

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

**Ysgol Reoledig Pantpastynog  
Prion, LL16 4SG**

**School Number: 6633057**

**Date of Inspection: 17/10/05**

**by**

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16774**

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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 Reoledig Pantpastynog was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Ysgol Reoledig Pantpastynog took place between 17/10/05 and 19/10/05. An independent team of inspectors, led by Phil Mostert undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

"There are three types of inspection.

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

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

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

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

**Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All 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	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

### Nature of provider

1. Ysgol Pant Pastynog serves the village of Prion, Peniel, Saron and Nantglyn, near Denbigh and the rural area surrounding it. It is a Church in Wales voluntary controlled school. It provides bilingual education for 25 full-time and seven part-time pupils. The number of pupils has varied between 24 and 32 over the past four years.
2. Welsh is the main language spoken at home by 73% of the pupils, but all pupils over five are fluent in Welsh, except for latecomers.
3. Children are accepted for the first time on a full-time basis annually following their fourth birthday. Seven nursery pupils receive part-time education in the school. Pupils of the full range of ability are accepted.
4. The school describes the nature of pupils' background as one that is neither advantaged nor disadvantaged. According to the head, the area is not prosperous, neither is it economically disadvantaged. None of the pupils are entitled to free school meals. Four of the pupils [16%] have special educational needs [SEN], a percentage that is lower than the national average; none of them have a statement of SEN.
5. The current head was appointed in September 2005. The school was last inspected in October 1999.

### The school's priorities and targets

The School Development Plan [SDP]'s current priorities include:

- structuring self-evaluation processes,
- developing personal and social education [PSE],
- updating the system for recording SEN,
- providing Welsh second language lessons for parents,
- reviewing the mathematics work scheme,
- making more extensive use of the interactive whiteboard,
- buying more physical education equipment and furniture,
- developing the playing fields for the early years.

## Summary

6. Ysgol Pant Pastynog is a popular school with a number of good features. There has been progress in school standards in some subject areas since the last inspection; standards in design and technology and information technology [IT] were unsatisfactory at KS2 then. By now, standards in design and technology and IT are satisfactory at KS2.
7. The inspection team did not agree with the judgement made by the school in the following key questions:

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

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

Question 5: How effective are leadership and strategic management?

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

The school considered that questions 3 and 4 above merited Grade 1; the inspection team judged that the school should be awarded grade 2 for both areas. The school felt that questions 5 and 6 above merited Grade 2; the inspection team consider that the school should be awarded grade 3 for these questions. The inspection team and school were in agreement about other areas of work.

### Table of grades awarded

8. The inspection team judged the school's work to be as follows:

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

## Standards

9. Standards of achievement in the subjects inspected are as follows:

<b>CHILDREN UNDER 5</b>	<b>NURSERY</b>
Development of language and literacy	2
Numeracy development	2
Creative development	2
Physical development	2
Knowledge of the world	2
Personal and social development	2

<b>CHILDREN UNDER 5</b>	<b>RECEPTION</b>
Development of language and literacy	2
Numeracy development	2
Creative development	2
Physical development	2
Knowledge of the world	2
Personal and social development	2

<b>Standards in subjects inspected</b>		
<b>Subject</b>	<b>Key Stage 1</b>	<b>Key Stage 2</b>
Welsh	2	2
Mathematics	2	2
Physical Education	2	2
Design and technology	2	3
Information technology	2	3

<b>Standards of pupil achievement</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
	0%	74%	26%	0%	0%

10. The general quality of the educational provision for children under five is appropriate for their needs, and children make good progress towards the Desirable Outcomes for Children's Learning.
11. Early years children make good progress in their skills in speaking, listening, reading and writing. Their creative skills and their ability to find solutions to problems, their numeracy skills and ICT skills [Information and Communication Technology] are also good.
12. At KS1, the standards achieved and the progress pupils make across the curriculum in speaking, listening, reading and writing are good. They also make good progress in their numeracy skills and in ICT. Their creative skills and their ability to solve problems are also good.

