

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

A report on the quality of education in

**Ysgol Cynddelw
New Road
Glynceiriog
Wrexham
LL20 7HH**

School number: 6652139

Date of inspection: 9/03/10

by

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78991**

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Introduction

Ysgol Cynddelw 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 Cynddelw took place between 9/03/10 and 11/03/10. An independent team of inspectors, led by Alun Meilyr Rees 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.

Estyn's reports follow its guidance for the writing and editing of reports, which is available on the Estyn website (www.estyn.gov.uk). The table below shows the terms that Estyn uses and a broad idea of their meaning. The table is for guidance only.

Nearly all	with very few exceptions
Most	90% or more
Many	70% or more
A majority	over 60%
Half/around half	close to 50%
A minority	below 40%
Few	below 20%
Very few	less than 10%

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

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

There are three types of inspection.

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

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

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

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

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

This school received a standard inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

- 1 Ysgol Cynddelw is located in the village of Glynceiriog, near Llangollen, some six miles from the border with England. The majority of pupils come from the picturesque Glynceiriog Valley, but the school notes that an increasing number come from outside the catchment area for the Welsh-medium provision. The school, which was opened in 1982, is maintained by Wrexham County Borough Council.
- 2 There are currently 80 pupils (full time equivalent) between 3 and 11 years of age on the school roll and they are taught in parallel Welsh and English language streams, according to parental choice. Whilst there has been a significant decline in pupil numbers, overall, since the last inspection, the number of pupils in the Welsh language stream continues to increase.
- 3 The area is described as being neither prosperous nor economically disadvantaged and attainment on entry reflects the full range of abilities. Approximately 6% are entitled to receive free school meals (FSM): a figure that is lower than the average for both Wrexham and Wales. Currently, 9 pupils (just over 11%) have been identified as having additional learning needs (ALN), three of whom have statements of special educational needs (SEN).
- 4 English is the predominant home language for 70% of pupils, Welsh is spoken in 21% of homes and 9% did not want to share this data. Some 57% of pupils speak Welsh as a first language or to an equivalent standard, whilst one pupil is currently learning English as an additional language (EAL).
- 5 The school was last inspected in February 2004. The headteacher has been in post for some eighteen months, having occupied that position in an acting capacity for three years prior to her permanent appointment in September 2008.

The school's priorities and targets

- 6 Ysgol Cynddelw's mission statement and aim is "to provide a safe, stimulating learning environment, where individuals are respected and efforts and achievements praised".
- 7 The school's key priorities for development are to:
 - develop further the existing links with a school in Germany;
 - use the work with the joint working party to plan the next steps following reviews of the attitudes and progress of pupils;
 - continue with the rolling programme in relation to curriculum monitoring, subject portfolios and producing school improvement plans for all subject areas.

Summary

- 8 This is a good and improving school. The school has responded well to the recommendations made in the last inspection and there have been many important developments. Overall, there has been a significant improvement in both standards of achievement and in the quality of teaching to the extent that no lessons in the school are now less than good.
- 9 The inspection team's judgements agreed with the school's self-evaluation in four of the seven key questions. In KQ2, 3 and 7, the team awarded a lower grade as there were insufficient outstanding features to award a Grade 1.

Table of grades awarded

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

Grades for standards

- 10 In the lessons or sessions inspected, pupils' standards of achievement are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	100%	0%	0%	0%

- 11 The percentage of lessons awarded at least Grade 2 compares very favourably with the last inspection where 80% of lessons reached this standard. They also compare very well with the 85% of lessons that were Grade 2 or better across Wales last year, according to the latest Annual Report by Her Majesty's Chief Inspector (HMCI). However, they are below both the 14% that were awarded Grade 1 in the last inspection and the 12% that reached this standard across Wales last year.

Subjects and/or areas of learning for under-5s

- 12 In the under-fives class, children's standards of achievement in the areas of learning inspected are as follows:

Areas of Learning	Foundation Phase
Personal and social development, wellbeing and cultural development	Grade 2
Language, literacy and communication skills	Grade 2
Welsh language development	Grade 2
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Creative development	Grade 2
Physical development	Grade 2

Grades for standards in subjects inspected in key stage 1 and key stage 2

- 13 In key stage 1 (KS1) and key stage 2 (KS2), pupils' standards of achievement in the subjects inspected are as follows:

Subject	Key Stage 1	Key Stage 2
Welsh first language	Grade 2	Grade 2
Information technology	Grade 2	Grade 2
History	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical Education	Grade 2	Grade 2

- 14 According to teacher assessment at the end of KS1 in 2009, the school performed well above the average for Wrexham and Wales in relation to the percentage of pupils achieving Level 2 or above in the core subjects of English or Welsh, mathematics and science. The percentage of pupils achieving Level 3, however, was below county and national averages. When compared with similar schools across Wales, the school performed in the 2nd quartile, which means that it was in the upper 50% but below the highest 25%. Performance in previous years was varied with the school in the 1st quartile (highest 25%) in 2008 and the 4th quartile (lowest 25%) in 2007.
- 15 According to teacher assessment at the end of KS2 in 2009, the percentage of pupils achieving Level 4 or above in English or Welsh, mathematics and science was again well above both county and national averages. In relation to Level 5, however, the percentage was below the average for both Wrexham and Wales. Compared with similar schools across Wales, the school was in the 2nd quartile in 2007 and 2009 and in the 3rd quartile in 2008.
- 16 When the performance of pupils in KS2 is compared with their performance in KS1, it is a noteworthy feature that a number exceed expectations. There is no clear pattern of underachievement by either boys or girls.
- 17 Most pupils, including those with ALN, make good progress in gaining new skills, knowledge and understanding and achieve their agreed learning targets and goals. They succeed regardless of their social, ethnic or linguistic background.
- 18 Foundation Phase children make good progress in thinking, communication, numeracy and information and communications technology (ICT). Throughout KS1 and KS2, pupils continue to make good progress in their key skills. They use and

apply their communication, numeracy, ICT, thinking and creative skills well in a range of contexts across the various subjects of the national curriculum. Their skills are also developing well in relation to problem-solving and decision-making.

- 19 Consistently good progress is made by pupils in bilingualism in the Welsh language medium classes. In the English-medium setting however, they lack sufficient fluency in Welsh to sustain a conversation beyond elementary greetings and phrases.
- 20 Pupils' knowledge and awareness of their local area is good. Whilst they also develop an appropriate awareness of the Welsh dimension, *Y Cwricwlwm Cymreig*, through their studies in subjects such as music, their knowledge of famous Welsh people in history is less developed in KS2.
- 21 Through evaluating and assessing their own performance, and that of their peers, pupils develop a growing understanding of how well they are doing and what they need to do to improve. This is an outstanding feature.
- 22 Pupils have a positive attitude towards learning. They show an increasing ability to work independently and also work well with others, respecting their views.
- 23 Progress in pupils' personal, social, moral and wider development is good and they develop a sound set of social, moral and spiritual values. All display a good understanding of equal opportunities issues and a respect for diversity within society. Standards of behaviour throughout the school are very good.
- 24 The school succeeds well in preparing pupils well for their future participation in the workplace. Pupils' entrepreneurship skills are also good, enhanced by close links with local businesses and the innovative ventures of the pupils.
- 25 Attendance rates average 96% for the past three terms, which is good when compared with primary schools across Wales and also in comparison with schools considered to be similar. Punctuality is good throughout the school.

