

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

**YSGOL Y LLYS
Rhodfa Tywysog
Prestatyn
Sir Ddinbych
LL19 8RP**

School Number: 6632227

Date of Inspection: 09/10/06

by

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16211**

Date of Publication: 12/12/2006

Under Estyn contract number: 1101906

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- * secondary schools;
- * special schools;
- * pupil referral units;
- * independent schools;
- * further education;
- * adult community-based learning;
- * youth support services;
- * LEAs;
- * teacher education and training;
- * work-based learning;
- * careers companies; and
- * the education, guidance and training elements of Jobcentre Plus.

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Ysgol y Llys 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 y Llys took place between 09/10/06 and 11/10/06. An independent team of inspectors, led by Miss Dorothy Morris undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

"There are three types of inspection.

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

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

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

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

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

This school received a **full** 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	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 y Llys is a designated Welsh-medium Primary School. It is located in the small town of Prestatyn in Denbighshire and it serves the town and the neighbouring areas. There are 254 (full-time equivalent) pupils aged 3 to 11 on roll. Children are accepted into the nursery class on a part-time basis during the school year in which they are four. Children are admitted into the reception class during the school year they are five.
2. The school states that the area where the school is located is neither prosperous nor economically disadvantaged. 9% of pupils are entitled to free school meals; this figure is lower than county and national averages.
3. The school admits pupils from the full range of ability. The attainment of the vast majority of them when they start school is generally good. 61(24%) of pupils are designated as having additional learning needs, including three pupils who have a statement of special educational needs (SEN).
4. Welsh is the main medium of learning and teaching, but the school aims to ensure that the pupils are totally bilingual by the time they transfer to the secondary sector. The vast majority come from homes where English is the main language spoken.
5. Ysgol y Llys is a Pilot School for the Foundation Phase under the guidance of the Welsh Assembly Government (WAG). The pilot scheme commenced with Nursery/Reception children in September 2004 and then with Year 1 (Y1) and Y2 children in September 2005.
6. The school was last inspected in April 2001. The present headteacher was appointed to her post in September 2000. During the last year, there were a number of changes in staff teaching and subject responsibilities. During the inspection, a supply teacher taught one class.
7. During the last year, the school has been re-accredited as an Investor in People, its Basic Skills Quality Mark has been renewed and it has gained the second round of the Healthy Schools Award.

The school's priorities and targets

8. The school's main objectives include:
 - fostering and developing children as individuals and as members of society;
 - demanding the highest standards;
 - developing every pupil to his/her full potential;
 - ensure that all the pupils become fully bilingual.
9. The school's main priorities and targets for 2006-2007 include:
 - continuing to raise standards;

- to continue to develop and extend the curriculum;
- to develop the processes of self-evaluating the subjects of the national curriculum within the school;
- to develop further pupils' personal and social education;
- to secure further improvements to the building.

Summary

10. Ysgol y Llys is an effective school. The school has maintained the good standards since the last inspection, and has further improved standards in other subjects and aspects of provision.
11. The self-evaluation report produced by the school is clear and comprehensive. The inspection team agreed with the judgements made by the school in the seven key questions.

Table of grades awarded

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

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 1
4 How well are learners cared for, guided and supported?	Grade 1
5 How effective are leadership and strategic management?	Grade 1
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 1

Standards

13. In the lessons inspected, pupils' standards of achievement are as follows:

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	13 %	73%	14%	0%	0%

14. The school achieves the Welsh Assembly Government (WAG) targets for 2007, namely -

- Standards of achievement are at least satisfactory (Estyn Grade 3) in 98% of classes inspected.
- Standards of achievement are good or very good (Grades 1 and 2) in 65% of classes inspected.

Foundation Phase - Areas of Learning

15. In the Foundation Phase, standards of achievement in the areas of learning that were inspected are as follows:

Area of Learning	Grade
Language, literacy and communication skills	Grade 2
Personal and social development and well being	Grade 1
Mathematical development	Grade 2
Bilingualism and multi-cultural understanding	Grade 1
Knowledge and understanding of the world	Grade 1
Physical development	Grade 1
Creative development	Grade 1

Grades for standards in subjects inspected

16. In key stage 2 (KS2), standards of achievement in the subjects inspected are as follows:

Subject	Key Stage 2
Welsh first-language	Grade 2
English	Grade 2
Mathematics	Grade 2
Science	Grade 2
Information Technology	Grade 2
Design Technology	Grade 2
History	Grade 2
Geography	Grade 2
Art	Grade 2
Music	Grade 2
Physical Education	Grade 3
Religious Education	Grade 2

17. Pupils make good progress in their learning and they achieve the targets and agreed learning aims. They acquire new knowledge, skills and understanding effectively as they progress through the school.
18. Foundation Phase children make good progress in listening, speaking, reading, writing, numeracy and the use of information and communications technology (ICT) in their work across the seven areas of learning.

19. In KS2, the development of pupils' Welsh-language skills, numeracy and ICT skills across the curriculum is good. Pupils make increasing use of English language skills in their work in other subjects.
20. In the National Curriculum (NC) assessments 2005, by teacher assessment, seven-year-old pupils' attainments are higher than the county averages in Welsh, but lower than the national averages. They are lower than county and national averages in mathematics and science. Compared with similar schools in Wales, the school's results overall over the last three years are comparative with the average.
21. Pupils' attainments in NC assessments in 2005 at the end of KS2, by teacher assessment, are significantly higher than county and national averages in English; they are higher than the national averages in mathematics and science but lower than county averages. In Welsh, they are lower than national and county averages. Compared with similar schools in Wales, the school's results overall over the last three years place the school lower than the average in the majority of years.
22. The successful development of pupils' bilingual skills is a main aim of the school. Pupils' standards indicate good progress. In the Foundation Phase, Welsh learners become increasingly confident in using the language, and by the end of KS2, pupils are proficient in Welsh and English.
23. Pupils display outstanding progress in their personal and social skills. Pupils are able to work effectively with one another; they persevere with their tasks and support one another well.
24. Good progress is displayed in pupils' ability to solve problems and to investigate. They display good creative skills throughout the whole school.
25. Pupils' behaviour is good. They have a good understanding of what is expected of them and they are considerate and courteous. Their awareness of equal opportunities is good.
26. The school plays an active part in the life of its community and pupils develop an appreciation of belonging to a community.
27. The pupils' average attendance rate is 94%. Most pupils attend school regularly and arrive promptly at the beginning of the school day.

The quality of education and training

28. It was judged that the standard of teaching is as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
19%	74%	7%	0%	0%

29. Teachers have an outstanding relationship with their pupils and they have high expectations of them. They provide effectively for each child's learning needs.

30. The good teaching with outstanding features includes features such as clear aims, stimulating presentations, effective questioning together with excellent opportunities for pupils to develop their own ideas and methods of working. Where the teaching is less effective, the tasks are not always sufficiently challenging to extend pupils' learning skills further.
31. There are outstanding features in the quality of assessing and recording pupils' achievements and progress. Assessment processes are implemented thoroughly, accurately and regularly. Assessment outcomes are shared amongst the staff and they are used effectively to plan future teaching and learning. Annual reports to parents are of very good quality.
32. There are outstanding features to the way in which the school responds to pupils' learning needs. They provide full access to a curriculum, which is broad and appropriate. The outstanding features of the provision include the rich curriculum which is offered, the high standard of pupils' spiritual, moral, social and cultural development, and the nature and outstanding quality of the extra-curricular activities provided.
33. Links with parents are excellent. The school's Parent/Teacher Association is very active and raises substantial sums of money, which are used to enrich pupils' education and experiences. Partnerships with other schools, the community and other institutions are also good.
34. Provision for pupils with special educational needs (SEN) is good with outstanding features. In classes and during withdrawal sessions, these pupils receive excellent support from teachers and experienced support staff. The provision satisfies the requirements of the Code of Practice.

