, particularly when writing in a context, rather than in short extracts. They use vocabulary, especially similes, imaginatively when using good quality examples as stimuli.
170. The pupils have a clear concept of what constitutes a sentence and punctuate accordingly.
171. Most pupils are making steady progress in handwriting and spelling. They show confidence in their ability to write independently.
172. In key stage 2, pupils listen attentively and have detailed recall at times. They communicate well with each other in pairs or small groups. More able pupils speak at length and develop their contributions clearly when given the opportunity to develop their answers.
173. Many pupils read aloud with good expression and pace. They are making good progress in skim-reading and scanning off-screen.
174. Pupils are developing their use of dictionaries and thesauruses well. Most pupils have a sound understanding of what they read.
175. They can differentiate between fiction and non-fiction and use the index to find information.
176. Most pupils in key stage 2 predict the outcome of a story sensibly demonstrating satisfactory understanding of character and plot. In some classes, pupils evaluate their responses to books and express them clearly in their book reviews.
177. Pupils read and write in a satisfactory range of styles.
178. In lessons when the focus is placed on spelling and punctuation exercises, pupils write accurately and carefully; some pupils continue this when writing at length.

Shortcomings

179. In most cases, pupils' reading repertoire is narrow.
180. Pupils' writing at length and for different purposes in key stage 2 is underdeveloped.

Mathematics

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

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

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

Good features

182. In key stage 1, pupils know and understand basic number facts such as number bonds to 10 and their two, five and 10 times tables. They count forwards and backwards accurately in multiples of five.

183. The pupils are beginning to use simple strategies for calculating the approximate answers to larger numbers such as working out answers to the nearest 10.

184. Many use correct mathematical language such as 'more than' and 'less than' and 'multiple'.

185. Pupils recognise coins to the value of 10p and can total sums of money to 20p.

186. The pupils are developing a good understanding of two and three dimensional shapes and compare shapes according to the numbers of edges, faces and corners.

187. Pupils use ICT to make simple estimations such as how many lengths of the floor it will take a floor robot to move from one place to another and test their predictions.

188. Most pupils collect and organise data to construct a graph such as their friends' preferences for different types of pet.

189. In key stage 2, pupils continue to build on their early number skills, so that by Year 6 they know all their multiplication tables, use appropriate written methods to multiply, for example, hundreds, tens and units by tens and units.

190. Most pupils are developing quick mental responses to a good range of number challenges.

191. The pupils understand the difference between 'mean', 'median', 'mode' and range, and apply this knowledge to such problems as the average age of a particular football team.

192. The majority of pupils calculate accurately using simple fractions and equivalent fractions to twelfths.

193. Pupils have a secure understanding of place value within decimal fractions and sequence and round them accurately.
194. Pupils understand binary sorting and construct a questionnaire using this method to identify a particular animal or bird.
195. Most pupils construct shapes by co-ordinates using all four quadrants.
196. Pupils use ICT well to sort and classify data.

Shortcomings

197. Pupils' in key stage 2 are insufficiently involved in devising their investigations.

History

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

Key Stage 2 Grade 3: Good features outweigh shortcomings

198. The findings of the inspection team match the judgement made by the school in the self-evaluation report in key stage 1 but not in key stage 2.

Good features

199. KS1 pupils are developing an appropriate understanding of the differences between the past and the present. They are aware of changes that have taken place in people's homes in the recent past and understand the impact of certain developments, for example, the advent of electricity.
200. Through their study of famous people in history, and their use of a timeline, KS1 pupils show a developing awareness of chronology, and sequence dates correctly.
201. Pupils in KS1 and KS2 accurately use historical vocabulary when discussing the past.
202. Pupils in KS2 have a good knowledge of local history. They write very imaginative pieces of work reflecting life as it was for children at that time working in a copper mine.
203. Older KS2 pupils make good use of appropriate sources of evidence to find out about the Second World War. They identify a wide range of changes which occurred as a result of the war and give careful consideration to the importance of these changes. They have a good understanding of the social aspects of history and can show empathy with characters within the relevant periods.
204. The experience which pupils gain from visits to places of historical interest significantly enhances their understanding of history. KS2 pupils recall in detail

their visit to the dungeons within a castle and vividly describe life as a prisoner 800 years ago.

- 205. Pupils in KS2 have a secure understanding of the chronology of important periods and events which they have studied.
- 206. KS2 pupils develop a good understanding of the culture and heritage of Wales through, for example, a project on castles, and visits to places such as Conwy and Chirk Castles.
- 207. KS2 pupils make good use of ICT, particularly the Internet, to undertake research within their study of history.