The quality of education and training

Grades for teaching

- 26 In the lessons or session inspected across the school, the quality of teaching was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	100%	0%	0%	0%

- 27 These figures are significantly higher than the 85% of schools that were awarded at least Grade 2 nationally last year, as reported by HMCI in his Annual Report for 2008-09. It is also much higher than the 80% found to be Grade 2 or higher during the last inspection. However, it is below the percentage of lessons that were found to be very good both nationally last year (17%) and in the last inspection (28%).

- 28 Curriculum planning is generally thorough across the school although coverage of the national curriculum at KS1 is not always clear.
- 29 Clear objectives are set by teachers at the beginning of the lesson and they are evaluated at the end. These plenary sessions are particularly effective in terms of consolidating knowledge in the Foundation Phase and KS1. In KS2, marking is not always sufficiently focussed on improving the learning.
- 30 Good use of teaching assistants (TA) throughout the school helps to provide a good learning environment for all pupils, particularly those with ALN.
- 31 The needs and interests of all pupils, including those with ALN, are met through a broad and balanced curriculum which conforms to legal requirements. There is some inconsistency, however, in relation to the timing of lessons and collective worship in school timetables and documentation.
- 32 Provision to promote bilingualism in the Foundation Phase and KS1 is developing well, but needs to be further developed at KS2.
- 33 Stimulating educational visits and visitors greatly enhance the overall provision. The school provides a good range of extra curricular activities including sports, drama and art. Pupils play an active role in the community through various purposeful activities.
- 34 The school is very successful in promoting aspects such as healthy living and environmental awareness. This is evident in its commitment to various initiatives and its success in attaining a second Green Flag. This is an outstanding feature.
- 35 There are outstanding features in the school's care, support and guidance for all its pupils and in the induction arrangements for new pupils, particularly evident in relation to the support and provision for a pupil for whom English is an additional language.
- 36 Partnership with parents is good as evidenced in their responses in pre-inspection meeting and questionnaires. The school ensures that they well informed about the school's activities and opportunities to participate.
- 37 There are outstanding features in the way the school engages with parents and pupils in the school. The school is pro-active in seeking and responding to parents' views and, through the school council pupils play an active role in decision-making.
- 38 The school has effective policies for aspects such as child protection, health and safety and equal opportunities, and all staff are aware of the requirements. The monitoring of performance, behaviour, attendance and punctuality are good.
- 39 Provision for pupils with SEN is good, with clear policies and procedures in place.

Leadership and management

- 40 The quality of leadership shown by the headteacher and senior management team is good. All staff work closely together, sharing the same values and objectives.

- 41 The governing body meets regularly and fulfils its regulatory and legal responsibilities. It is highly supportive of the school and makes a good contribution to its strategic management. Learning Walks by governors and pupils provide both with a deeper understanding of the life and work of the school. This is an outstanding feature.
- 42 There are clear procedures for self-evaluation in place, with appropriate attention paid to a variety of approaches that draw upon first hand evidence. The school makes a very good attempt to seek the perceptions of parents and pupils about the school and is pro-active in responding to these issues.
- 43 The school improvement plan (SIP) is a detailed document that sets the strategic direction of the school for the next few years.
- 44 The school is adequately staffed by well-qualified and experienced teachers, including a good complement of teaching assistants (TA) who, working in close partnership with teachers, make an important contribution to pupils' learning and standards.
- 45 The internal and external condition of the building is good. Though space is limited, staff make good use of what is available.
- 46 Decisions on spending are well linked to the priorities in the SIP and the school is efficient and financially prudent in buying, using and maintaining its resources. The school has been particularly effective in securing additional funding from a wide range of sources. The school offers good value for money

Recommendations

- 47 In order to improve further, the school needs to:
 - R1 build on the good standards achieved and respond to any shortcomings identified in the report;
 - R2 improve further pupils' bilingual skills in the English-medium classes;
 - R3 ensure consistency in marking throughout the school.
 - R4 plan for, and incorporate, the whole of the Foundation Phase in learning experiences in the Forest School environment;
 - R4 clarify the timetables in relation to teaching and non-teaching time, ensuring that the school achieves the Welsh Assembly Government's minimum recommended teaching time at KS2.

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

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

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	100%	0%	0%	0%

50 The percentage of lessons awarded Grade 2 or higher compares very favourably with the last inspection where 80% of lessons reached this standard. They also compare very well with the 85% of lessons awarded at least Grade 2 across Wales last year, as reported by HMCI in his Annual Report for 2008-09. However, they are below the 14% that were awarded Grade 1 in the last inspection and the 12% that reached this standard across Wales last year.

51 The quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards the Foundation Phase outcomes.

52 In the under-fives class, children's standards of achievement in the areas of learning inspected are as follows:

Areas of Learning	Foundation Phase
Personal and social development, wellbeing and cultural development	Grade 2
Language, literacy and communication skills	Grade 2
Welsh language development	Grade 2
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Creative development	Grade 2
Physical development	Grade 2

53 In key stage 1 (KS1) and key stage 2 (KS2), pupils' standards of achievement in the subjects inspected are as follows:

Subject	Key Stage 1	Key Stage 2
Welsh first language	Grade 2	Grade 2
Information technology	Grade 2	Grade 2
History	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical Education	Grade 2	Grade 2

- 54 At the end of KS1 in 2009, according to teacher assessment, the school performed well above the average for Wrexham and Wales in relation to the percentage of pupils achieving Level 2 or above in the core subjects of English or Welsh, mathematics and science. The percentage of pupils achieving Level 3, however, was below county and national averages. When compared with similar schools across Wales, the school performed in the 2nd quartile, which means that it was in the upper 50% but below the highest 25%. Performance in previous years was varied with the school in the 1st quartile (highest 25%) in 2008 and the 4th quartile (lowest 25%) in 2007.
- 55 According to teacher assessment at the end of KS2 in 2009, the percentage of pupils achieving Level 4 or above in English or Welsh, mathematics and science was again well above both county and national averages. In relation to Level 5, however, the percentage was below the average for both Wrexham and Wales. Compared with similar schools across Wales, the school was in the 2nd quartile in 2007 and 2009 and in the 3rd quartile in 2008.
- 56 Baseline assessments and school data indicate that attainment on entry to the school is varied. When the performance of pupils in KS2 is compared with their performance in KS1, it is noticeable that a number exceed expectations. Whilst there is occasional variation in the relative performance of boys and girls, there is no clear pattern of underachievement by either gender over a period of time.
- 57 Most pupils, including those with ALN, make good progress in gaining new skills, knowledge and understanding and achieve their agreed learning targets and goals. Overall, learners succeed regardless of their social, ethnic or linguistic background. Pupils with English as an additional language (EAL) integrate well and make good progress.
- 58 Children in the Foundation Phase make good progress in their early skills in thinking, communication, numeracy and information and communications technology (ICT). Their personal and social skills also develop well and they form close relationships with other children and adults.
- 59 Pupils in both KS1 and KS2 continue to make good progress in the key skills of listening and speaking, expressing themselves with increasing confidence as they move through the school. Older pupils are particularly fluent and display a growing vocabulary when engaged in discussions and debates. Their skills in reading are also developing well at both key stages and pupils turn confidently to a range of sources when searching for information across the curriculum. By the end of KS2, pupils are scanning and skimming for key information very effectively. Pupils at both key stages write for a variety of purposes and a good range of audiences, making good progress overall.
- 60 Numeracy skills are developing well at both key stages, with pupils confident and secure in their use and application in a range of practical contexts. Standards are also consistently good in ICT with pupils turning naturally to a range of equipment and software when engaged in a variety of tasks.
- 61 In both key stages, pupils respond positively to opportunities to demonstrate their thinking and problem-solving skills. Their creative skills are developing well across a

range of subject areas. This is particularly evident in subjects such as music and physical education.