Leadership and management

35. There are outstanding features in the quality of the headteacher's leadership and management. Her commitment and strong values are known to staff, governors and parents, and they are clearly reflected in the work of the school. The whole staff displays great commitment to the school and they collaborate very well together as a team.
36. The school's development plan (SDP) is a comprehensive document, which contains suitable targets for the school's further development. Valid processes are used in order to set targets and the implementation of the action plans is effectively analysed by the headteacher and the Governing Body (GB). The use of the information obtained through the self-evaluation process in future planning has not been extended sufficiently.
37. The GB is knowledgeable and supportive and contributes fully to the life of the school. The governors help to determine the strategic direction of the school and they are playing an increasing role in monitoring the quality of provision and pupils' standards of achievement.

38. The school has made very good progress since the last inspection and it has managed to address the key issues listed in the report successfully.
39. The management and use of resources is an outstanding feature. There is a sufficient number of teachers and support staff who have the appropriate qualifications to fulfil the work of the school. They are very well managed and developed. There is effective investment in resources and equipment. They are of good quality and they are used effectively. The school's buildings and the site are well maintained. Good use is made of the local environment, the community and educational locations to enrich pupils' learning.
40. It is exceedingly busy in the vicinity of the school gate at the beginning and end of the school day. Some parents park where they should not, thus reducing visibility. The inspectors share the governors' concern that an accident could happen as cars and people are not separated. The governors have completed a risk assessment and they discuss the situation constantly with the Local Authority (LA) in order to secure improvements. To date, there has been no action.
41. The school offers very good value for money.

Recommendations

In order to build on the good practice, the school needs to:

- R1. maintain and build on the good and very good standards, and address the shortcomings identified in subjects and aspects of provision;
- R2. extend the good features of the teaching by giving KS2 pupils opportunities to extend their learning skills consistently across the subjects;
- R3. extend further the link between the school's self-evaluation processes and school development planning;
- R4. continue to bring pressure on the LA to consider further the parking difficulties near the school gate at the beginning and end of the school day.

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.

- 42. The inspection team’s findings concur with the school’s judgement in its self-evaluation report.
- 43. In the lessons inspected, pupils’ standards of achievement are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
13 %	73%	14%	0%	0%

- 44. The school attains the WAG’s targets for 2007, namely -
 - Standards of achievement are at least satisfactory (Estyn Grade 3) in 98% of classes inspected.
 - Standards of achievement are good or very good (Grades 1 and 2) in 65% of classes inspected.
- 45. In the Foundation Phase, standards of achievement in the areas of learning that were inspected are as follows:

Area of Learning	Grade
Language, literacy and communication skills	Grade 2
Personal and social development and well being	Grade 1
Mathematical development	Grade 2
Bilingualism and multi-cultural understanding	Grade 1
Knowledge and understanding of the world	Grade 1
Physical development	Grade 1
Creative development	Grade 1

- 46. In KS2, pupils’ standards of achievement in the subjects inspected are as follows:

Subject	Key Stage 2
Welsh first-language	Grade 2
English	Grade 2
Mathematics	Grade 2
Science	Grade 2
Information Technology	Grade 2
Design Technology	Grade 2
History	Grade 2
Geography	Grade 2
Art	Grade 2
Music	Grade 2
Physical Education	Grade 3
Religious Education	Grade 2

47. Pupils make good progress in acquiring new skills, understanding and knowledge and they achieve the agreed learning aims. Over the years, baseline results for under-fives show that the attainment of the vast majority when they start school is generally good.
48. Pupils with SEN make good progress both educationally and socially. They achieve the targets set for them.
49. Foundation Phase children's standards and progress in listening, speaking, reading, writing, numeracy and the use of ICT across the curriculum are good.
50. In KS2, pupils' standards and progress in the key skills of literacy, namely listening, speaking, reading and writing in Welsh across the curriculum are good. Pupils listen consistently and they respond well in group and class discussions. They make good use of their reading skills to gather knowledge and to inquire, and they write to a good range of purposes across subjects. Pupils make purposeful use of their English literacy skills in their work across the curriculum. Nevertheless, they do not extend their reading and writing skills sufficiently in aspects of their work.
51. Pupils make appropriate use of their numeracy skills to measure and count correctly when undertaking work in other subjects, for example, in science and design technology. They are confident users of ICT and they use their skills effectively to investigate and to record their observations in their work across the curriculum. However, there is scope to extend these skills further.
52. In NC assessments in 2005, seven-year-old pupils' attainments, according to teacher assessment, are higher than county averages, but lower than national averages in Welsh. They are lower than county and national averages in mathematics and science. Compared with other similar schools in Wales, on the basis of free school meals, pupils' attainments in mathematics and science are in the lowest 50%, and in the lowest 25% in Welsh. Few pupils achieve level 3, namely the highest level. There are no significant differences between the performance of boys and girls.
53. Over the last three years, the school's overall performance at the end of KS1, namely the core subject indicator (CSI) is uneven, but it is slightly higher than the national average in the majority of years. Compared with similar schools in Wales, the results are comparative with the average.
54. At the end of KS2, pupils' attainments in NC assessments in 2005, by teacher assessment, are significantly higher than county and national averages in English, they are higher than national averages in mathematics and science but lower than the county averages. In Welsh, they are lower than national and county averages. Compared with similar schools in Wales, on the basis of free school meals, pupils' attainments are in the highest 25% in English and in the lowest 50% in Welsh, mathematics and science. The percentage of pupils achieving level 5, the highest level, is lower than national averages. There are no significant differences between the performances of boys and girls. The headteacher constantly monitors the performance of boys and girls and takes appropriate steps according to need.

55. Over the last three years, the CSI at the end of KS2 is uneven, but comparative with the national average in the majority of years. Compared with similar schools in Wales over the last three years, the school's overall results are uneven and place the school at the average.
56. Pupils' standards of bilingual proficiency display good progress. By the end of KS2, pupils are proficient in Welsh and English.
57. The vast majority of pupils display a high level of motivation and make good progress towards attaining their potential.
58. Foundation Stage children develop the skill of working independently under the discreet supervision of numerous adults. Consistent with their age and ability, KS2 pupils also display these characteristics in some subjects for example science, history and mathematics.
59. Pupils display good development in their creative skills across the school. Good progress is seen in their investigative and problem-solving skills. In the best practice, pupils can solve problems in an organised manner and research a subject confidently.
60. Pupils have individual targets to attain. At their level of development, the vast majority of pupils has a good awareness of their strength and weaknesses and of what they need to do to achieve higher standards.
61. In the Foundation Phase, children's attitudes to learning, the interest they show in their work, and their ability to concentrate is outstanding. They apply themselves to their work with eagerness. These features are also evident amongst key stage 2 pupils with the exception of a small minority who do not produce the expected quantity of work because they do not always concentrate on their task.
62. Pupils of all ages behave well. They are courteous towards staff and welcoming to visitors. Pupils are aware of the school's rules and conventions and they respect them.
63. In the Foundation Phase, there are outstanding features in the development of children's personal and social skills. They are considerate, friendly and courteous with one another. They co-operate effectively, developing confidence and independence. These features are also to be seen amongst KS2 pupils. Additional support is given, in Personal and Social Education (PSE) lessons, in particular to a small group of less committed children.
64. Pupils are aware of the importance of fairness and equal opportunity. They are very familiar with the living conditions and traditions of other countries. This awareness is fostered by good contacts with several foreign countries.
65. Visits to places of educational interest, and contributing to local activities, effectively extend pupils' understanding of their own community. They have a good awareness of their responsibilities with regard to safeguarding and protecting the environment.

66. Pupils have a good awareness of the world of work and the workplace through their involvement in specific projects, visits to businesses in the community and discussions with visitors.
67. Attendance consistently exceeds 94%. The governors have set a target of 95%. A significant number of pupils take holidays in term time and depress the school's percentage attendance. Some pupils arrive late in the morning. The school pays good attention to the requirements with regard to registering pupils' attendance.