13. At KS2, in the key skills in Welsh, the standards achieved and the progress pupils make across the curriculum in speaking and listening, reading and writing are good. In English, standards are good in the three modes throughout KS2. They make good progress in their numeracy skills and satisfactory progress in ICT. Pupils demonstrate good progress in their creative skills. They co-operate well on tasks and succeed well when asked to find answers to problems.
14. The young children acquire Welsh very quickly after they settle in to the school. At KS2, the bilingual skills of pupils are good across the curriculum.
15. Pupils who are not fluent in Welsh have additional lessons from a peripatetic teacher. These lessons are very effective and pupils make good progress. The school succeeds well also in integrating children from overseas; this is done in an especially sensitive way.
16. Pupils with SEN make good progress when achieving the targets set for them. The school conforms well to the requirements of the Code of Practice for SEN.
17. The personal and social skills of pupils are good.
18. Although numbers are small, the results of pupils at the end of KS1 in 2005 were good. The school's results compare favourably with the county and national data.
19. At KS2, numbers are also small. When considering the data over a period of years, the school succeeds in reaching the Welsh Assembly Government [WAG] target of between 80% and 85% of pupils attaining L4+ in mathematics, science and Welsh or English. There is no difference in the achievement of boys and girls.
20. Pupils display positive attitudes towards their work; they show an interest in the tasks they are given and they can concentrate for extended periods.
21. Pupils behave well. They are very courteous when dealing with visitors. They are aware of school rules and respect them. In a congenial, family atmosphere, pupils play and learn together happily. The older pupils care well for the welfare of younger pupils and those with SEN. Pupils and parents testify that there is no bullying in this school.
22. Pupils have a good understanding of the importance of equal opportunity and a good awareness of the beliefs and practices of other cultures. They are aware of the need to respect different traditions and values and the varied lessons foster a very sound understanding of citizenship.
23. Attendance is good. Often it is very good. In light of the number of pupils, each absence has a significant effect on percentages of attendance and the whole school percentage decreases when some pupils go on holiday during the term. Pupils come to school punctually and no time is lost during the day.

24. Pupils have a good understanding of the world of work. Visits to the local community and places further afield that are linked to the workplace contribute significantly to pupils' understanding of economic activities in the community and the world of work in general.
25. The local environment is used well to enhance learning. Pupils perform in concerts, eisteddfodau and services, and compete successfully in sports. All this promotes their social and cultural development.

### Quality of education and training

26. In the lessons observed, it was judged that the quality of teaching was as follows:

Grade 1	Grade 2	Grade 3	Grade4	Grade 5
0%	77%	23%	0%	0%

27. The percentage of satisfactory lessons or better is higher than the Welsh Assembly Government [WAG] target of 95% satisfactory or better, and the percentage of good lessons is higher than the WAG target of 50% good or better.
28. Although there is much good teaching, there is insufficient differentiation when preparing tasks for children of different ages and there is not enough emphasis on the success criteria for pupils of different ages.
29. The quality of systems for assessment and recording is good and the quality of annual reports for parents is good. Although teachers mark positively and sensitively, insufficient responsibility is placed on pupils to improve their own work.
30. Each pupil has full access to a broad and balanced curriculum and equal opportunity to experience all school activities. Although the quality of curriculum planning is good on the whole, it varies from subject to subject. The school does not succeed in developing the skills of Y5 and Y6 pupils adequately, especially in IT and design and technology.
31. The social and cultural development of pupils is good. [A separate report on spiritual and moral development will be made by a Church in Wales representative.] The whole ethos of the school contributes well to the personal and social education [PSE] attitudes of pupils. Members of staff provide a congenial, safe and caring environment and ethos. The relationship between pupils and all who work in the school is good.
32. There are very good links with parents and with numerous agencies within the community. There are also very good links with the secondary school.
33. School policies reflect the strong commitment within the school to ensuring

equal opportunities for everyone.

### **Leadership and management**

34. Although she has only been in post for half a term, the head has already shown that she provides very effective leadership for the school. She meets with her staff regularly to exchange ideas on organisational and curricular issues.
35. The School Development Plan [SDP] is of good quality. It includes sufficient detail about the costs of implementing the numerous priorities although the effect of this on the budget is not shown. The timetable for implementation is appropriate. Responsibility was transferred smoothly by the former head, but there is no clear link between the new SDP and the self-evaluation that took place under the previous management.
36. The school is managed satisfactorily by a governing body that fulfils its responsibilities conscientiously. The governing body administers the budget efficiently. Members co-operate well with the head. At present, members are not proactive enough in monitoring standards and setting a strategic direction for the school's development. Neither do they ensure that the annual report that they produce conforms to WAG statutory requirements.
37. The details in the school prospectus conform to the WAG requirements.
38. The comments in the self-evaluation records tend to describe the general quality of the provision. There is very little detail available about the quality of teaching and standards of work. Consequently, the reports produced to date are superficial. There is no report for the governing body on the outcomes.
39. A concise self-evaluation report was produced for the inspection team; its quality is satisfactory. It tends to be descriptive and there is insufficient reference to evidence that supports some of the judgements. There are few references to shortcomings in the school.
40. The staff/pupil ratio of 10:1 is much better than the national average.
41. The qualifications of teachers are appropriate for the ages they teach. Teachers have undertaken a suitable number of courses to develop their proficiency in varied areas and this has had a positive effect on standards in the majority of subjects. However, there is a shortage in some areas in the training programme.
42. The school takes good advantage of staff expertise to enhance teaching, especially in art and music, and more recently in design and technology. The classroom assistants employed contribute significantly to the progress of children in their care.
43. Apart from physical education equipment, there are sufficient resources in the school and many are of good quality. The condition of the main building is

sound.

44. Resources are managed efficiently and the school provides value for money.
45. The school responded satisfactorily to the key issues identified in the previous inspection.
46. The attention of staff and the governing body needed to be drawn to a number of health and safety issues. Attention was given to a number of these issues during the period of the inspection.