- 62 Pupils make consistently good progress in their bilingual competence in the Welsh language medium classes. Whilst pupils show a developing understanding of basic Welsh language patterns in the English-medium setting, they lack sufficient fluency in Welsh to sustain a conversation beyond elementary greetings and phrases.
- 63 Throughout the school, pupils develop a good awareness and understanding of their local area. Whilst their knowledge of the Welsh dimension, *Y Cwricwlwm Cymreig*, is well enhanced through their studies in subjects such as music, their knowledge of famous Welsh people in history is less developed in KS2.
- 64 In both key stages, pupils show a good level of understanding, appropriate to their age, of how well they are doing and what they need to do to improve. They also show a growing understanding when evaluating the performance of other pupils. This is an outstanding feature.
- 65 Pupils' attitudes to learning and the interest and enthusiasm they display towards their work are good. They display an increasing ability to work independently and respond positively to the regular opportunities provided for them to make their own choices and decisions on a daily basis. Their ability to work with others is good and they listen and respect each other's views before agreeing on a collaborative response. In such activities, and particularly through their engagement in the self-evaluation process, pupils are making good progress with their decision-making skills. This is particularly true of members of the school councils, which operate effectively.
- 66 Pupils make good progress in their personal, social, moral and wider development. They show respect and courtesy towards their fellow pupils in classrooms and during break and lunchtimes, and towards staff and visitors at all times. Standards of behaviour throughout the school are very good. Through collective worship and circle-time activities, pupils develop a sound set of social, moral and spiritual values. All pupils display a good understanding of equal opportunities issues and a respect for diversity within society, including faiths and cultures that are different from their own.
- 67 Pupils have a very good awareness of their place in the community and participate fully in local events. The school is a very important institution in Glyn Ceiriog and pupils contribute very well to a wide range of social and community initiatives.
- 68 The school succeeds well in preparing pupils for their future participation in the workplace and community. Effective links with local businesses and the input of educational visits and a range of visitors ensures that pupils' understanding of the world of work is well developed. Pupils' awareness and experience of entrepreneurship is good. Goods are produced and sold in school fairs and other events, including produce from the school garden, with pupils maintaining their own simple financial records. In such activities, there is a close link with the healthy eating and healthy living philosophies encouraged by the school.
- 69 Attendance rates for the past three terms are good, averaging 96%. These rates are above both national rates of attendance for pupils of primary school age and the

attendance rates for schools with a similar free school meal entitlement. Punctuality is good throughout the school.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

70 The findings of the inspection team do not match the Grade 1 judgement made by the school in its self-evaluation report as the inspection team do not feel that there are sufficient outstanding features to justify awarding the higher grade.

71 In the lessons or session inspected across the school, the quality of teaching was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	100%	0%	0%	0%

72 These figures are significantly higher than the 85% of schools that were awarded at least Grade 2 nationally last year, as reported by HMCI in his Annual Report for 2008-09. It is also much higher than the 80% found to be Grade 2 or higher during the last inspection. However, it is below the percentage of lessons that were found to be very good both nationally last year (17%) and in the last inspection (28%).

73 Throughout the school, teachers and practitioners are enthusiastic and successfully motivate their learners, making good use of a range of teaching techniques and strategies.

74 Although there were insufficient outstanding features within any one lesson to justify the awarding of a Grade 1, there were instances of outstanding features found across the school. These typically include:

- stimulating introductions that capture pupils' attention and imagination;
- ensuring active participation by pupils;
- effective individual and peer assessment that allows pupils to reflect upon and improve their work.

75 The good features to the teaching include:

- clear lesson aims, building purposefully on previous learning and making links across subjects;
- good, lively pace that motivates pupils;
- good questioning that leads to thoughtful responses and assists pupils to understand and improve their work;
- good use of visits to enhance and deepen pupils' understanding;
- creating an environment in which pupils are able to contribute well;
- good and purposeful use of support staff;
- encouraging independent working;

- good use of praise that enhances pupils' self-respect.
- 76 Planning in the Foundation Phase is thorough and well organised. Opportunities are built in to the planning to allow some activities and lessons to be child-led. Continuation of planning through KS2 is consistent and developmental. However, coverage of the national curriculum requirements at KS1 is not always clear.
- 77 Teachers have good subject knowledge and work hard to raise pupils' confidence and self-esteem. Clear objectives are set at the beginning of the lesson through the effective use of strategies such as *What are we learning today?* and *What I am looking for*. Learning intentions are shared with the pupils and plenary sessions are particularly effective in consolidating knowledge in the Foundation Phase and KS1.
- 78 Practitioners in the Foundation Phase are used effectively and efficiently and have a significant impact on children's progress. Good use of teaching assistants throughout the school helps to provide a good learning environment for all pupils, particularly those with ALN. A pupil who learns English as an additional language is well integrated in the school, with good support from the local authority. Appropriate use of resources enhances pupils learning. Homework is set on a regular basis and is appropriately linked to classroom work.
- 79 The promotion of pupils' bilingual skills is good in the Foundation Phase and also developing well at KS1. At KS2 however, there are insufficient opportunities for regular use of incidental Welsh across the curriculum by the pupils.
- 80 The school meets statutory requirements for assessing, recording and reporting. Assessment of progress in the Foundation Phase is consistently good and used effectively to plan further activities. Individual profiles such as *This is Me* track children's progress effectively from Early Education throughout the Foundation Phase. Good progress is also being made with the implementation of the *Moving On* document for assessing the foundation subjects in KS2.
- 81 The good quality of oral feedback to pupils ensures that pupils understand the purpose of assessment. They are made aware of what they need to do to improve their work and opportunities for self and peer assessment are developing well across the curriculum. Pupils' personal targets are handily displayed as pencil-shaped markers in their workbooks, and these move with them throughout the school. The quality of written feedback however needs to be more consistent across the key stages. Marking is not always sufficiently specific or focussed on improving the learning within individual pieces of work.
- 82 Pupil reports meet statutory requirements and they give parents a detailed picture of their child's progress.