The quality of education and training

Grade 2: Good features and no important shortcomings

68. The inspection team's findings concur with the school's judgement in its self-evaluation report.
69. In the lessons that were observed, the standard of teaching was judged to be as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
19%	74%	7%	0%	0%

70. Planning and preparation for lessons is good and pays detailed attention to curricular requirements. Teachers use a wide range of teaching methods and relevant resources which are appropriate to the activities.
71. Teachers have a very good working relationship with pupils. All pupils are treated equally and they are offered effective support.
72. Pupils' bilingual proficiency is effectively promoted and every opportunity is utilised to develop the Welsh dimension in a good number of subjects.
73. The outstanding features of the teaching observed include:
- high expectations;
 - a clear focus on teaching objectives which extends pupils' learning and consolidates their grasp of concepts;
 - excellent opportunities for pupils to work independently and develop their own ideas.
74. The good features of the teaching observed include:
- lessons with clear aims, which are shared with pupils;
 - effective use of different strategies, including individual, pair and group work, to motivate pupils to give of their best;
 - differentiated tasks which enable pupils across the ability range to achieve them successfully.
75. The shortcomings in the teaching observed include:

- tasks that do not extend pupils' learning skills sufficiently;
 - lack of tempo in the teaching.
76. The assessment, recording and reporting procedures on pupils' progress have outstanding features. The teachers and the staff assess children's achievements and progress thoroughly, rigorously and regularly.
 77. The school has developed a wide range of assessment procedures and good use is made of the information collected to identify individual pupils' strengths and weaknesses and to plan future teaching and learning.
 78. Statutory requirements for assessment and reporting on the NC are satisfied and the Baseline Assessment, when a child commences fulltime education, is correctly implemented.
 79. In the Foundation Phase, detailed records are kept of children's achievements in every aspect of their work. The practice of keeping records of every child's achievements on small cards which correspond to the areas of learning, and which is accessible in the main working areas is effective. The information is transferred to the 'Travelling Together' booklet for assessment and recording. This practice is useful and gives clear attention to the next steps to be taken in order to ensure further development in the child's education.
 80. Assessments for pupils with SEN meet statutory requirements. The school has clear procedures for identifying pupils' needs and suitable individual programmes are provided for them.
 81. In KS2, the assessment records for core and foundation subjects are detailed and appropriate. Care is taken to ensure that pupils' progress is constantly recorded. Appropriate use is made of NC tests and other standardised tests in order to measure and analyse standards, and for target setting.
 82. Records are kept of all assessments on a whole school tracking system. The headteacher analyses them in detail and good use is made of the information in order to monitor pupils' progress and standards of achievement generally. These arrangements are very effectively operated.
 83. Personal targets are set for all pupils. They are linked to their current performance and contribute significantly to their progress. The vast majority of pupils are aware of them and understand their purpose.
 84. Pupils' work is regularly marked. Clear written observations are included for the pupils together with further guidance as to how to improve their work.
 85. Annual reports to parents comply with statutory requirements. They are of very good quality and they present a clear picture of pupils' achievements and skills in every subject and area of learning. Positive comments on pupils' personal and social development are included. Parents are happy with the reports they receive and they appreciate the opportunities they have to discuss the progress and development of their children with the teachers. Parents give written responses to the reports.

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

Grade 1: Good with outstanding features.

86. The inspection team's findings concur with the school's judgement in its self-evaluation report.
87. The outstanding features of the provision include the rich curriculum which is offered, the high quality of pupils' spiritual, moral, social and cultural development, the nature and very good quality of the extra curricular activities, and the effective use of a range of partnerships for the benefit of the school and the pupils.
88. There are outstanding features in the way the school responds to pupils' learning needs. It provides full access to a curriculum which is broad and appropriate. It complies with NC and religious education requirements, and with the Foundation Phase curriculum.
89. The policies and schemes of work give the school's work clear guidance. The school is in the process of further updating some schemes of work. This is good practice.
90. Teachers' planning specifies appropriate opportunities for pupils to develop and apply their key skills in a range of contexts. In KS2, there is scope for extending the good practice of providing tasks that further extend pupils' learning skills consistently across the curriculum.
91. The quality of the educational provision for children in the Foundation Phase is outstanding. The children have access to a wide and valuable range of activities relevant to the phase.
92. The school accords due consideration to the Qualifications, Curriculum and Assessment Authority for Wales' PSE Framework. Teachers avail themselves of every opportunity to develop this aspect when presenting their lessons during circle time sessions and extra- curricular activities.
93. Pupil's spiritual, moral, social and cultural development is an outstanding feature. Collective worship makes a good contribution to pupils' understanding of spiritual and moral matters and leads them to respect truth and justice. Very good attention is paid to aspects such as helping those who are less fortunate. Pupils play a prominent part in local activities such musical events, eisteddfodau and Urdd events. These experiences promote their social and cultural development very effectively.
94. There is a particularly rich provision of extra-curricular education at the school. Educational visits are undertaken to places of historical, cultural and work-related interest. Visitors come to the school to talk to pupils. Every member of staff of the school contributes towards running the various clubs held during the lunch hour and after school. The work of the school's Urdd branch gives pupils an opportunity to perform publicly and compete in sporting activities. Pupils derive great enjoyment from these experiences and they are greatly appreciated by parents.

95. The school has strong and beneficial partnerships with its parents, the community and other schools and establishments. Parents praise the information they receive about their children's education in open evenings and in end-of-year reports. An active Parent and Staff Association raises substantial sums of money to buy resources by organising social events. Home-school agreements are in place.
96. The school co-operates very closely with the voluntary nursery group, which meets in one of its rooms. As a result, the youngest pupils settle down quickly at school. There are appropriate bridging arrangements with the secondary school to which pupils transfer at the end of Y6. This includes opportunities for pupils to visit their prospective new school together with KS2 and KS3 bridging arrangements in aspects of the curriculum.
97. Students come from teacher training colleges, further education colleges and secondary schools for beneficial periods of work experience. The local community makes regular use of the school's new hall.
98. Bursaries from national and British organisations have been utilised to develop staff's knowledge and skills. The school receives specialist support from the LEA and health department staff come to discuss aspects such as physical development with the older pupils at the school.
99. Pupils of all ages develop a good awareness of the world of work. Children in the Foundation Stage visit workplaces, such as a vet's surgery and a café, and they enact world of work roles in the classroom. Links with electricity generation companies have enhanced KS2 pupils' understanding of industrial production processes. Links with a chemical company led to beneficial training sponsorship for staff.
100. The curriculum and appropriate learning experiences successfully promote pupils' bilingual skills. One of the school's core objectives is to foster fluently bilingual citizens.
101. The school has a robust policy to promote equality. Everyone is treated consistently and fairly. A family atmosphere and ethos has been created which enriches pupils' experiences whatever their background.
102. The school pays increasing attention to environmental matters and sustainable development. In a school questionnaire, 91% of pupils were in favour of working in a more sustainable manner. They assist in implementing the recycling and energy-saving measures adopted. Under the guidance of a senior member of staff, a Green Group has been established recently and it is formulating an ambitious programme to increase awareness and disseminate good practice. The school has been registered as an Eco School.
103. There are good links with a number of foreign countries. They include exchanging artefacts and staff visits. This has increased pupils of every age's awareness of different features and traditions. Foundation Phase children and KS2 pupils are very familiar with different creeds and the different religious practices of the world.

104. Increasing attention is paid to pupils' enterprise skills by means of appropriate activities. Under the School Council's guidance, KS2 pupils are very resourceful in planning and organising fund-raising events, including selling goods to parents and holding discos for their fellow pupils. They use the profit to buy items such as flower tubs to decorate the entrance hall. In the Foundation Phase, the school succeeds in developing children's enterprise education effectively, by means of projects and activities such as creating, advertising and selling goods in order to raise money for good causes.
105. From the Foundation Phase onwards, the school lays the foundations for the types of skills that are needed in the world of work and leisure throughout life. From a very early age, pupils display a curiosity to learn. They are encouraged to communicate effectively, work independently, co-operate with others, make decisions and live a healthy life.

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

Grade 1: Good with outstanding features.