## Recommendations

In order to improve the school in the areas inspected, the school needs to:

- raise standards in IT and design and technology in KS2;
- ensure more differentiation in the tasks provided for pupils of different ages and abilities with more emphasis on the focus of the task for different pupils;
- improve the quality of self-evaluation by paying more attention to standards of work and the quality of teaching;[\*]
- ensure more collaboration between staff and members of the governing body when setting a strategic direction for the school;
- ensure that the governors' annual report to parents conforms to the statutory requirements.

*[\*] there is a reference to this in the current SDP.*

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

## Standards

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

Grade 2: Good features and no important shortcomings

47. Generally, the findings of the inspection team correspond to the grade 2 awarded by the school in its self-evaluation report. However, there are two subjects that do not reach a good standard at KS2, design and technology and IT.
48. Standards of achievement in the subjects and areas of learning inspected are as follows:

Standards of achievement of pupils	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	0%	74%	26%	0%	0%

49. The general quality of the educational provision for children under five is appropriate for their needs, and children make good progress towards the Desirable Outcomes for Children's Learning.

50. In the subjects and areas inspected, standards of achievement are as follows:

CHILDREN UNDER 5	NURSERY
Development of language and literacy	2
Numeracy development	2
Creative development	2
Physical development	2
Knowledge of the world	2
Personal and social development	2

CHILDREN UNDER 5	RECEPTION
Development of language and literacy	2
Numeracy development	2
Creative development	2
Physical development	2
Knowledge of the world	2
Personal and social development	2

Subject	KS1	KS2
Welsh	2	2
Mathematics	2	2
Design and technology	2	3
Information technology	2	3
Physical Education	2	2

51. Early years children make good progress in their skills in speaking and listening, reading and writing; so, too, in their numeracy skills and their information and communication technology [ICT] skills. Their creative skills and their ability to find solutions to problems are also good.
52. At KS1, the standards achieved and the progress pupils make across the curriculum in speaking and listening, reading and writing are good. Standards of numeracy and ICT across the curriculum are good. Their creative skills and their ability to solve problems are also good.
53. At KS2, in the key skills in Welsh, standards achieved across the curriculum in speaking and listening, reading and writing are good. In English, standards in the three modes are good at KS2. Standards in numeracy across the curriculum are good, and ICT skills are satisfactory. Pupils make appropriate use of their numeracy skills to read co-ordinates, for example, in geography. They are good at solving problems and their creative talents are good.
54. The bilingual skills of all pupils are good. The young children acquire Welsh very soon after they settle in school.
55. Although the numbers are small, pupils' results at the end of KS1 in 2005 were good. The results compare favourably with the county and national data.
56. Numbers are also small at KS2. On considering the data over a period of years, the school succeeds in reaching the WAG target of between 80% and 85% of pupils attaining L4+ in mathematics, science and Welsh or English. There is no difference in the achievement of boys and girls.
57. Although teachers mark positively and sensitively, insufficient responsibility is placed on pupils to improve their own work by drawing attention to shortcomings and, at times, encouraging them to use a dictionary and thesaurus.
58. The majority of pupils show positive attitudes to their work, they express interest in the tasks they are given and they can concentrate for extended periods.
59. Pupils' behaviour is good. They undertake responsibilities in a mature way and show respect and courtesy towards adults and towards each other. Pupils, especially the older ones, show much self-discipline.
60. Pupils have a good understanding of the importance of equal opportunity and a good awareness of the beliefs and practices of other cultures. They are aware of the need to respect different traditions and values. They have a sound understanding of what is required to be good citizens.

61. The attendance of pupils of compulsory age across the school is around 95%; this is good. Appropriate attention is given to punctuality during the day's activities.
62. Pupils have a good understanding of the world of work. Visits to the local community and places of interest further afield which are associated with the workplace contribute significantly to pupils' understanding of the economic activities of the community and the world of work generally.
63. Pupils take part in concerts, eisteddfods and services and compete successfully in sports. All this promotes their social and cultural development.

## The quality of education and training

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

Grade 2: Good features and no major shortcomings.

64. The findings of the inspection team correspond with the school's judgement in the self-evaluation report.

65. In the lessons observed, it was judged that the quality of teaching is as follows:

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

66. The percentage of lessons that are satisfactory or better is higher than the Welsh Assembly Government [WAG] target of 95% satisfactory or better, and the percentage of good lessons reaches the WAG target of 50% good or better.

67. At KS1 and KS2, where teaching is good:

- lessons have a good pace and the teaching is lively;
- work is thoroughly planned and prepared;
- there is effective use of different resources;
- there are appropriate tasks that correspond to the requirements of each individual;
- there is an opportunity to reflect on lesson content and an effective conclusion;
- teaching methods that are varied effectively;
- teachers question pupils thoroughly, encouraging them to make their own decisions and to respond extensively;
- teachers promote independence in pupils.