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

Grade 2: Good features and no important shortcomings

- 83 The findings of the inspection team do not match the school's evaluation in its self-evaluation report. The inspection team awarded a lower grade as there were insufficient outstanding features to justify awarding a Grade 1.
- 84 The needs and interests of all pupils, including those with ALN, are met through a broad and balanced curriculum which conforms to legal requirements. There is some inconsistency, however, in relation to the timing of lessons and collective worship, as reported in school timetables and documentation.
- 85 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards the Foundation Phase Outcomes. There are schemes of work for all subjects that record teachers' mid and long term objectives. They are an effective tool for securing continuity and progression in pupils' experiences.
- 86 The basic and key skills are planned appropriately and embedded in learning across the curriculum. Provision to promote bilingualism in the Foundation Phase and KS1 is developing well, but needs to be further developed at KS2.
- 87 The learning experiences provided for pupils successfully promotes their personal, moral, social and cultural development. Pupils are encouraged to have a clear sense of ownership, responsibility and duty towards their fellow pupils, the school and its environment.
- 88 Pupils are provided with a good range of extra curricular activities, including various sports, drama, art and environmental issues and these are well-attended. Learning is also enhanced by a good range of stimulating educational visits. The provision is significantly enhanced by a range of visitors and the school takes full advantage of its proximity to Llangollen to invite dancers and performers from a variety of other countries to share their talents and experiences with the pupils. The school has gained considerable success on a local, county and national level in Urdd competitions.
- 89 Learning experiences are enhanced by good links with parents, as seen by the positive responses to the pre-inspection questionnaire and meeting with parents. The regular flow and content of newsletters, including the schedule of projected events, reports and meetings, ensures that they are well informed. Parents are very supportive of the Home School Agreement, which meets requirements. The Parent Teachers Association is an active group.
- 90 There are good and efficient links with the secondary schools to which pupils transfer. Good links also are in place with the local pre-school play group which meet on the school premises. Links with other primary schools are also good and Ysgol Cynddelw has been pro-active in encouraging local schools to participate in its extra-curricular provision. There is also a close partnership with Bebbington Primary School on the

Wirral, which gives the pupils of both schools a wider insight into the nature of each community and the diversity of backgrounds. A supportive partnership exists with colleges such as Yale College, Wrexham and teacher training departments at Glyn Dwr University, Wrexham.

- 91 The attention given to sustainable development, within the curriculum and through recycling projects, is good with outstanding features. Clear evidence of this is the work of the school's Eco Council and the awarding of a second Green Flag. The pupils also take a keen interest in their school garden which is an additional valuable resource. The school adheres to the principles of a *Forest School*, which significantly enhances the learning. Similarly, the attention given to Global Citizenship is good with activities such as *The European Fortnight*.
- 92 Work related education is good and there are close links with various local businesses. Entrepreneurship is developing very well with the production and sale of goods in school fairs and other events, including produce from the school garden. This is also related to the healthy eating and living initiatives prominent in the school.
- 93 The school successfully introduces the skills required for lifelong learning and also promotes the principles of citizenship and community responsibility amongst the pupils. Pupils take an active role in the community through Eisteddfodau, Berwyn Festival and contributing to The Glyn News and their contributions to charity are good.
- 94 Pupils' spiritual development is appropriately enhanced through regular participation and active engagement in collective worship and circle-time activities in the school.
- 95 The learning experiences provided for pupils successfully promotes their moral, social and cultural development. Pupils have a clear sense of ownership, responsibility and duty towards their fellow pupils, the school and its environment.

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

Grade 1: Good with outstanding features

- 96 The findings of the inspection team match the judgements made by the school in its self-evaluation report.
- 97 There are outstanding features in the school's care, support and guidance for all its pupils, including aspects such as health and disability access. The policies and procedures adopted by the school in relation to care and support are comprehensive and are reviewed regularly. Liaison with educational and outside agencies is good.
- 98 There are also outstanding features in the way the school engages with parents and pupils. Parents are encouraged to participate fully in a range of school activities. The school actively seeks their views, such as through questionnaires, taking good account of their responses and suggestions. Pupils are actively involved in decision-making through the school council. They have been pro-active in attempting to

dissuade vandals from destroying school property outside school hours, such as through communicating its impact via posters in the local community.

- 99 There are outstanding features in the induction arrangements for new pupils, particularly evident in relation to the support and provision for a pupil for whom English is an additional language.
- 100 The monitoring of performance, behaviour, attendance and punctuality are all good. Registration is conducted promptly and efficiently and complies fully with the requirements of WAG Circular 3/99.
- 101 The school has effective policies for aspects such as child protection, first aid, fire prevention, health and safety and equal opportunities, and all staff are aware of the requirements. Appropriate risk assessments are made by the school for various activities, including educational visits.
- 102 Provision for pupils with ALN is good and meets statutory requirements. There are clear policies and procedures to identify and address pupils' needs. The headteacher, ALN co-ordinator, ALN teacher, classroom teachers and TAs all work well in partnership to ensure appropriate support and provision for these pupils. A recent review of the system has been effective in enabling pupil progress, provision and referrals to be more rigorously monitored.
- 103 Detailed Individual Education Plans (IEP) are prepared and updated by the ALN co-ordinator, alongside the class teachers and teaching assistants (TA). IEPs have clear targets, support strategies and criteria for success. A termly IEP review meeting is held and plans are discussed with parents and pupils.
- 104 *Catch Up* is a very well established resource which has recently been extended to include *Dyfal Donc*, its Welsh-medium equivalent. Along with *Blitz* at KS1 and *Sums Up* at KS2, these initiatives are having a measurable impact on learning.
- 105 The behaviour policy has been effectively reviewed and there are clear strategies to promote high standards of behaviour and the prevention of bullying. Older pupils contribute positively to this aspect, such as through a performance on anti-bullying in a whole-school assembly.
- 106 The school provides well for all its pupils, regardless of their linguistic or social background, and its diversity and equality policies are fully implemented. This and its active challenging of any forms of stereotyping are outstanding features. Measures to ensure the elimination of any instances of oppressive or bullying behaviour are well embedded in the policies and procedures of the school and these ensure a happy and supportive learning environment for the pupils. There are appropriate policies for integrating disabled pupils, including a disability access plan.
- 107 All the statutory and recommended policies have been effectively established and the school's administrative processes comply with all statutory requirements.

Leadership and management

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

Grade 2: Good features and no important shortcomings

- 108 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 109 The quality of leadership shown by the headteacher and senior management team is good. They have a vision for improving and developing the school and are ably supported by the teachers, support staff and governing body.
- 110 There is a range of clear and up to date policies that focus on pupils' needs. Equality for all is actively promoted and the school ensures that staff and governors play an active role when strategic decisions are made. Staff co-operate well and support each other effectively. They share the same values and objectives with regard to teaching and learning, behaviour and relationships.
- 111 The school takes good account of local and national priorities. It is particularly effective in embracing projects that develop and promote pupils' understanding of a healthy life-style, global citizenship and sustainable development, as evidenced in its status as a Healthy School and an Eco school with a second Green Flag. The school has also been successful in initiatives such as Active Marc Cymru, Investors in People and the Basic Skills Agency's Quality Mark.
- 112 Performance Management procedures operate in line with statutory requirements. Teachers and support staff are actively encouraged to undertake further professional development as a tool to enhance their professional skills. New staff are well supported, such as through shadowing and observing more experienced colleagues.
- 113 A range of assessment information is effectively used by the school to set realistic and quantifiable targets for pupils, whilst benchmark information is used to compare the school's performance with that of other schools.
- 114 The governing body meets regularly and fulfils its regulatory and legal responsibilities. It adopts and reviews documents and policies according to a rolling programme. The Annual Governors' Report to Parents and School Prospectus both meet statutory requirements.
- 115 The governing body is highly supportive of the school and makes a good contribution to its strategic management. Members of the governing body work well with the headteacher, who ensures, through her reports, that they are updated on important developments.
- 116 Governors carry out purposeful Learning Walks, accompanied by members of the School Council. These walks, with their direct interaction and engagement with pupils,

and close professional links with individual subject leaders, gives all concerned a deeper understanding of the life and work of the school. This is an outstanding feature.