106. The inspection team's findings concur with the school's judgement in its self-evaluation report.
107. The outstanding features of the provision include teachers' thorough identification of pupils' different needs, the high quality of the care, help and guidance that learners receive, the outstanding use of the support of associates and friends of the school, and the priority given to ensuring the same educational and social opportunity for every pupil.
108. The care, support and the guidance offered to pupils are of outstanding quality. There is a comparatively small number of pupils in each class and this facilitates giving individual attention. There is close co-operation with the special educational needs coordinator in order to offer appropriate provision for pupils with additional needs.
109. The school makes outstanding use of the support of associates and friends to enrich teaching resources in the classroom, for example, by designing a Hindu wedding dress, providing a wedding car, and providing eggs to be hatched. Others help with reading or with visits.
110. Parents find it very easy to contact the school to discuss any matter or concern. This begins with the highly successful approaches to help new pupils settle into school. They praise the information they receive about their children's education. Parents testify that the school is very good at identifying children who need additional support at both ends of the ability spectrum. The school works closely with external agencies which offer specialist support. Circle times offer opportunities for pupils to discuss their feelings in a sensitive manner. With the help of grants, an open-air performance stage has been created in the school grounds to promote aspects of PSE by means of drama and role-play.

111. Firm discipline arrangements, with the emphasis on praising good features, encourage good behaviour across the school. Additional support is given to a nucleus of pupils whose behaviour and self-esteem does not always satisfy the high expectations of the school family.
112. The school pays careful and thorough attention to aspects of health and safety. The school has numerous current policies, which define the relevant expectations and procedures.
113. Representatives from the emergency services come to speak to the children about the importance of safety. Recently, a pupil from the school was chosen to assist the Assembly Government's First Minister to open a new information centre to promote health and safety within and outside the home.
114. The school encourages pupils to eat healthily by selling fruit during break-times. It does not permit eating sweets or crisps at playtimes. Foundation Phase pupils grow vegetables, and then prepare and eat them in the unit's café.
115. Members of the school's ancillary staff lead on matters appertaining to Health and Safety and the Healthy School initiative. They do so very effectively and draw attention to the requirements and good practice in those areas. Equipment is examined regularly and termly fire practices are held. A member of staff has a full first-aid qualification and the other members of staff have attended a basic course. The governor's buildings' sub-committee makes regular risk assessments.
116. An outstanding feature is the establishment of a Welfare Sub-Committee, which has teacher and governor members. It looks holistically at health and welfare matters and discusses specific concerns and the work/life balance in general.
117. The school conforms to the statutory requirement to appoint members of staff and a governor to be responsible for Child Protection matters. All the staff are aware of the protocols to be followed.
118. The school acknowledges and respects diversity. This aspect is a prominent part of the Foundation Phase curriculum. The numerous links with foreign countries promote tolerance and friendship towards everyone from every background, race and creed. This feeling is reinforced by the school's family ethos where every pupil is respected and treated fairly.
119. There are robust procedures to prevent bullying and oppressive behaviour. If they have any concerns, pupils can turn to one of the 'Kind Crew' namely pupils from Y2 and Y6 or to adults at the school. They are satisfied that something will be done in response to their concerns. Parents also praise the school's prompt and sensitive response to any behaviour of an oppressive nature. Two KS2 pupils were excluded during the year before the inspection. The necessary steps were followed.
120. The provision for pupils with SEN is outstanding and complies fully with the statutory requirements. Pupils' difficulties are quickly identified and suitable individual education plans (IEPs) are devised for them. The plans include appropriate targets,

which correspond to individual pupils' needs. The plans are regularly revised and they are discussed with parents and pupils.

121. Pupils with SEN receive very good support from teachers and assistants to attain the targets noted in their IEPs. These pupils make progress that, in line with their ability, is at least good. Pupils who need a further boost, and those who are talented also receive very effective support.
122. Good use is made of external agencies, and the close links between the school and parents promotes the progress. Links with the relevant secondary schools are good and the designated governor and the governing body make a valuable contribution to the arrangements. The designated governor is fully aware of his duties.
123. The school complies fully with the registration requirements, and distinguishes appropriately between different types of absence. The vast majority of parents inform the school by letter or phone call of the reasons for their children's absence. A 'late book' is used to record the names of pupils who arrive after the bell has rung.
124. The school takes steps to ensure that pupils with physical disabilities are not treated less favourably than able-bodied pupils, with regard to the opportunities and the support they receive. The headteacher and the GB have formulated an appropriate accessibility plan. They are aware that parts of the building, owing to its design, are inaccessible to children and adults with physical disabilities, and they have considered suitable options.

Leadership and management

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

Grade 1: Good with outstanding features

125. The inspection team's findings correspond with the school's judgement in its self-evaluation report.
126. The provision's outstanding features include the headteacher's clear vision which is translated into specific plans which succeed in raising standards across the school, the culture of sharing and co-operating amongst the staff, the firm and judicious commitment of the GB to the school's strategic management, and the robust commitment of all the partners to the school's aims and values.
127. The headteacher has a clear vision with regard to the school's future direction. She is enterprising in planning further improvements and ensuring high standards. Agreed aims and values, which promote equality for all, are very well reflected in the school's work. This is an outstanding feature of the provision.
128. There is a culture of sharing and cooperating in this school. Teachers and support staff are fully aware of their responsibilities and they make a valuable contribution to

creating a disciplined and caring community for the pupils. The senior management team functions very effectively and the members undertake their management tasks skilfully and conscientiously.

129. The school gives very good consideration to national priorities, and local partnerships. The school has committed itself to schemes such as the Healthy School initiative and the Eco School project. It has also achieved the Basic Skills Quality Mark and Investors in People accreditation. The staff responded exceedingly well to the challenge of introducing the Foundation Phase Pilot Scheme. The staff's commitment, close co-operation and detailed planning ensure that the educational provision is on firm foundations. The school co-operates effectively with the primary and secondary schools in the catchment area on curricular developments and bridging arrangements.
130. Effective processes have been implemented for setting targets for pupils at the end of both key stages. Targets are based on every pupil's likely performance. Pupils succeed in achieving the targets and sometimes exceeding them.
131. The school has a good structure for evaluating the educational provision and setting targets. The headteacher responds promptly to monitoring outcomes.
132. The staff performance management scheme works effectively. Staff training needs are regularly examined and this promotes continuous professional development and contributes to improving the quality of the educational provision. Teachers who are new to the profession receive very good support from the headteacher and other members of staff. The mentoring scheme is effectively managed.
133. The GB meets regularly and it fulfils all its managerial and legal requirements. Governors undertake their work thoroughly and conscientiously and work together effectively as a team. They meet twice a term and the hardworking sub-committees consider matters in depth and report back to the full governing body.
134. A range of management and curricular policies has been formulated which set clear guidelines to promote pupils' well-being, safety and progress. Appropriate attention is paid to statutory requirements. The governors have adopted all the required policies. The content of the school handbook and the governors' annual report to parents comply with the current requirements.
135. The GB has a good knowledge of the school's needs. By receiving regular presentations from subject co-ordinators, discussions with staff, analysis of test and assessment results and visits to the school, members contribute well to the work of monitoring the quality of the provision. They monitor the introduction of the Foundation Phase pilot carefully and take appropriate steps to promote its success. They place great emphasis on the continuing professional development of every member of staff.
136. The SDP includes suitable targets for the further development of the school. Valid processes are used to set targets and the implementation of the action plans is effectively analysed by the headteacher and the GB. Consistent progress is made in tackling the main targets set and obvious improvements are seen in a number of

aspects such as extending the curriculum, and raising pupils' standards of achievement.

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 inspection team's findings concur with the school's judgement in its self-evaluation report.
138. There is a clear commitment shared by the headteacher, the staff, and the governors to improve the quality of the educational provision for every pupil and to raise standards.
139. Comprehensive and systematic self-evaluation procedures have been established which are based on direct evidence.
140. The headteacher undertakes a detailed assessment of NC assessments, Baseline Assessments and school tests. Test results and school tasks are analysed in line with county and national outcomes and appropriate use is made of the information collected in order to identify and address areas for development.
141. Subject development responsibilities have been shared amongst the teaching staff and the co-ordinators fulfil their planning, consultative and support responsibilities well. These responsibilities enable them to follow a monitoring programme which involves aspects of reviewing schemes of work, observing lessons, questioning pupils and monitoring their books. They have a good knowledge of the areas for which they are responsible. The co-ordinators present detailed reports to the GB to outline the situation in subjects that have been monitored.
142. The quality of the school's self-evaluation report includes good features. It is laid out effectively, offers comments on elements within the seven key questions, refers to evidence and notes aspects to be developed. However, there is scope to develop further the link between self-evaluation outcomes and the processes for setting targets for the School Development Plan. The inspection team agreed with the school's judgements in the seven key questions.
143. By receiving reports from the appropriate subject co-ordinator, the GB is enabled to strengthen its awareness of the self-evaluation processes. Members of the governing body also discuss the self-evaluation report, and they offer comments and express opinions.
144. A good feature of the school self-evaluation process is the questionnaires that are distributed periodically to ascertain parental and pupil opinion. The responses are analysed in detail, and the findings are considered. The School Council also offers an appropriate opportunity for pupils to influence matters which affect their daily lives at school.