68. Where teaching is satisfactory the following shortcomings are seen:

- there are not enough differentiated tasks;
- pupils do not have a clear enough focus on outcomes;
- the work is not challenging enough for some pupils;
- lesson presentations are too long and the pace is inadequate.

69. Teachers have a sound knowledge of the NC subjects.

70. Although the quality of curriculum planning is generally good, it varies from subject to subject. The school does not succeed in developing the skills of Y5 and Y6 pupils sufficiently, especially in IT and design and technology.

71. Learning objectives are only sometimes shared with pupils; when this occurs there is a positive effect on pupils' learning. Good questioning by teachers encourages pupils to clarify their thoughts and helps them to understand and improve their work.
72. The quality of systems for assessment and recording is good and the quality of annual reports for parents is good. Very detailed records are kept on the progress of children under five. The assessment records for the core subjects are detailed but the system is onerous for teachers. There is not the same level of detail when assessing the foundation subjects where the school is reconsidering its systems and has begun to implement a new way of recording. Teachers' assessments are accurate.
73. Pupils are given targets but they do not have a sufficiently active part in setting these. The school has a portfolio of assessed work only in the core subjects in order to exemplify standards and ensuring consistency throughout the school. The quality of the current portfolios is satisfactory; there are gaps in them.

**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

74. The findings of the inspection team do not correspond with the grade 1 judgement of the school in the self-evaluation report. The quality of the schemes of work is variable and this, in turn, has an influence on the effectiveness of the curriculum in some subjects, especially design and technology and IT in KS2..
75. Pupils have equal access to a broad and balanced curriculum and there is progression and appropriate development in pupils' experiences throughout the school in the majority of subjects. At present, the school does not succeed in fully realising the content of the schemes of work in IT and design and technology for Y5 and Y6 pupils. The provision for early years is good and ensures that every child can benefit from the varied experiences and opportunities that promote the Desirable Outcomes.
76. The *Cwricwlwm Cymreig* (Welsh Curriculum) is given appropriate attention. There is good provision for PSE.
77. The school's links with the wider community enhance pupils' experiences. Pupils go on valuable educational visits and take part regularly in local activities such as religious celebrations and eisteddfodau. These opportunities and the Urdd activities in school nurture the confidence of pupils of all ages when performing in public.

78. Work is on-going to establish a School Council, which will provide an opportunity to express opinions on issues affecting pupils. Through the curriculum and social activities, they develop their understanding of the local area and Wales. Pupils know about the differences between life in Wales and Kenya following a talk by visitors from that country. Regular links with Brittany lead to opportunities to visit every other year.
79. There are close links with the nursery group that meets in the school every afternoon, and also with a voluntary group that meets after school. There are strong social and curricular links with the secondary school to which the majority of pupils transfer at the end of Y6. This ensures a smooth transition and academic progression.
80. Pupils of all ages are very familiar with the nature of the local rural economy. This understanding is reinforced by visits to local businesses such as the supermarket and valuable links with a gardening centre.
81. Pupils' awareness of business and enterprise is developed by their taking responsibility for a stall selling goods in the Parent Teacher Association annual fair.
82. Increasing use is made of school buildings by the community, including a successful Welsh lesson group established recently.
83. The school's links with parents and other partnerships are very good. A good number of parents provide support in various ways. The Parent Teacher Association works hard to raise money but they do not hold meetings to discuss the curriculum.
84. Pupils have a good awareness of sustainable developments and they can discuss in detail the need to recycle. The school has a compost bin and pupils have visited a local recycling centre. Pupils discuss confidently how to promote a more just and sustainable world and the importance of being responsible citizens.
85. The school is in the process of applying for accreditation as a healthy school.
86. Pupils compete successfully in sports.

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

Grade 2: Good features and no important shortcomings

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

Grade 2: Good features and no important shortcomings

87. The findings of the inspection team do not correspond with the grade 1 awarded by the school in its self-evaluation report. Although there are a number of good features, none are outstanding and there is one specific shortcoming.

88. The quality of guidance, care and support provided for all pupils is good. There are sound policies, which reflect the school's commitment to equality and equal opportunity for all. School rules and the civilised ethos encourage pupils to respect each other and staff. The caring ethos of the school enables pupils to prosper and mature and to feel they are appreciated by all members of staff. Pupils are prepared to turn to their teachers for educational and personal support.
89. Although no evidence was seen of any bullying or abusive behaviour, the school has policies and procedures for dealing effectively with these problems, should they arise. No children have been excluded.
90. The school has a very good relationship with parents, and this is reflected in the positive responses from parents in the pre-inspection meeting, and in the pre-inspection questionnaires. They praise the welcome they always receive and the school's willingness to respond to the suggestions they make. Three open evenings are held annually for them to view their children's work and discuss their development, and the 'open door' policy allows them to see teachers at other times.
91. Parents praise the school's willingness to listen to any concerns or suggestions they have. Valuable information is provided for new parents in a useful handbook and the early years teacher tries to see each child in his/her home before they start in school. Parents help in practical ways, including provision of transport.
92. The annual report of governors to parents does not include all statutory requirements and there is no summary copy of the report. It does not include attendance figures, progress towards aims for sports, a summary of the targets set by the governors or the steps taken to review and amend school policies and strategies.
93. The Home/School Agreements have been completed appropriately.
94. All pupils have full access to a PSE programme. Pupils have numerous opportunities to develop healthy attitudes and discuss personal issues in circle time and informal chats with teachers. These experiences promote respect and tolerance towards others and they enable pupils to discuss feelings.
95. There are formal procedures for monitoring attendance. The head inspects registers regularly and the school contacts the home where there is cause for concern. There has been no a recent cause to use the county educational welfare service. The expected details of attendance are not included in the governors' annual report to parents. There were no unauthorised absences.