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

Grade 2: Good features and no important shortcomings

- 117 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 118 The school and governing body have established a culture of self-criticism and evaluation that permeates all aspects of the school's work.
- 119 There are clear procedures for self-evaluation in place, with appropriate attention paid to a variety of approaches that draw upon first hand evidence, including lesson observation and reviewing samples of pupils' work. The system is operated with a good degree of consistency by the various subject leaders who assume a good measure of personal responsibility in this respect.
- 120 A detailed analysis is undertaken of a wide range of assessment and performance data, including the Welsh Assembly Government Core Data Sets. The school makes good use of assessment to identify areas for improvement.
- 121 The school makes a very good attempt to seek the perceptions of staff, parents and pupils about the school. In addition to questionnaires for parents, the school places great significance on the annual Pupil Attitude to Self and School (PASS) Survey. The school is pro-active in responding to issues raised in this way and the outcomes inform future actions.
- 122 As a result of the various self-evaluation strategies used, the headteacher and staff have a good knowledge of their strengths and weaknesses across the school. There is a close link between subject leaders and the governing body, to whom they make subject presentations from time to time.
- 123 The school improvement plan (SIP) is a detailed document that sets the strategic direction of the school for the next few years. It sets relevant targets for improvement in the short and long term, and identifies appropriate activities, responsibilities, timescales and resources to achieve those targets. Two particularly positive features are the fact that it starts with an evaluation of the success of the previous SIP and that it is regularly annotated by the headteacher as she monitors progress. It is clearly a working document.
- 124 The self-evaluation report produced by the school prior to the inspection is of a good quality. It is a comprehensive document that evaluates the school's performance against each of the seven key questions, drawing on a wide range of supporting evidence. The findings of the inspection team match those of the school in four of the

seven key questions. It is the corporate view of the team that in Key Questions 2, 3 and 7 the school has under-estimated the standard necessary in order to justify the outstanding features required for the award of a Grade 1.

- 125 Since the last inspection, there have many important improvements to the overall provision. There has been a significant improvement in standards of achievement and the quality of teaching overall to the extent that no lessons in the school are now less than good. In subjects such as Welsh and Music, the school has improved on the grade awarded in the previous inspection. However, insufficient outstanding features were observed to match the Grade 1 awarded in the last inspection in aspects of the work of the under-fives and in subjects such as history at KS2 and physical education at KS1.
- 126 Overall the school has made good progress in relation to all the key issues identified in the last report. The shortcomings in subject areas, assessment, teaching and spiritual awareness have been successfully addressed so that standards and provision are now consistently good. Good links exist with industry and entrepreneurship is well developed. The outdoor provision for under-fives is good and access to toilet facilities is very much improved.

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

Grade 2: Good features and no important shortcomings

- 127 The findings of the inspection team do not match the judgement made by the school in its self-evaluation report. The inspection team felt there to be insufficient outstanding features to justify a Grade 1.
- 128 The headteacher and governors have ensured that the school is adequately staffed by well-qualified and experienced teachers. The school is also well-resourced in terms of TAs who, working in close partnership with teachers, make an important contribution to pupils' learning and standards. All members of staff have job descriptions that give a clear outline of their responsibilities.
- 129 Continuous professional development is given a high priority and all staff, teaching and non-teaching, are encouraged to strive for personal improvement. This has a positive effect on their skills and understanding. The school has good internal procedures for staff development, including modelling of good practice.
- 130 The school has responded well to the requirements of workforce remodelling, paying particular attention to the need to ensure an appropriate work-life balance for all. Appropriate opportunities are provided for teachers to receive planning, preparation and assessment time and they are used to further enhance the quality of provision through utilising the expertise of the headteacher in relation to subjects such as music and physical education.
- 131 The part-time administrative officer, caretaker, catering and cleaning staff all provide very important and well-appreciated support.

- 132 The school has a very good supply of material resources. They are of good quality and are conveniently accessible. This is particularly evident in relation to aspects of ICT, where both teaching and learning are enhanced by the presence of interactive whiteboards (IWB) in each classroom and the hall. Furthermore, both staff and pupils make effective use of these resources throughout the school day. Good use is made of the grounds as an outdoor learning resource, particularly in relation to the purposeful play areas to meet the requirements of the Foundation Phase and the Forest School initiative.
- 133 The internal and external condition of the building is good and there are no apparent health and safety issues. Though space is limited, staff make good use of what is available. Standards of cleanliness are good and pupils respect their school and its resources. Security is good and vehicular traffic, which remains outside the school premises, is regulated well.
- 134 The governing body are well-informed in relation to budgetary issues and discuss these on a regular basis in their meetings. Decisions on spending are well linked to the priorities in the SIP and the school is efficient and financially prudent in buying, using and maintaining its resources. The school has been particularly effective in securing additional funding from a wide range of sources.
- 135 Considering the consistently good standards in terms of both pupil achievement and the quality of teaching, the good supply and use of resources and the prudent management of the budget, the school offers good value for money.

Standards achieved in subjects and areas of learning

Foundation phase for under 5s

Personal and social development, wellbeing and cultural development

Grade 2: Good features and no important shortcomings

Good features

- 136 All children interact very well with each other and adults. Younger children learn to take turns and share toys and resources during their various activities and experiences. They demonstrate care and respect for one another and work with increasing confidence in pairs and groups. Throughout such activities, their behaviour is very good at all times.
- 137 Children become aware of their personal hygiene needs and personal safety.
- 138 All children are becoming more aware of the needs, abilities and beliefs of others. They are developing an understanding of their own and other cultures, traditions and celebrations such as St David's Day and the Chinese New Year.
- 139 Most children respond to ideas and questions enthusiastically and are able to communicate what is good and bad, right and wrong. They give opinions on the best

house to build in the *Three Little Pigs* and how best to cross the bridge in *Y Tri Bwch Gafr*.

Shortcomings

140 There are no important shortcomings.

Language, literacy and communication skills

Grade 2: Good features and no important shortcomings

Good features

- 141 All children listen well and carry out instructions through whole class and focused activities. They respond confidently to questions using think, pair and share strategies very effectively.
- 142 When engaged in a range of experiences, children participate and engage well as individuals, in pairs and in groups of various sizes.
- 143 Good use of *Easi Speak* microphones allows children to ask questions of each other and answer whilst engaging with ICT for a specific purpose. Strategies such as *Helpwr y Dydd* use the Interactive White Board (IWB) well for self-registration and recording the date and weather.
- 144 Children participate well in role-play, whilst drama activities greatly enhance their understanding. Most show an interest in books when reading as a class and read with increasing fluency, building on what they already know.
- 145 Many children write with increasing confidence and recognise that punctuation is necessary. They make good use of small white boards for writing down their questions. Younger children form many letters correctly using a range of media such as glitter trays, clay and water from plastic bottles.

Shortcomings

146 There are no important shortcomings.

Welsh language development

Grade 2: Good features and no important shortcomings

Good features

- 147 All foundation class children are proficient in their understanding of simple everyday phrases on days of the week, months of the year and the weather. They are able to ask for information for the class register and the lunch register, and answer correctly.
- 148 Children show that they understand basic instructions in Welsh and respond appropriately in familiar situations. They listen and join in with simple nursery rhymes and action songs.
- 149 Welsh is used naturally throughout all the areas of learning and for specific tasks.