145. The SDP is a comprehensive document, which gives includes a range of targets, and it does so under relevant headings. They include methods of implementation, as well as time and budgetary elements. The budget is carefully managed and expenditure is closely matched to the SDP's main priorities.
146. The school has made very good progress in responding to the key issues noted in the last inspection. There is significant progress in pupils' standards of achievement, for example in history, geography and religious education in KS2. By now, the overall quality of the schemes of work is good. A new hall has been secured as part of an extension to the school and attention has been paid to the playground's hard surface; the gas tank and the rubbish bins have been made safe.

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

Grade 1: Good with outstanding features

147. The inspection team's findings concur with the school's judgement in its self-evaluation report.
148. The outstanding features include the management and very efficient use of all the school's resources, including staff, teaching resources and teaching areas in order to ensure very good value for money.
149. There is a sufficient number of teachers and support staff to undertake the work of the school. On account of the Foundation Phase pilot, the teacher/pupil ratio is very good. Also, in KS2, the number of pupils in each class is comparatively small. This assists staff in giving individual attention to pupils where necessary. The schools benefits effectively from teacher specialisms by exchanging classes.
150. There are appropriate job descriptions for teachers and assistants, and steps are taken to ensure that opportunities are offered for further development by acquiring qualifications or attending training sessions. The school's Investors in People status was renewed recently, and it received a good report.
151. There are opportunities for subject co-ordinators to monitor what is happening across the school and this is good practice. Several members of staff have benefited from serving on national working parties, and that expertise in turn is enhancing lessons back at the school.
152. Arrangements for providing periods of time for planning, preparation and assessment are working effectively. Teachers use these periods purposefully for the benefit of the educational provision.
153. Class assistants and all other ancillary staff make an effective contribution to the quality of teaching, effective administration and the ethos of the school.
154. There are sufficient resources to cover every aspect of the NC and for the Foundation Phase, with those resources conveniently accessible. Well-presented displays

stimulate learning, give pupils' work prestige, and remind pupils effectively of school rules.

155. The school's use of available resources is an outstanding feature. It has succeeded in obtaining grants from a number of sources to add to the resources both within and outside the school. Good use is made of the forest area and other open-air features. Recently, an open air performing stage was created for the pupils.
156. The majority of classes are located in two-storey buildings, with the Y6 class and the additional education unit housed in separate demountable classrooms. Space is in somewhat short supply in some classrooms. Parts of the building have been effectively adapted in order to create suitable learning areas for Foundation Phase children. Outside, the school has extensive level areas including grassed and hard areas.
157. The fabric of the building is generally sound. Everywhere is kept clean and tidy. Since the last inspection, a new hall has been completed which is a convenient place for whole school assemblies and physical education lessons. Local clubs make extensive use of it outside school hours. The dining hall is too small to provide food in one sitting. The school is in the process of looking at its toilet provision with a view to improving some aspects.
158. It is exceptionally busy near the school gate at the beginning and the end of the school day. Some parents park where they should not and thereby restrict visibility. The inspectors share the governors' concern that an accident could happen, as people and cars are not separated. Governors have completed a risk assessment and are discussing the situation constantly with the LA in order to try to secure improvements. To date, there has been no action.
159. Steps are taken to ensure that the GB discusses the development targets indicated, and that they review the use of resources carefully. A reasonable amount of finance is held back as a contingency and there are firm plans for expenditure, such as resources for the new hall.
160. The school offers very good value for money.

Standards achieved in subjects and areas of learning

The Foundation Phase

Grade 1: Good with outstanding features

161. The unit is a pilot setting for the Foundation Phase. Children between the ages of three and seven are organised within two units. Children in the under 5's unit include nursery and reception aged children. The under 7s unit includes children aged between five and seven years of age. The children in the units play and learn according to their appropriate stage of development and their needs.
162. The quality of the educational provision for children in the Foundation Phase is outstanding.
163. The progress and standards of children in the Foundation Phase are consistently good with outstanding features in many aspects of the provision.
164. The Foundation Phase has seven areas of learning and these are reported on below

Language, literacy and communication: Grade 2: Good features and no important shortcomings

Good features

165. Increasingly, learners start to use Welsh and they make good efforts to use the language. They all listen well and develop increasing confidence to chat and discuss their experiences, their work, their books and their stories. They can express their ideas clearly, and they use a good range of vocabulary. Individuals offer extended answers.
166. The children have a great interest in books and they behave as readers when looking at books, and when reading together with adults. They use various strategies when coping with unfamiliar words. As the children develop, they can interpret print fluently and meaningfully. They make good progress and move on to read their books confidently. The more able readers can discuss the content and the characters in their reading books with understanding and interest.
167. The children enjoy putting marks on paper or other appropriate materials in different situations across the areas of learning. They can write their names and trace. As the children develop as writers, they record their

experiences appropriately in pieces of free writing. They form their own simple sentences, and they write together with an adult, or in pairs or small groups. By the end of the phase, a good number of children succeed in using a variety of sentences and in using punctuation appropriately when creating an extended piece of work.

Shortcomings

168. Individuals are inaccurate in their oral expression and they display syntax and spelling errors in their written work.

Personal and social development and well being: Grade 1: Good with outstanding features
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169. This aspect is firmly highlighted in every area of learning

Outstanding features

170. Within a safe and stimulating environment, the children have a good awareness of their own needs and those of others. They demonstrate a caring and sensitive attitude to others. They behave responsibly, take their turn, share and display very good self-control. They can play and work together exceptionally well in every area, and they concentrate and persevere with their activities. They develop confidence and independence as learners. They are highly motivated and want to share their achievements with adults and other children. They listen carefully and demonstrate very good attitudes towards their work. They concentrate for increasing lengths of time, according to their stage of development

Good features

171. The children display obvious confidence as they investigate and experiment in the different stimulating areas planned for them. Increasingly, they become responsible for their own personal hygiene, and they learn to dress and undress for physical activities and other outdoor activities that are planned. They learn well to care for living things in the world around them and in the classroom. By means of stories and 'circle time' periods, they learn how to respect and care for others and about being good friends.

Shortcomings

172. There are no significant shortcomings.

Bilingualism and multi-cultural understanding: Grade 1: Good with outstanding features.
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Outstanding features

173. At the level of their development, all the children make outstanding efforts to use Welsh across all areas of learning. They benefit from access to teachers and support staff who are excellent role models as they promote Welsh in the Foundation Phase.

174. By means of visits to the community, children develop an outstanding understanding of the people who work in the community. These visits are very effectively reflected in their work in the different areas of learning. By means of visits by visitors from other countries to the class, they become aware of the cultural backgrounds of other people and of their way of life. Through role-play, they relive these experiences with considerable understanding.

Good features

175. The children are aware of their own culture. They take part with increasing confidence in class and school concerts and eisteddfodau. They understand the significance of St David's Day and they enjoy taking part in school celebrations. The children learn to appreciate that some people in their community speak other languages and they have valuable experiences as they hear and see these languages being spoken and written. They learn about the traditions and celebrations of different cultures by means of role-play, music and cooking. They demonstrate a positive interest in these aspects.