96. The support and personal guidance provided for pupils are very good. Pupils turn confidently to all adults in the school for support. Relevant policies ensure and guide issues such as sex education, and health and safety. The building and site is inspected by the governors. It is not possible to gain access to the school building without permission. Electrical equipment and fire extinguishers are inspected regularly. Fire drills are held every term. The head has attended a day's course on first aid.
97. The school conforms to the requirements for registration, differentiating appropriately between different kinds of absence. Parents send letters to explain absence and a record is kept of telephone calls from them.
98. Money is collected regularly for good causes locally and abroad.
99. The child protection policy is appropriate and all members of staff are aware that the head is the responsible person. Members of staff know well what they should do if they are concerned.
100. There is good provision for pupils with SEN. The requirements of the Code of Practice are fulfilled. The school ensures that all pupils have full access to the curriculum and to all other activities in school. Pupils' difficulties are identified at an early stage.
101. Four pupils receive SEN support and the provision has been planned appropriately, using a variety of activities to promote the skills of pupils. The work is of good quality and pupils make good progress. The school co-operates well with parents and external agencies when reviewing the progress made by SEN pupils and when fulfilling specific requirements. The Individual Education Plans [IEP] are designed specifically on the basis of sound recognition of their needs. Parents have a copy of the IEP but they do not sign it.

## Leadership and management

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

Grade 3: Good features outweigh shortcomings

102. The findings of the inspection team do not correspond with the school's grade 2 judgement in its self-evaluation report. The new head's leadership is very effective but the governing body does not yet do enough to help establish a strategic direction for the school. They do not receive regular self-evaluation reports and there are some statutory responsibilities that they do not fulfil.
103. The head and staff meet regularly to exchange ideas about organisation and curricular issues. The new head has succeeded in completing a large number of key managerial tasks since her appointment in September.
104. Day to day procedures are based on sound principles and agreed values. Equality for all is promoted, the contribution of every individual is valued. Teamwork is promoted in an environment of trust and mutual understanding.
105. The quality of the School Development Plan [SDP] is good. It has sufficient details about the costs of implementing the numerous priorities but there are no details on the effect of these on the budget. The timetable for action is appropriate. Responsibility was transferred smoothly by the former head, but there is no clear link between the new SDP and the self-evaluation that took place under the previous management.
106. The school is managed satisfactorily by a governing body that fulfils its responsibilities conscientiously. The governing body administers the budget efficiently. Members co-operate well with the head. At present, members are not active enough in monitoring standards and setting a strategic direction for the school's development. Neither do they ensure that the annual report that they produce conforms to WAG statutory requirements.
107. Self-evaluation and setting targets have not been developed sufficiently as part of the school's management strategies. The leadership role of the subject co-ordinators is also just developing.
108. The school gained the Quality Mark in 2003 but it does not have specific strategies at present to ensure developments in the areas of literacy and numeracy.
109. The head manages the staff well. Every member of staff has a detailed job description. Appropriate Performance Management systems have been established and the systems have a positive effect on the school's work.

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

Grade 3: Good features outweigh shortcomings

110. The findings of the inspection team do not correspond with the school's grade 2 judgement in the self-evaluation report. The current self-evaluation processes do not influence the quality of provision and standards of work sufficiently.
111. The governing body is very supportive, and members play a valuable part in school life. There are ongoing developments to offer more training to them in their responsibilities.
112. The head, governors and staff are committed to improving standards. A self-evaluation system has been established based on analysing direct evidence, but to date the reports produced are superficial. Little attention is given to standards of work and teaching; the emphasis in them is on the quality of the general provision. There are no reports on the outcomes for the governing body.
113. There is no close relationship between the priorities of the new SDP and the previous self-evaluation programme. A sub-panel of the governing body has been established to monitor curricular developments; only one member is not on school staff.
114. A concise self-evaluation report of satisfactory quality has been produced for the inspection team. It tends to be descriptive and there is insufficient reference to evidence to support some of the opinions. References to the school's shortcomings are very rare.
115. The responsibilities of staff are clearly defined and they fulfil their duties conscientiously, for example monitoring the quality of planning. The self-evaluation work is based on discussing and analysis of work in pupils' books. Comments on several areas are recorded but there is no summary of strengths and shortcomings. The outcomes are superficial and no judgement is made on standards. There has been some lesson observation during the past year.
116. There has been satisfactory progress since the last inspection. The school has succeeded in raising standards in design and technology and in information technology at KS2; standards in design and technology and information technology [IT] were unsatisfactory at that time, but they are now satisfactory at KS2. There is good planning for key skills and standards are sound, but there is more work to be done on ICT at KS2. The quality of teaching has improved since the last report. There is still a need to hone the self-evaluation procedure; some purposeful strategies have been developed, but more attention is required in evaluating standards of work and teaching as well as detailed reports for the governing body.