Shortcomings

There are no important shortcomings

Mathematical development

Grade 2: Good features and no important shortcomings

Good features

- 150 All children engage well with numbers both indoors and outdoors. Most Early Education and nursery children count reliably to five and some to ten and beyond. Older children have a good understanding of number bonds and make good use of various practical number teaching aids.
- 151 Most pupils are able to direct the *Beebot* around a set route but some children often became confused whilst following written directions in order to move their characters to a specific destination.
- 152 Younger children are able to recognise and name common 2D and 3D shapes, whilst older children make increasingly more accurate models and patterns of shape.

Shortcomings

- 153 There are no important shortcomings.

Knowledge and understanding of the world

Grade 2: Good features and no important shortcomings

Good features

- 154 Children are given opportunities to identify human features in their own locality. They are able to name different types of bridges and understand the differences in their construction, relating this to the story of *Y Tri Bwch Gafr*. Using household materials they are then able to construct different types of bridges.
- 155 Younger pupils are able to recognise and name different bridges, types of homes and methods of cooking in the past from photographs and cards. They are aware of the different types of homes in *The Three Little Pigs*, and have an opinion on which is the best constructed home.
- 156 Children are given opportunities to grow and taste vegetables grown in the school garden and identify some creatures and plants that live in the outdoor environment. They have a good understanding of local traditions as well as traditions around the world and are given opportunities to taste different foods such as Latkes: a traditional Hanukkah dish.

Shortcomings

- 157 There are insufficient opportunities for the younger children to use the Forest School area.

Physical development

Grade 2: Good features and no important shortcomings

Good features

- 158 Children's physical development is promoted through helping them to use their bodies effectively and by encouraging spatial awareness, balance and control. During gymnastic lessons, children become aware of the effect of exercise on their bodies. They are becoming increasingly proficient at basic actions such as balancing, rolling climbing and creating different body shapes both on the floor and using a range of large apparatus. Most children understand the importance of lifting, carrying, placing and using equipment safely.
- 159 Across the phase, children develop their fine manipulative skills well through the daily use of small tools such as paintbrushes, scissors, pencils and glue sticks. When working on the IWB they manipulate the stylus with ease and use the computer mouse and other ICT equipment with confidence.

Shortcomings

- 160 There are no important shortcomings.

Creative development

Grade 2: Good features and no important shortcomings

Good features

- 161 All children respond enthusiastically to singing and musical activities. They show a good understanding of the importance of singing melodically and not shouting and have a good repertoire of songs and nursery rhymes.
- 162 All children use a range of percussion instruments correctly and maintain simple rhythms. Children have created musical instruments to express certain insect movements and even have an instrument for *Olwen yr Octopws*. They also create their own musical ideas and contribute well to simple compositions. They are able to conduct a group emphasising loud and soft parts to the score as well as slow and fast elements. Some children compose simple tunes for y *Tri Bwch Gaf* using appropriate ICT software. Children make good use of the flip video to record their own and others' work for assessment purposes.
- 163 All children in the Foundation Phase use a wide variety of materials to create pictures and models and express themselves freely. They make effective faces in the Giuseppe Arcimboldo style using vegetables, fruit and flowers as well as creating skeletons from spaghetti, flour and glue. They become aware of the traditions and celebrations of various cultures and enjoy performing traditional and non-traditional dances.

Shortcomings

- 164 There are no important shortcomings.

Welsh first language

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

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

Good features

- 165 Throughout both key stages, pupils' oral ability is developing well. They express their opinions confidently during discussions with their peers, the whole class and visitors.
- 166 Pupils' listening skills are good in both key stages. The majority listen attentively and purposefully to teachers' presentations and those of their peers. They work independently, in pairs, groups and as a whole class and use a variety of methods to present their ideas, including drama and ICT.
- 167 The majority of KS1 pupils read fluently and understand what they are reading. They discuss events and characters sensibly, predicting what might happen next, and contribute well in class reading sessions.
- 168 In KS1, many pupils are able to write well in response to simple stories, making use of personal word books and displaying awareness of simple punctuation and grammar. Their work is presented neatly with appropriate attention given to neat handwriting. They use small whiteboards with confidence, writing simple questions and answers through think, pair and share techniques.
- 169 Throughout KS2, pupils make good progress in their reading. They show a good understanding of the texts they read and have a good knowledge and understanding of work on Welsh legends such as Melangell. By the end of the phase, they read fluently and with ease of expression, scanning and skimming texts to search for knowledge and information.
- 170 The majority of pupils in KS2 show good progress in their use of various forms of syntax and in their punctuation, sentencing and paragraphing skills. They are able to use a range of methods to create effects by making purposeful use of adjectives, similes and idioms.
- 171 Pupils make good use of ICT to enhance their own language skills, such as when using a visualiser for peer and self-assessment.

Shortcomings

- 172 Opportunities for pupils to develop their skills through extended writing in KS2 are limited.

Information and communications technology

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

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

Good features

- 173 KS1 pupils make good use of a range of ICT software and hardware to enhance their learning across the curriculum. They use art packages confidently, changing variables and working imaginatively to create simple and effective designs. All pupils use a music programme purposefully to help them to compose, and most can successfully programme *Beebot* to reach a specific point on a map.
- 174 When searching for appropriate pictures during a study of homes, they are familiar and adept in relation to accessing simple images on the Internet.
- 175 At this stage, many will confidently print their own work and some are also happy to save their work on to their own folders within the school's system without any guidance or supervision.
- 176 KS2 pupils' word processing skills develop well and they create and communicate information in a variety of forms, such as when combining text and graphics in a poster for the Harvest Festival or producing Power Point presentations.
- 177 Pupils in KS2 show good awareness and skill in the use of a range of software such as the 2 simple suite of applications. They turn naturally to ICT as a resource in a range of contexts, such as when experimenting with timbre during music sessions.
- 178 They use various paint programmes with confidence, ability and understanding, exploring the effects that can be created. Older pupils, in particular, show increasing skill when recreating a familiar scene or manipulating pictures to create a mythical creature using a photographic package.
- 179 In response to specific issues or questions on a range of themes, they agree on a format and collect the relevant information in order to create a suitable database. They access and present their findings in a range of forms including tables, bar and pie-charts.
- 180 Virtually all pupils have a good understanding of a range of ICT resources and equipment, which they use independently and also with partners. They use ICT to enrich, explore and solve problems regularly in the context of their work. All pupils store and retrieve information they have created in their own folders.
- 181 All pupils share and exchange information safely such as through sending and receiving e-mails, showing awareness of the importance of e-safety.
- 182 Throughout KS2, pupils research effectively to find information for a defined purpose, such as when searching the Internet for a Paul Klee print. Virtually all pupils show good research skills in this respect.

Shortcomings

- 183 There are no important shortcomings.

History

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

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

Outstanding features

184 Older KS2 pupils develop a very good understanding of the impact of the Second World War on social life in the local area. Pupils role-play through dressing as evacuees, carrying gas-masks and suitcases. The re-enactment includes 'evacuation' to a small school in North Wales and waiting to be billeted. Through reading letters from their families, practicing air-raid drills and singing contemporary songs, pupils develop an even greater empathy for what life was like at the time.