Shortcomings

176. There are no significant shortcomings.

Mathematical Development: Grade 2: Good features and no important shortcomings

Good features

177. By means of practical activities and discussion, children develop a good understanding of number in a variety of contexts. At their level of development, the majority of the children are able to sort, match, order and sequence objects, and complete number games successfully. They can successfully recall a range of number rhymes, and they learn about number by listening to suitable stories. They develop to be able to count, read and write numbers, compare and arrange numbers, and recognise patterns and sequences well. They have a good understanding of mathematical vocabulary which is related to number.

178. As their understanding of number develops, they use their mental mathematical skills well to solve number problems, and they explain their methods of working sensibly. They record their calculations in informal personal ways, and move forward well to using numbers and symbols in

number sentences. By the end of the phase, children have a secure grasp of the four operations of number. They understand place-value well.

179. The vast majority of the children develop a sound understanding of measuring and the vocabulary of measurement. They use non-standard units to measure and they move on to understand the need for standard measuring units, for example to measure the length and breadth of the corridor and to design clothes for the wedding. They can estimate the size of a measurement sensibly and read the scale with reasonable accuracy.
180. By means of role-play, the children develop an appropriate awareness of the use of money. The more able children can recognise different coins and their value. They develop a sound knowledge of more familiar two-dimensional shapes and of the passage of time. By means of practical experiences they understand and use basic mathematical language correctly.
181. The children can collect information in suitable contexts, and they represent the data in a variety of ways, using real objects, pictures or diagrams. They make good use of their ICT skills to record and present their work.

Shortcomings

182. A small minority of the older children's understanding of shape and money is insufficiently secure.

Knowledge and Understanding of the World: Grade 1: Good with outstanding features
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Outstanding features

183. The children develop an outstanding awareness of how the past is different from the present. By handling and playing with old toys and household equipment, they are beginning to understand change over time. They can sequence events and objects, such as creating a personal time line, to a very good standard. They can conduct research into the past by making outstanding use of a variety of historical sources, including visitors, artefacts, pictures and documents. They use correctly common terms which appertain to the passage of time.
184. The children appreciate the importance of the environment. They observe and discuss intelligently the effects that the different seasons have on some plants and animals. They have a sound knowledge of the life cycle of different birds and animals, and of a variety of animals and their habitats. They make outstanding use of their observational skills in a range of contexts. As they develop, the children conduct investigations effectively and they can discuss their observations to a very good standard,

offering a correct explanation for what was discovered. They display a good awareness of a fair test.

Good features

185. By means of investigations and research activities conducted indoors and in the open air, the children have a good knowledge of the people, the buildings, the weather and the landscape in their local area and the wider world. They make effective use of simple maps and plans; they can design simple maps independently and they can correctly indicate the geographical features. They use the computer and the white board confidently and they develop a range of ICT skills. They make good use of their skills in their work across the curriculum.

186. They learn well about other religions and the various religious activities associated with them. They become aware of stories from the Bible, and they can retell them well orally. They have a good knowledge of some of the main Christian festivals. As they develop, they come to know the significance of important days and the cultures and traditions of others. They have a good awareness of some of the principles of Fair Trade.

Shortcomings

187. There are no significant shortcomings.

Creative development: Grade 1: Good with outstanding features
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Outstanding features

188. The children display constant curiosity by means of stimulating experiences planned for them in the classroom and in the open air. They response to different stimuli such as music, art and dance is outstanding. For example, music and artwork is very effectively linked as the children produce striking paintings illustrating their personal views or feelings. By role-playing in a number of learning areas, they develop and become increasingly imaginative and confident. This is an outstanding feature of the children's learning.

Good features

189. The children sing a variety of nursery rhymes and songs appropriate to their age. They investigate confidently different sources of sound and they can correctly name some tuned and untuned instruments, offering good suggestions as to how to play these instruments.

190. As they develop, the children begin to understand some of the elements of music. They can maintain a beat correctly, and compose rhythmic patterns. They follow their compositions correctly from a graphic score

when performing to the class in pairs or groups. The children begin to understand a pentatonic scale, and they use these notes appropriately when composing simple melodies.

191. The children work effectively with paint and other media. They display increasing control over a number of techniques as they draw and paint from observation and from memory. They can mix colours, and experiment with different media to produce a variety of effects well. They are beginning to understand about colour, line, tone, pattern, shape and form. They can combine materials to create their own images and objects, and can discuss appropriately at their level of development.

Shortcomings

192. There are no significant shortcomings.

Physical development: Grade 1: Good with outstanding features
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Outstanding features

193. By means of physical play, practical experiences and a range of stimuli, the children develop a very good understanding of how their bodies move. During physical education lessons in the hall, the older children demonstrate exceptional control over their bodies when creating and presenting a sequence of different movements. The vast majority of the children moves confidently, and can create and maintain movements which emphasise changes of shape and level in a range of different activities. They are very skilful in the basic actions of travelling on the floor, and when using a variety of equipment and apparatus.

194. There are outstanding features in the way the youngest children's fine motor skills develop using a variety of appropriate equipment. The children use their cutting, gluing, painting and printing skills skilfully. They handle pencils, crayons and scissors correctly, and display very good control of writing equipment to make marks and record their observations.

Good features

195. By means of physical play and experiences with a variety of outside equipment, the children can move safely with good control and co-ordination. They respond correctly to instructions. As they develop, the children begin to understand that regular exercise improves health and that it helps parts of the body to work well. They know also about the importance of eating the types of food that keep them healthy.

196. The children co-operate appropriately in small group situations and they make effective use of space. They understand the importance of lifting, carrying, placing and using equipment safely.

Shortcomings

197. There are no significant shortcomings.

Welsh first language

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

Good features

198. In KS2, a good number of the pupils can chat and discuss effectively, displaying the confidence to present their work orally to the rest of the class. They benefit from role-play experiences to present short impromptu dramas, displaying a good awareness of the appropriate mood. They can present oral monologues effectively.

199. By the final years of the key stage, a good number of the pupils, when working in pairs and in small groups, can exchange ideas, offer suggestions and express opinions effectively. The more able display a good grasp of syntax and vocabulary when responding, reasoning and offering ideas.

200. Throughout the key stage, the reading skills of a significant number of pupils are good. They read quite correctly, and understand the flow of the text, and they can summarise the main events in a story. When reading pieces of their own work, they can convey the meaning by means of intonation and pause.

201. They know how to use specific techniques, from the standpoint of the classification of books, and the use of the content and index pages for investigation in factual texts.

202. Pupils avail themselves of numerous opportunities to create various pieces of written work such as posters, prayers and letters for different purposes when responding to tasks across the curriculum. Often, they are aware of the register and the characteristics of the different forms of writing.

203. Pupils in Y3 and Y4 are aware of the way in which adjectives and comparisons can enrich their writing. They can create pieces of writing that create effects by appropriate use of punctuation.

204. By the final years of school, pupils co-operate well to create a web of ideas before going on to plan the main characteristics of their stories. They succeed in copying the pattern of a contemporary poem in order to create their own pieces of poetry.

Shortcomings

205. Overall, the range of the pupils' reading programme is not extensive enough, and their knowledge of contemporary authors and poets is limited.

206. Weaknesses in syntax and verb forms typify the work of some pupils throughout the key stage.

English

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

English is introduced formally to Y3 pupils.

Good features

207. In KS2, pupils listen intently to the teacher and to other pupils' contributions during discussions and presentations. They express their opinions and ideas clearly, and they use an appropriate range of vocabulary.

208. Reading standards are good. The vast majority reads fluently, correctly and with good expression. The standard of some individuals' reading is outstanding. Individuals are able to discuss the content and characters in their reading books well.

209. Pupils make increasing use of their reading skills in order to gather information from reference books or the Internet to support their research work for class topics. They use dictionaries correctly.

210. Pupils write for a range of purposes and audiences and include stories, poetry, scripts, diaries and reports. They display a good awareness of appropriate writing forms and styles. The vast majority incorporates punctuation and correct spelling in the work, and they make good use of paragraphs to present their work in an orderly and sequential manner.

211. The older pupils in KS2 produce pieces of extended writing which have been well planned and structured. They display enjoyment as they write poems and stories in different subjects. The standard of some of these pieces is outstanding.