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

Grade 2: Good features and no important shortcomings

117. The findings of the inspection team correspond with the school's grade 2 judgement in the self-evaluation report.
118. The staff/pupil ratio is 10:1, which is much better than the national average. The qualifications of teachers are appropriate for the ages they teach.
119. Teachers have followed an appropriate number of courses to develop their proficiency in varied areas and this has had a positive effect on standards in the majority of subjects.
120. The school takes good advantage of staff expertise to enhance teaching, particularly in art and music, and more recently, in design and technology.
121. The Parent Teacher Association raises approximately £2000 each year; money that is used to buy permanent items and disposable supplies. The money is kept in a fund managed by school staff. Good use is made of the community as an additional resource.
122. There are appropriate resources to provide for every aspect of the national curriculum. There is about one computer for every four pupils. An audit of current resources has been undertaken by the new head and gaps to be filled were identified. Generous contributions from parents and friends enable the school to plan confidently to improve resources as required.
123. Although the main building is now over a hundred years old, its fabric is generally sound and suitable maintenance work ensures it remains so. There are sufficient, suitable classrooms. The head does not have a separate office.
124. At times, space is limited for children under five. There is a good supply of large toys and other equipment for them.
125. The gardening corner and wooden toys provided by a member of the community are a popular feature of the yard. There is no sink with water in the KS2 class and this makes art activities inconvenient. There is not much grassed area around the school itself but a member of the community allows the school to make use of a nearby level field for games and sports days.
126. No clerk/administrator is employed by the school to lighten the teachers' load by undertaking some of the administrative tasks.
127. Apart from physical education where there is a lack of large and small equipment, there are plentiful resources for every subject and efficient and effective use is made of them. There is a fairly good supply of books and the library has been purposefully catalogued. There is insufficient fiction that will extend the older pupils.

128. There is an interactive whiteboard in the KS2 classroom but it has been placed too high for the youngest pupils to be able to use it.
129. A number of colourful displays are to be seen on the school walls and they contribute significantly to the effectiveness of the teaching and learning.
130. Resources are managed efficiently. The school ensures value for money.
131. It was necessary to draw attention to some health and safety issues. The school responded to a number of these during the inspection period.

## Standards achieved in subjects and areas of learning

### Under 5s

132. The general quality of the educational provision for children under five is appropriate for their needs, and children make good progress towards the Desirable Outcomes for Children's Learning.
133. Early years children make good progress in their skills in speaking, listening and reading and satisfactory progress in their writing skills. Their creative skills and their ability to find solutions for problems, their numeracy skills and their ICT skills are good.

<b>NURSERY CHILDREN</b>	
Development of language and literacy	2
Numeracy development	2
Creative development	2
Physical development	2
Knowledge of the world	2
Personal and social development	2

134. Children make good progress in their literacy skills. The great majority talk confidently to their peers and to adults. They enjoy singing rhymes about hands and repeating nursery rhymes.
135. The children's mathematical development is good. They match and sort well. They can count to five confidently and recognise numbers to over 20. They repeat patterns well.
136. The personal and social development of children is good. They play happily with the older children who share a room with them and concentrate well on their tasks. The close link with the Nursery Club also promotes their personal and social development.
137. Children have a good knowledge about the world around them and the daily and seasonal changes that affect their daily life. They know about sowing seeds and bulbs in earth and can identify and discuss the differences between various leaves.
138. The creative development of children is good. They mix colours well and print using different objects.
139. The physical development of children is good as they play with large toys and when joining in physical education lessons with older children. Their skills in handling small equipment are also good. They draw, colour and build very enthusiastically.

## Shortcomings

140. There are no specific shortcomings

<b>RECEPTION CHILDREN</b>	
Development of language and literacy	2
Numeracy development	2
Creative development	2
Physical development	2
Knowledge of the world	2
Personal and social development	2

141. Children make good progress in their literacy skills. The large majority ask and answer questions confidently. They trace sentences and a small number begin to write their names and read words independently. Through repeating and singing rhymes, they come to learn and reinforce a large number of words and sentence patterns.
142. The mathematical development of children is good. They calculate and deal with small numbers confidently, and they develop appropriately in their skills of matching and sorting. They begin to understand the purpose of money and concepts such as long and short when measuring a sunflower. They can recognise some basic shapes.
143. Children show good personal and social behaviour; they play together happily and concentrate well. They can wait their turn appropriately in group sessions and group activities.
144. Children develop an increasing awareness of the world around them and the seasonal changes that affect their everyday life. They know that plants need water and warmth. They can identify and name a number of leaves, fruits and animals, and discuss relevant information about them.
145. The creative development of children is good; they can use varied media and techniques effectively and can sing a large number of songs and rhymes from memory. They make appropriate use of building toys and ICT to reinforce creative work.
146. Children display good physical skills in the lessons shared with KS1 pupils and in the play sessions with large toys. They handle small equipment well and when drawing, colouring and building show skilful control.