Good features

185 Throughout both key stages, there is appropriate emphasis on the local area and pupils are aware of how Glyn Ceiriog would have differed at various points in its history.

186 KS1 pupils make use of simple words relating to the passage of time. They develop a growing understanding of changes and improvements that take place naturally over a number of years. Following a stimulating visit to Plas Newydd in Llangollen, pupils show a very good appreciation of how houses long ago would have differed from houses today, such as in the way they are heated or how food is prepared.

187 Pupils at this stage compare present farming practices with those of long ago, viewing old and new machinery and talking to a local farmer to gain his perspective.

188 KS2 pupils are familiar with terms relating to the passage of time and have a good understanding of how sources vary in their reliability. In this respect, they can provide valid reasons why evidence in a museum might be a reliable source.

189 All pupils in KS2 show an increasing ability to plan the investigative approach they intend to use, enthusiastically searching for answers to specific questions using a range of reference materials effectively. Pupils engage well with a good range of sources, including artefacts, visits to places of historical interest and talks by adults recalling their own experiences.

190 Younger KS2 pupils have a good understanding of previous work on the Celts, Romans and the history of the Glyn Ceiriog area. All pupils have a good knowledge of recent work on the Greeks, talking with confidence about the period. They confidently eliminate, from prepared text, features that are inappropriate to the period, such as weapons they would not have used.

191 Throughout KS2, most pupils communicate their knowledge and understanding clearly in a range of ways. They display this knowledge effectively when writing from the viewpoint of people in the past, such as a soldier in the Battle of Marathon. In this, they show considerable empathy with the people of the time and a good understanding of the conditions they faced.

Shortcomings

192 KS2 pupils do not show sufficient awareness of famous Welsh people in the past or their significance.

Music

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

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

Good features

- 193 KS1 pupils sing a variety of simple songs with enthusiasm. They play simple repetitive patterns on percussion instruments and maintain a steady beat whilst listening to other performers.
- 194 Pupils compose and arrange simple pieces using tuned and untuned percussion instruments in keeping with a series of pictures from a story. They make good use of ICT software to compose and evaluate simple tunes under their teacher's guidance. Some are able to maintain rhythm as they perform, and use simple tuned instruments effectively, making individual choices and evaluating their own performance.
- 195 KS2 pupils sing with increasing control of breathing and are aware of diction, dynamics, phrasing and pitch. They maintain a part as a member of the class in the Welsh round song *Ble mae Daniel?* Each group in turn is able to maintain a simple rhythm using their bodies and percussion instruments whilst singing. Pupils have composed jingles for the Ty Cerdd project which have been professionally recorded on CD.
- 196 By KS2, pupils are able to compose and arrange a song from start to finish using voices along with tuned and untuned instruments.
- 197 Pupils compose, listen to their own and others' music and discuss and evaluate their work. At KS2, they recognise and describe musical characteristics confidently and study works by the famous Welsh composer Mervyn Burtch.

Shortcomings

- 198 There are no important shortcomings.

Physical education

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

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

Outstanding features

- 199 Throughout the school, pupils show a very good awareness of how to improve their own performances through self and peer assessment. By KS2 they are happy to suggest ways of improving their own and others' performances with practical and appropriate suggestions such as keeping better to time.

Good features

- 200 KS1 pupils understand and recognise potential dangers in the hall. They collect, use and store their own equipment safely and sensibly. All pupils recognise the effects of exercise on their bodies, such as in the increase in their own heart-beat.
- 201 Pupils make good progress in their ability to roll, jump, land and skip. They have a good understanding of the way their body moves and maintain good focus on shape and form.

- 202 KS2 pupils have a good understanding of keeping the body healthy and the importance of warming-up and stretching before vigorous exercise. In warm-up activities they show good self-discipline.
- 203 Pupils explore, through creative dance, how various animals move. They convey the characteristics of these animals well through changing shape, speed and direction as they move to varying musical rhythms. Throughout such activities, they show good body control, posture and balance. They work well as a group when discussing and agreeing on a series of movements and in the final performance of those movements.
- 204 Most pupils demonstrate good skill in relation to controlling and transferring a ball. They develop, consolidate and apply these skills and techniques well in a variety of competitive activities.
- 205 KS2 pupils participate successfully in a good range of adventurous activities, such as bouldering, stepping, orienteering and problem solving. They respond well to these activities, which are conducted in a range of locations including unfamiliar and challenging environments such as Glanllyn and Nantyr.
- 206 Pupils progress well in gymnastics and transfer their weight, maintain balance and stillness effectively whilst performing a range of actions and sequences on the mat and on apparatus such as the beam.
- 207 Throughout KS2, pupils adapt their growing skills well to different activities and circumstances as appropriate.
- 208 In all games and competitions, the school actively challenges stereotyping with girls playing football and boys playing netball. Pupils' awareness and understanding of disability issues is well enhanced through participating in wheelchair games.

Shortcomings

- 209 There are no important shortcomings.

School's response to the inspection

The school would like to thank the inspection team for the courteous and professional manner in which they conducted the inspection.

We are pleased that the inspection findings recognise that the school is a good and improving school. Overall, there has been a significant improvement in both standards of achievement and in the quality of teaching to the extent that no lessons in the school are now less than good.

We are proud that the report highlights the outstanding features in the school's care, support and guidance for all its pupils, including aspects such as health and disability access and also that there are outstanding features in the induction arrangements for new pupils.

It is very pleasing that the inspection team have recognised that standards of behaviour are very good throughout the school. There are outstanding features also in the way the school engages with parents and pupils in the school. The school is pro-active in seeking and responding to parents' views and, through the school council pupils play an active role in decision-making.

The governors will fully address the recommendations of the inspection team by incorporating them into the school development plan.

Appendix 1

Basic information about the school

Name of school	Ysgol Cynddelw
School type	Primary inc Foundation Phase
Age-range of pupils	3 – 11 years
Address of school	New Road, Glynceiriog Wrexham.
Postcode	LL20 7HH
Telephone number	01691 718426

Headteacher	Mrs Olwen Corben
Date of appointment	September 2008
Chair of governors / Appropriate authority	Mr Howard Davies
Registered inspector	Mr Alun Meilyr Rees
Dates of inspection	9-11 March 2010

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	3	7	11	10	12	15	12	10	80

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	5	1	5.2

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	14.8:1
Pupil: adult (fte) ratio in nursery classes	n/a
Pupil: adult (fte) ratio in special classes	n/a
Average class size, excluding nursery and special classes	19.25
Teacher (fte): class ratio	1.3:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2009	91.8%	94.5%	95.23%
Summer 2009	93.8%	98.4%	97.71%
Autumn 2009	91.7%	92.7%	95.23%