Shortcomings

- 208. In KS1, pupils' awareness of a range of historical sources of evidence is limited.
- 209. KS2 pupils have little knowledge of life in modern Wales and Britain or an industrial area of Wales.
- 210. Older pupils' awareness of the possible bias in evidence is underdeveloped.

Art

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

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

Good features

- 212. In key stage 1, pupils confidently print, draw and paint showing good development in their skills.
- 213. Most pupils have good pencil control when sketching and drawing. Their work is detailed and demonstrates good observational skills.
- 214. In collage work, pupils share materials sensibly and choose materials carefully according to their shape and texture to express their feelings and mood.
- 215. Pupils in both key stages use their sketch books imaginatively to experiment with a range of media and to develop skills of design and drawing.
- 216. In both key stages pupils enjoy art and concentrate well during lessons.
- 217. At key stage 2, pupils become more familiar with the techniques used by famous artists such as Picasso and Van Gogh and apply these techniques to their work.

- 218. Pupils evaluate their own work and that of others well during lessons.
- 219. The oldest pupils draw a range of three-dimensional shapes. Their skills in drawing and shading are well developed.
- 220. Pupils use the local environment well to make sculptures from natural materials in the style of Andy Goldsworthy or draw and landscapes and natural forms inspired by the work of Welsh artists.

Shortcomings

- 221. Pupils in both key stages have a limited knowledge and understanding of non-European artists and cultures.

Physical Education

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

- 222. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
- 223. Standards of achievement in physical education are good in both key stages. Both lesson observation and video evidence have contributed to these judgements.

Good features

- 224. Pupils in both key stages make good progress in acquiring the skills and techniques of gymnastics, dance and games. KS2 pupils also undertake swimming, athletics and some outdoor pursuits.
- 225. All pupils warm up and cool down correctly and have a satisfactory understanding of the effect of exercise on their bodies.
- 226. They work well individually, in pairs and in small groups using space and apparatus safely.
- 227. All pupils respond immediately and correctly to directions.
- 228. Pupils in KS1 can differentiate between three heights of movement and changes in pace.
- 229. They demonstrate developing control, balance and imaginative shapes.
- 230. In dance, KS1 pupils achieve good standards in self expression, stretching, bending and curling.

- 231. In KS2, pupils continue to make good progress in all aspects of physical education.
- 232. In gymnastics, they plan and sequence their moves carefully to achieve fluency of movement. Most pupils develop a good sense of rhythm and co-ordination.
- 233. Pupils compete successfully in team games.

Shortcomings

- 234. Although pupils often identify variety and quality in other pupils' performance they are not sufficiently aware of how they can improve their own skills and techniques.

School's response to the inspection

- 235. The staff, governing body and pupils of Ysgol Llandrillo-yn-Rhos wish to thank the inspection team for the way they conducted our school inspection. The team acknowledges that Ysgol Llandrillo-yn-Rhos is a good school, with many good features, some of them outstanding, and that standards have continued to improve since our last inspection, in particular in subjects such as mathematics and art.
- 236. We are pleased to note that our own self evaluation systems, identifying strengths and areas for further development, correlated closely to the findings of the inspection team.
- 237. We are proud that the inspectors judged pupils' behaviour and respect for each other as outstanding and a particular strength of the school. In addition, the care and support systems we have in place and that underpin our curricular provision are recognised as exemplary.
- 238. The skill and dedication of the staff are acknowledged with the good standards in the quality of teaching. We were particularly pleased to note that 84% of lessons observed were judged good or very good – significantly higher than the Welsh average of 72%.
- 239. Recognition is given to the excellent range of extra curricular activities on offer and to the outstanding contribution given to the promotion of global citizenship and sustainable development through our Eco School status.
- 240. Parents will be pleased to note the many positive elements in the report, and that the school is well led and provides good value for money.

241. We particularly welcome the confirmation by the inspection team in their recommendations of areas for further development already identified in our School Development Plan. A copy of the school's Action Plan in response to the inspection recommendations will be sent to all parents. The governors' annual report to parents will report on the progress we are making with this Plan.
242. Our school has always striven to improve itself and we recognise the need to continue to develop further and build on our successes. The very positive findings of the report are a just reflection of, and worthy tribute to, the generous support and dedication of all members of our school community.