## Shortcomings

147. There are no specific shortcomings.

## Welsh first language

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

### Good and excellent features

148. At KS1, pupils listen attentively to presentations and instructions and respond enthusiastically orally. By Y2, they discuss their experiences confidently.
149. KS1 pupils read with appropriate expression and discuss the characters in stories. The youngest pupils use phonic information effectively to correct themselves and to decode words.
150. At KS1, a good number of pupils write freely without support from the teachers. The most able pupils produce extended pieces fairly accurately. They show a good awareness of punctuation and a good grasp of syntax.
151. At KS2, pupils converse confidently as individuals, in groups and in whole class situations. They contribute enthusiastically to class discussion, expressing opinions effectively. By Y5 and Y6, they use extended sentences in discussion.
152. KS2 pupils read well. They use the library effectively and make good use of a variety of print sources, including the Web, to search for information.
153. At KS2, standards of writing are good. The large majority of pupils show good progress in their use of varied constructions and their punctuation, sentence and paragraph skills. They can undertake a broad range of written work as they use language for different purposes. The most able pupils can use comparisons effectively and can compose emulations of poems successfully.

### Shortcomings

154. At KS2, there are some weak constructions in the oral and written contributions of a small minority of pupils. Also at KS2, only a few can discuss their reading preferences.

## Mathematics

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

### Good and excellent features

155. At KS1, the standard of mental arithmetic is good.
156. Pupils handle numbers well. They have a sound understanding of place value and they read, write and organise numbers with increasing accuracy. They understand key concepts and can recall key facts quickly and accurately.
157. They identify shapes according to their mathematical names and can describe

their main characteristics accurately.

158. Y1 pupils can use non-standard measures well. By Y2, they use standard units accurately when measuring length.
159. At KS2, pupils can discuss 2D and 3D shapes accurately and know how to measure perimeter.
160. In Y3 and Y4, they use a good range of strategies for calculating mentally and with encouragement pupils can explain the strategies they use.
161. Y3 and Y4 pupils show a good understanding of place value and they deal confidently with large numbers and with the first decimal point.
162. In Y5 and Y6, pupils use a very good range of strategies for calculating mentally and they can confidently explain the strategies they use.
163. Y5 and Y6 pupils have a good understanding of fractions and decimals. They can convert general fractions into decimal fractions.

### **Shortcomings**

164. There are no major shortcomings.

<b>Information technology</b>
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**Key Stage 1** – Grade 2: Good features and no important shortcomings

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

### **Good and excellent features**

165. At KS1, good use is made of programs for reinforcing skills and drawing programs. Computer skills are developed effectively.
166. KS1 pupils can word-process without support to a good standard and produce graphs from a prepared database with support. Y2 pupils can save and retrieve information that has been stored.
167. With support, KS1 pupils can combine various pictures and text. They can also direct the floor turtle effectively.
168. They make effective use of word-processing programs in Y3 and Y4. Pupils can import pictures without assistance, combine them with text and change the colour and size of print. Pupils can refine their products in order to present them to an audience.
169. The standard of word-processing is very good amongst Y5 and Y6 pupils. They can change the font and size of print without assistance and highlight it effectively, and transfer the text to a number of varied programs.

- 170. Pupils are confident when using e-mail and gathering information from the Internet.
- 171. The older pupils can create varied shapes by using a modelling program, such as Logo.

### **Shortcomings**

- 172. At KS2, work on interrogating and creating a database has only just started.
- 173. Older KS2 pupils do not investigate and change values in a procedure.

<b>Design technology</b>
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### **Key Stage 1 and 2 – Grade 2: Good features and no important shortcomings**

#### **Good and excellent features**

- 174. At KS1, the standard of mental arithmetic is good.
- 175. Pupils handle numbers well. They have a sound understanding of place value and they read, write and organise numbers with increasing accuracy. They understand key concepts and can recall key facts quickly and accurately.
- 176. They identify shapes according to their mathematical names and can describe their main characteristics accurately.
- 177. Y1 pupils can use non-standard measures well. By Y2, they use standard units accurately when measuring length.
- 178. At KS2, pupils can discuss 2D and 3D shapes accurately and know how to measure perimeter.
- 179. In Y3 and Y4, they use a good range of strategies for calculating mentally and with encouragement pupils can explain the strategies they use.
- 180. Y3 and Y4 pupils show a good understanding of place value and they deal confidently with large numbers and with the first decimal point.
- 181. In Y5 and Y6, pupils use a very good range of strategies for calculating mentally and they can confidently explain the strategies they use.
- 182. Y5 and Y6 pupils have a good understanding of fractions and decimals. They can convert general fractions into decimal fractions.