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

Appendix 3

This report uses data for 2009 for LEA and Wales comparative information

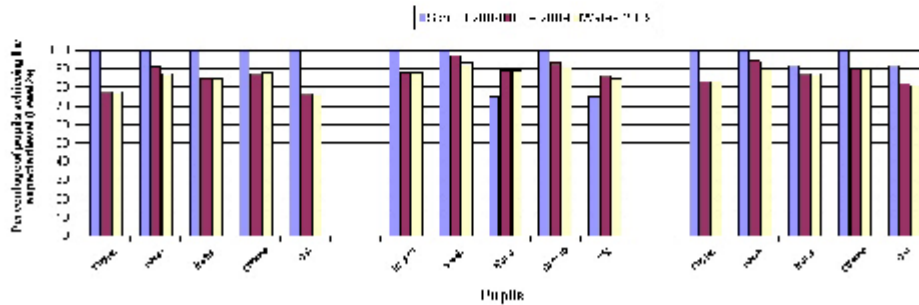
Glyn Ceiriog CP
Wrexham

LEA/School no: 665/2139

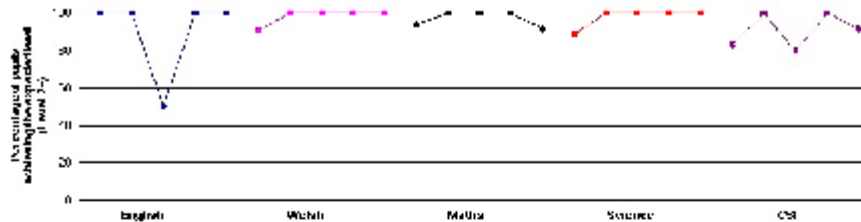
School comparative information: National Curriculum Assessments 2009 with benchmarking Key Stage 1

Percentage of boys, girls, and pupils achieving at least the expected level (Level 2+):

	Boys			Girls			Pupils		
	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009
English	100	78	78	100	88	88	100	83	83
Welsh	100	91	87	100	97	93	100	94	90
Maths	100	85	85	75	89	89	92	87	87
Science	100	87	88	100	93	92	100	90	90
CSI	100	77	77	75	86	85	92	82	81



School Performance over time (2005 - 2009)



Contextual Information

Benchmarked against schools with a similar percentage of pupils eligible for free school meals.

School's results shown in greyed boxes. Column headings refer to...

Quartile	Description	Free School Meal Group
Quartile 1	School is in the top 25 per cent.	Free School Meal Group
Quartile 2	School is in the top 50 per cent but not the top 25 per cent.	Free School Meal Group
Quartile 3	School is in the bottom 50 per cent but not the bottom 25 per cent.	Less than 8 percent eligible for F&M
Quartile 4	School is in the bottom 25 per cent.	Less than 8 percent eligible for F&M

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
English		86		92		100	
Welsh		85		100		100	
Maths		88	82	96		100	
Science		92		100		100	
CSI		82		90	82	100	

Notes:

- Figures for Welsh refer to attainment in Welsh first language only.
- CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 2 in both Mathematics and Science and either English or Welsh first language.
- If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

Report created by DEWi on 17/09/2009

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This report uses data for 2009 for LEA and Wales comparative information

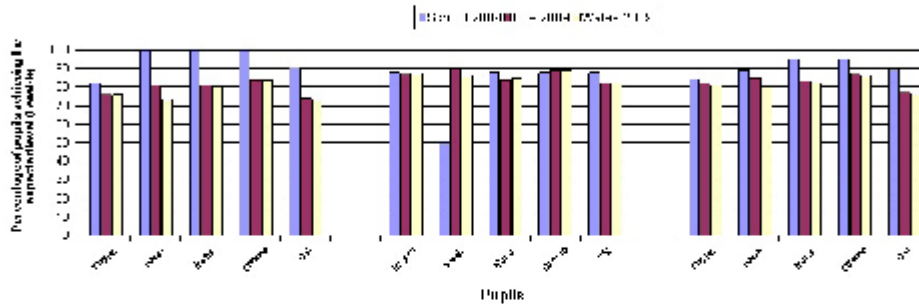
Glyn Ceiriog CP
Wrexham

LEA/School no: 665/2139

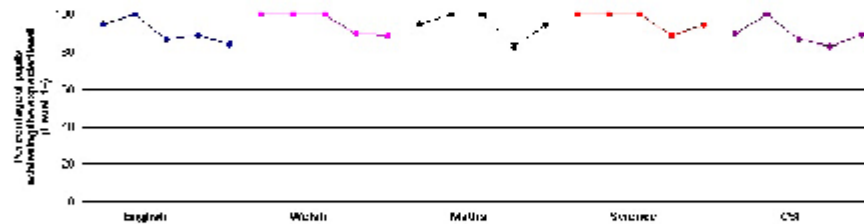
School comparative information: National Curriculum Assessments 2009 with benchmarking
Key Stage 2

Percentage of boys, girls, and pupils achieving at least the expected level (Level 4+):

	Boys			Girls			Pupils		
	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009
English	82	77	76	88	87	87	84	82	81
Welsh	100	81	73	50	90	86	89	85	80
Maths	100	81	80	88	84	85	95	83	82
Science	100	84	84	88	89	89	95	87	86
CSI	91	74	73	88	82	82	89	78	77



School Performance over time (2005 - 2009)



Contextual Information

Benchmarked against schools with a similar percentage of pupils eligible for free school meals.

School's results shown in greyed boxes. Column headings refer to...

- Quartile 1 School is in the top 25 per cent. Free School Meal Group
- Quartile 2 School is in the top 50 per cent but not the top 25 per cent.
- Quartile 3 School is in the bottom 50 per cent but not the bottom 25 per cent. Less than 8 percent eligible for FSM
- Quartile 4 School is in the bottom 25 per cent.

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
English		84		90		100	
Welsh		75		88	88	100	
Maths		84		92	95	100	
Science		89	85	97		100	
CSI		80		88	88	96	

Notes:

1. Figures for Welsh refer to attainment in Welsh first language only.
2. CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 4 in both Mathematics and Science and either English or Welsh first language.
3. If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

Appendix 4

Evidence base of the inspection

Three inspectors and a peer assessor spent the equivalent of six inspector days in the school and met as a team before and after the inspection. For the duration of the inspection, the team was joined by a peer assessor.

These inspectors visited:

- twenty-four lessons or sessions, mostly in the subjects and areas being inspected, but also in a range of other subjects;
- registrations;
- acts of collective worship;
- extra-curricular activities.

Members of the inspection team had meetings with:

- headteacher, staff, governors and parents before the inspection;
- subject leaders, teachers and support staff,
- groups of pupils representing each year group;
- the school council;
- the local authority's link school improvement officer.

The team also considered:

- the school's self-evaluation report;
- thirty-four responses to the pre-inspection questionnaire for parents, three of which appended additional letters;
- a wide range of documentation provided by the school before and during the inspection, including a range of documents relating to pupil progress such as annual reports and individual education plans;
- a wide range of pupils' work;

After the inspection, the team held meetings with the headteacher, all members of staff and the governing body.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Alun Meilyr Rees Registered Inspector	Context, Summary, Recommendations, Appendices Key Questions 1, 5, 6 and 7 Information technology, history and physical education
Mrs Catrin Griffiths Team Inspector	Key Questions 2, 3 and 4 Early Years, Welsh first language and music
Mr William Owen Lay Inspector	Contributions to Key Questions 1, 4 and 5
Mr Geraint Wyn Davies Peer Assessor	Conducted lesson observations Scrutinised pupils work and school documentation Participated in interviews with subject leaders and pupils Contributed to team meetings
Mrs Olwen Corben Headteacher / Nominee	Attended meetings Provided additional information

Acknowledgement

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

Contractor

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