212. Pupils make consistent progress in planning and drafting their written work, making good use of their information technology skills. On the whole, handwriting is clear and neat.

Shortcomings

213. Pupils' ability to discuss their reading and their favourite authors has not developed sufficiently.

Mathematics

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

Good features

214. Across the key stage, the vast majority of pupils has a secure understanding of number and of place value. They use sensible strategies when identifying the correct answers to mental and written number problems. Y6 pupils use a range of strategies effectively to solve number tasks and to solve more complex mathematical problems.
215. Y6 pupils understand well the relationship between decimals, fractions and percentages. More able Y5 pupils, for example, discuss well their reasoning and their methods of arranging equivalent fractions. Less able Y4 pupils can use apparatus and games confidently to help them to correspond equivalent fractions correctly.
216. More able Y3 and Y4 pupils have a good knowledge of the characteristics of two-dimensional and some three-dimensional shapes. Less able pupils use their investigative skills effectively in order to discover information about the characteristics of basic three-dimensional shapes. Older KS2 pupils can choose which measurement units are needed in different contexts and they have a good knowledge of angles.
217. A substantial majority of the pupils uses mathematical vocabulary correctly when discussing and recording their work.
218. Across the key stage, pupils collect and present data for different purposes. Y5 and Y6 pupils assemble and discuss their findings effectively. They make good use of their information technology skills to help them with their tasks.
219. Pupils can use and apply their mathematical skills appropriately in their work across the curriculum.

Shortcomings

220. Mid and lower ability Y3 and Y4 pupils do not have a sufficiently secure grasp of work involving shape.

Science

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

Good features

221. Pupils of all ages conduct a good range of investigations. They understand the characteristics of a fair test and they make sensible predictions. Y6 pupils investigate confidently, and offer their own suggestions with regard to conducting an investigation for a specific purpose. Aspects of this work are of an outstanding standard.
222. The older pupils' factual knowledge of life processes and living things, materials and their characteristics, and physical processes is consistently good.
223. More able Y5 and Y6 pupils have good knowledge of the topics studied. They discuss their observations well, using correct terminology. Y5 pupils, for example, can confidently formulate suitable questions as a starting point for their investigative tasks about the moon.
224. Pupils have a sound knowledge of life processes and living things, and they understand well the properties of different materials. Whilst studying growth, for example, more able Y3 and Y4 pupils can reason well why one plant grows better than the others. They discuss their ideas and observations confidently.
225. Pupils record their work correctly in written, table and graphic form. Pupils make good use of ICT skills for inquiring, collecting and processing information for their investigations into subjects and topics.

Shortcomings

226. Less able Y3 and Y4 pupils' knowledge and skills have not been sufficiently extended.

Information technology

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

Good features

227. In KS2, pupils display good independent skills and they use the computer confidently. Y5 and Y6 pupils make good use of their skills, and they work independently and with one another on specific tasks.
228. Across the key stage, pupils can load, save, recall, and print their work correctly. They use their word-processing skills well to record their work

and to display final copies of their written work. They use the processes confidently to change the format, colour and size of the text, and to cut, copy and paste their work. They can input pictures to a word-processing program well. Y3 and Y4 pupils use their skills well in order to create posters.

229. Pupils of all ages use the digital camera effectively. Y5 pupils, for example, use the camera confidently when undertaking fieldwork.
230. Pupils can retrieve and print information from the Internet and CD-ROM well in their research work in subjects such as history, science and religious education.
231. Pupils use their skills well to collect and discuss information to conduct their investigations in their work across the curriculum. Pupils of every age use the Interactive White Board effectively as part of their class work and more independently in their subject work.
232. Pupils can use their skills well in order to present information in different forms, including writing, pictures, tables and graphs. Y4, Y5 and Y6 pupils input information to a database and they can display the results as graphs and charts. They can combine different types of information effectively; for example the older pupils have made a PowerPoint presentation, as part of their work in history. They display a good awareness of audience.

Shortcomings

233. The abilities of the more confident pupils are insufficiently extended across the applications.

Design technology

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

Good features

234. In KS2, pupils have a secure understanding of the process of design and making. They work with a suitable variety of materials to create different products.
235. They research appropriately to gather information about different types of products. Y3 and Y4 pupils, for example, research effectively into different types of graphics. As part of their producing and selling biscuits project, Y5 pupils use their investigative skills purposefully to discover what type of advertisement succeeds best. They use a range of sources of information effectively to help them.

236. Y4, Y5 and Y6 pupils produce detailed diagrams and designs to explain their ideas. They follow instructions, and record clearly the steps taken to make their products.

237. The making skills of the vast majority of pupils are good. They can cut and join materials carefully.

238. Pupils evaluate their products appropriately. In the best work, the older pupils note and explain well what improvements could be made.

Shortcomings

239. The ability of a minority of pupils to evaluate their work and to suggest how it could be improved is insufficiently extended.

History

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

Good features

240. Pupils' educational visits to places of historical interest and the experiences of 'tasting history' days at school deepen their awareness and their understanding of historical matters well.

241. Pupils across the key stage have a good awareness of chronology, from the point of view of specific periods in history, and they can indicate the main features of these periods in considerable detail. They use time lines effectively to further their understanding of history.

242. Y6 pupils have a sound knowledge of the Second World War. They can discuss well the effect of the Second World War on the customary life of people in Wales. They can explain circumstances and specific dangers effectively by referring to artefacts from that time. They have a good awareness of the hardships of the time and they display an appropriate level of empathy.

243. After collecting information from different sources about the Celts and the Victorian period, Y3, Y4 and Y5 pupils discuss their observations effectively, and can compare aspects of life in those times with life today in an informed manner.

244. Y6 pupils demonstrate a good understanding of different sources of information, including the oral tradition, documents, books and information technology. Y5 and Y6 pupils make good use of their enquiry skills to assist their investigations. They are beginning to recognise contrasting evidence.

245. Across the key stage, pupils can present their knowledge and their understanding of the past in various ways, including writing, art and photographs.

Shortcomings

246. In a small minority of classes, pupils' written observations lack sufficient detail.

Geography

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

Good features

247. Y3 and Y4 pupils can indicate locations correctly on a map of Wales, and refer to them in connection with the four points of the compass. They know about the symbols that facilitate understanding of the map and they can use simple grid references to indicate the location of places on a map.

248. Y4 pupils understand well that geographical features can be physical or human, and they can describe the differences between them. They know how to find information when using aerial photographs and maps, and they record their findings in an orderly manner in table form.

249. In tracing the different ways of travelling to school, or debating about building a new supermarket in their town, they can express opinions well about the advantages and disadvantages.

250. By means of the links fostered with Kenya, and through work undertaken on Eritrea, the older pupils have a good awareness of living conditions and the circumstances of some inhabitants of a different continent. They can discuss geographical facts which are relevant to these places.

251. They use the resources of the web to gather facts about aspects of the work and they can, by Y6, display relevant research and recording skills to undertake personal projects on topics such as 'Volcanoes' or 'Mountains'.

252. Pupils have a sound knowledge of environmental matters, and Y5 pupils, for example, relate well to the current discussions when discussing rubbish and recycling. They respond knowledgeably to conservation and environmental stimuli, and they commit themselves enthusiastically to associated fieldwork. The more able pupils have a good grasp of relevant terminology, such as claddfeydd sbwriel and llygredd, and they use them meaningfully in a discussion in the lessons.

Shortcomings

253. A minority of Y3 and Y4 pupils has an insecure sound grasp of what distinguishes dinas, tref and pentref (city, town and village), and they are not specific enough when comparing and contrasting different areas.

Art

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

Good features

254. There is good development in pupils' work across the key stage as they observe, experiment and create in different media. They use some art words appropriately when discussing a picture and explaining their intentions.

255. Pupils' understanding and use of line, texture and tone are good. They use sketchbooks well and they apply their knowledge effectively to their work.

256. Pupils respond practically and imaginatively to the methods and ideas of other artists. They experiment successfully with some of the techniques used by famous artists including artists from Wales.

257. When working with an artist-in-residence, the older pupils are stimulated to use different materials, including natural materials, equipment and techniques experimentally and expressively. They produced impressive work in three dimensions.