### **Shortcomings**

- 183. There are no major shortcomings.

## Physical education

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

Lessons in games and dance were observed at KS1 and a gymnastics lesson at KS2.

### Good and excellent features

184. At KS1, pupils respond to instructions well. They can use space well when dancing, co-ordinating their movement to music well. They can create a sequence of shapes effectively.
185. Pupils have the appropriate skills for their age when moving on the yard and when working with a ball. They can play suitable games, keeping to the rules.
186. At KS2, pupils recognise, discuss and form basic shapes well. They also work effectively in pairs to form a sequence of shapes.
187. KS2 pupils observe each other effectively, offering comments on good aspects of the performance.
188. At KS1 and KS2, pupils dress appropriately for lessons. They also listen attentively to instructions, concentrating well when working, and working energetically in lessons.
189. They have a good understanding of the beneficial effect of exercise on the body and health and of the need to ensure safety during lessons.

### Shortcomings

190. There are no major shortcomings.

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

The staff and governors of the school accept the results of the inspection as very positive ones and take pride in the fact that pupils' standards as well as the standards of teaching are praised.

The report reflects the important contribution made by the school within the local community and catchment area, appreciating the strong link that exists between the school and parents and with the secondary school. It is shown in the report that the school provides education of good standard in a happy and safe environment and that it provides value for money.

The attitudes of the inspection team were totally professional and courteous as they undertook their work thoroughly and in detail. The head was given an opportunity to be included in discussions and they were constructive and productive.

The school appreciates the recommendations for further development and the implementation plan will respond to them fully. This will be a sound basis to build upon the good work already undertaken in the school.

## Appendix 1

### Basic information about the school

Name of school	Ysgol Pant Pastynog
School type	Primary Community
Age-range of pupils	3 – 11
Address of school	Prion Nr Denbigh Denbighshire
Post-code	LL16 4SA
Telephone number	01745 890331

Headteacher	Mrs Mair Beech Williams
Date of appointment	Medi 2005
Chair of governors/ Appropriate authority	Mrs Gwenfair Davies
Registered inspector	Mr Phil Mostert
Dates of inspection	17 – 19 October 2005

## 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	7 [4]	5	2	5	2	6	3	2	32

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	1	2.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	10:1
Pupil:adult (fte) ratio in nursery classes	7:1
Average class size, excluding nursery and special classes	12.5
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole School
Autumn 2004	97.7	97.7	97.7	97.7
Spring 2005	100	90.3	95.3	95.2
Summer 2005	95.8	92.0	96.2	94.6

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

## Appendix 3

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

<b>National Curriculum Assessment KS1 Results 2005</b>	Number of pupils in Y2	2
As the number of pupils eligible for assessment at the end of Key Stage 1 was greater than four but fewer than 10, overall performance indicators only are included		

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

<b>National Curriculum Assessment KS2 Results 2005</b>	Number of pupils in Y6	4
As the number of pupils eligible for assessment at the end of Key Stage 2 was greater than four but fewer than 10, overall performance indicators only are included		

## Appendix 4

### Evidence base of the inspection

The school was inspected by a team of three inspectors who were present in the school for a total of six days. During the period:

- 17 lessons, or parts of them, were attended, sharing the time fairly equitably between the classes;
- their work was discussed with the pupils, the head, all the teaching staff and with the support staff;
- pupils were questioned in detail on their knowledge and understanding of the curriculum;
- a wide range of pupils were heard reading in Welsh and in English;
- samples of pupils' work completed during the current term and during previous terms were inspected;
- a substantial sample of the school's documentation was studied, including its policies and long, medium and short-term schemes of work;
- the SDP was examined in detail;
- attendance registers and pupil assessment records were studied;
- detailed attention was given to the school budget;
- inspectors were present in the corporate worship sessions on two mornings;
- a parents' meeting was attended at which 13 parents were present, and 19 parent questionnaires were analysed;
- two formal meetings were held with the governing body.

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Phil Mostert Registered Inspector	Context Summary and recommendations Key questions 1, 2, 6 and 7 Welsh, Information technology and children under five.
R John Roberts Lay Inspector	Contribution to questions 1, 3, 4 and 7
Gareth Jones Team Inspector	Key questions 3, 4 and 5 Mathematics, Physical education and Design and technology
The Headteacher was chosen as the school's nominee.	

**Contractor**           Cwmni Cynnal  
                                  Technology Centre  
                                  Bridge Street  
                                  Llangefni  
                                  Anglesey  
                                  LL77 7HL

### Acknowledgement

*The inspection team would like to thank the governors, staff, pupils and parents of the school for their ready co-operation throughout the inspection.*