Appendix A

Basic information about the school

Name of school	Ysgol Llandrillo-yn-Rhos
School type	Community
Age-range of pupils	3-11
Address of school	Elwy Road Rhos-on-Sea
Post-code	LL28 4LX
Telephone number	01492 549648

Headteacher	Mr L E Maloney
Date of appointment	September 1996
Chair of governors/ Appropriate authority	Mr D Evans
Registered inspector	Mrs A Dawson
Dates of inspection	31 st January – 3 rd February 2005

Appendix B

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	22	49	41	57	56	53	56	77	411

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	17	1	17.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	26:1
Pupil: adult (fte) ratio in nursery classes	11:1
Pupil: adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	26
Teacher (fte): class ratio	26:1

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole School
Spring	93.7	95.4	94.8	94.6
Summer	94.5	95.4	94.7	94.8
Autumn	89.2	94.4	94.4	92.7

Percentage of pupils entitled to free school meals	11%
Number of pupils excluded during 12 months prior to inspection	2

Appendix C

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2004			Number of pupils in Y2:					49
Percentage of pupils at each level								
			D	W	1	2	3	4
English:	Teacher Assessment	School	0	2	6	80	12	0
		National	0	4	14	63	20	0
En: reading	Teacher Assessment	School	0	2	6	53	39	0
		National	0	4	14	55	27	0
En: writing	Teacher Assessment	School	0	2	8	80	10	0
		National	0	5	14	69	11	0
En: speaking and listening	Teacher Assessment	School	0	0	8	86	6	0
		National	0	3	12	63	22	0
Mathematics	Teacher Assessment	School	0	2	4	86	8	0
		National	0	2	11	63	24	0
Science	Teacher Assessment	School	0	0	2	94	4	0
		National	0	2	10	66	22	0

D Pupils who have been disapplied from the statutory arrangements
W Pupils who are working towards level 1

**National Curriculum Assessment Results
End of Key Stage 2:**

National Curriculum Assessment KS2 Results 2004							Number of pupils in Y6			55		
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0	0	0	0	7	7	28	58	0
		National	0	0	0	0	1	6	16	45	31	0
	Test/Task	School	0	0	0	0	0	7	5	26	62	0
		National	0	2	0	0	0	5	12	38	40	0
Welsh	Teacher assessment	School										
		National	1	0	0	1	1	4	18	51	25	0
	Test/Task	School										
		National	1	1	2	0	0	3	15	50	28	0
Mathematics	Teacher assessment	School	0	0	0	0	0	4	12	55	29	0
		National	0	0	0	0	0	4	19	46	30	0
	Test/Task	School	0	0	0	0	0	4	18	45	31	0
		National	0	2	1	0	0	4	18	42	33	0
Science	Teacher assessment	School	0	0	0	0	0	4	7	54	35	0
		National	0	0	0	0	0	2	13	49	35	0
	Test/Task	School	0	0	0	0	0	3	5	58	34	0
		National	0	0	0	0	0	0	9	48	39	0

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school	83%	In the school	76%
In Wales	70%	In Wales	71%

- 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 D

Evidence base of the inspection

A team of five inspectors for the equivalent of 15 inspector days carried out the inspection.

Pre-inspection meetings were held with the parents and the governing body to discuss the life and work of the school.

93 questionnaires were completed by parents and carefully analysed.

Discussions were held with the headteacher, staff with specific responsibilities and support staff.

School documentation and samples of pupils' work were examined.

66 lessons or parts of sessions were observed.

A sample of pupils' work from across the ability range in each year group was examined.

Inspectors listened to a sample of pupils reading.

Discussions were held with pupils about their work and the life of the school.

Pupils' behaviour was observed in school and at break times.

Inspectors attended assemblies and observed some extra-curricular activities.

Post inspection meetings were held with the staff and the governing body.

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mrs A Dawson Rgl	Context Summary and recommendations Key questions 1. 1-1.9, 1.4, 1.5, 1.13; 2. 2.1-2.8; 5. 5.1-6; 6; Under-fives, art.
Mrs S Sperring Lay Inspector	Contributions to key questions 1, 3 and 5.
Mrs M Meredith-Jones Team inspector	Key questions 1. 1.3; 3. 3.9; 4. 4.10-4.17; English, physical education.
Mr D Morgan Team inspector	Key questions 1. 1.3; 3. 3.5-3.11; 7. 7.1-7.7; mathematics.
Mrs L J Williams Team inspector	Key questions 2. 2.9-2.12; 4; history.

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