258. Pupils research the natural environment effectively to create interesting compositions. A range of techniques is used very ably.

Shortcomings

259. Across the key stage, pupils' ability to use artistic vocabulary when discussing their work and the work of other artists, is insufficiently extended.

Music

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

Good features

260. Pupils sing a suitable range of songs, and the school choir has valuable experiences of performing musically in the community and beyond. The

quality of pupils' singing is good; they pay good attention to pitch and dynamics.

261. Pupils have a basic understanding of the essentials of composition and they compose simple pieces of music, using tuned and untuned instruments effectively.
262. In response to a stimulus, pupils can compose and arrange music with increasing expertise by investigating and using a range of sound sources.
263. Pupils can maintain a beat, and repeat rhythms correctly. When performing their compositions, they control ostinato and drone appropriately. They follow a graphic score correctly when performing their work.
264. Pupils listen to a variety of music and they use some musical terminology correctly when describing these works.
265. During the African music workshop, the pupils produced an impromptu composition and they performed their work with confidence and understanding.
266. Pupils display good features as they use their ICT skills effectively to compose and create musical patterns and rhythms.
267. Pupils learn to play the recorder and some pupils avail themselves of the opportunity to have other instrumental lessons. This contributes significantly to good standards in the subject.

Shortcomings

268. Pupils' ability to evaluate and discuss their own work and the work of other composers is undeveloped.

Physical education

Two games skills and one swimming lesson was observed.

Key Stage 2 - Grade 3: Good features outweigh shortcomings

Good features

269. Y3 and Y4 understand the benefit that emanates from warming up activities and making the body more agile. They use space effectively.
270. A small minority of pupils displays appropriate progress in rugby ball-handling skills, and they work purposefully.

271. A significant number of pupils can adapt and develop their games skills to a game situation effortlessly, and they practise techniques such as moving, dodging and working together effectively as a team. They understand the need for rules in order to play games.

272. The majority of Y5 pupils respond appropriately in swimming lessons and they develop skills such as the correct start position, and combining movements, when practising the breaststroke.

Shortcomings

273. In games lessons, a small minority of pupils runs 'heavy footed' when warming up the body.

274. In games lessons, a good number of pupils do not display sufficient progress in skill and technique, nor do they adapt that which they have learnt to a game situation.

275. A small minority of pupils finds it difficult to follow instructions in swimming lessons.

Religious education

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

Good features

276. In Y3 and Y4, pupils know well about the purpose of prayer, and when discussing prayers of thanks they can offer a multitude of ideas about the things for which they are grateful. A good number can compose a prayer of thanks effectively.

277. Pupils can discuss the different reasons for celebration and the festivals which belong to Christianity, together with ceremonies such as christenings and weddings, which are relevant to them and their families' circumstances.

278. In Y5 and Y6, pupils are familiar with the main features of some different religions, such as Hinduism and Judaism. They can understand how worshippers apply the characteristics and values to their everyday life.

279. Throughout the key stage, pupils can recall a variety of Biblical stories and miracles, and they understand well how parables offer guidance with regard to professing values such as helping one another.

280. They derive great benefit from visits to places of worship in their role-play and in their understanding of Christian symbols and practice. They can compare and contrast the main features of a chapel and a church.

281. They have good knowledge of a number of religious leaders and benefactors, and by producing a small project about them, they deepen their understanding of their importance.
282. They record their understanding effectively in different forms, such as a letter, a newspaper report and records from the web.

Shortcomings

283. Pupils do not ask their own questions sufficiently about spiritual matters.

School's response to the inspection

284. The report's findings recognise that Ysgol y Llys has maintained and improved standards significantly since the last inspection. We were pleased that the inspectors found that pupils' attitudes to their learning and the interest they show in their work are positive features. The school's outstanding response to pupils' learning needs, the rich curriculum offered and the high quality of pupils' spiritual, moral, social and cultural development is recognised.
285. More importantly, the report emphasises the features that make our school what it is, namely a happy school which nurtures pupils' confidence, independence and their bilingualism.
286. The staff and the governors will certainly address the recommendations in order to maintain and develop the school's high standards.
287. We would like to thank the inspectors for their professionalism during the inspection and for providing an accurate picture of Ysgol y Llys.

Appendix 1

Basic information about the school

Name of school	Ysgol y Llys
School type	Nursery/Primary
Age-range of pupils	3-11
Address of school	Prince's Avenue Prestatyn Denbighshire
Postcode	LL19 8RP
Telephone number	01745 853019
Headteacher	Mrs A Jones
Date of appointment	September 2000
Chair of governors/ Appropriate authority	Rev. Brian Huw Jones
Registered inspector	Miss D Morris
Dates of inspection	9-11 October, 2006

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	16	45	39	38	34	31	29	22	254

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	10	3	13

Staffing information		
Pupil: teacher (fte) ratio (excluding nursery and special classes)		19.5:1
Pupil: adult (fte) ratio in nursery classes		8:1
Pupil: adult (fte) ratio in special classes		-
Average class size, excluding nursery and special classes		29
Teacher (fte): class ratio	Foundation Phase 3-5	8:1
	Foundation Phase 5-7	13:1
	Key Stage 2	23:1

Percentage attendance for three complete terms prior to inspection		
Term	N	Whole School
Autumn 2005	95%	94%
Spring 2006	96%	94%
Summer 2006	92%	94%

Percentage of pupils entitled to free school meals	9%
Number of pupils excluded during 12 months prior to inspection	2

Appendix 3

National Curriculum Assessment Results

End of Key Stage 1:

National Curriculum Assessment KS 1 Results 2005				Number of pupils in Y2:		34	
Percentage of pupils at each level							
			D	W	1	2	3
Welsh	Teacher Assessment	School	0	3	9	85	3
		National	1	2	10	63	25
Mathematics	Teacher Assessment	School	0	3	15	70	9
		National	0	2	11	63	24
Science	Teacher Assessment	School	0	3	21	61	15
		National	0	2	10	65	23

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	73%	In Wales	80%

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 2005				Number of pupils in Y6		31					
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	0	23	54	23
		National	1	1	1	1	0	4	13	42	37
Welsh	Teacher assessment	School	0	0	0	0	0	0	26	64	10
		National	1	0	1	0	1	3	17	49	28
Mathematics	Teacher assessment	School	0	0	0	0	0	0	23	58	19
		National	0	0	0	0	1	3	17	46	31
Science	Teacher assessment	School	0	0	0	0	0	0	16	74	10
		National	0	0	0	0	0	1	11	50	37

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

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

Appendix 4

Evidence base of the inspection

- The inspection was conducted by a team of five inspectors who were present at the school for 13 inspector days.
- Pre-inspection meetings were held with the parents and the GB to discuss the life and the work of the school.
- Parents completed 65 questionnaires and they were carefully analysed.
- Discussions were held with the headteacher, staff with specific responsibilities, and support staff.
- School documentation was examined.
- 46 lessons were observed, as well as parts of educational sessions.
- Pupils from the whole ability range in each year group were heard reading.
- Discussions were held with pupils about their work and the life of the school.
- Pupils' behaviour was observed during break-times, lunch-times and at the beginning and end of school sessions.
- The inspectors attended assemblies and observed extra-curricular activities.
- Post-inspection meetings were held with the staff and the GB.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Miss D Morris Registered Inspector	Context, Summary and Recommendations Key Questions 1, 2 (teaching), 5. Contributions to Key Question 3. Appendices. The Foundation Phase. Subjects-English, history in KS2.
Mrs R Huws-Roberts Team Inspector	Key Question 2 (assessment), Contributions to Key Question 4. The Foundation Phase. Subjects-Art, music in KS2.
Mr L Jones Team Inspector	Key Question 6, Contributions to Question 7. Subjects-Welsh, geography, physical education, religious education in KS2.
Mr E Morgan Team Inspector	Contributions to Question 3. Subjects-Mathematics, science, information technology, design technology in KS2.
Mr J Roberts Lay Inspector	Contributions to Key Questions 1, 3, 4, 5 and 7
Mrs A Jones Headteacher	Nominee

Acknowledgement

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

Contractors

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