

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

**Ysgol Tremeirchion
Tremeirchion, LL17 0UN**

School Number: 6633020

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by

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16360**

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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
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Ysgol Tremeirchion 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 Tremeirchion took place between 05/12/05 and 07/12/05. An independent team of inspectors, led by Len Jones, undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

"There are three types of inspection.

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

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

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

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

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

The nature of the provider

1. Ysgol Tremeirchion is located in the village, which is some four miles from St Asaph. It is a designated Welsh school under the voluntary control of the Church in Wales. The school is maintained by Denbighshire Education Authority.
2. Only a minority of pupils come from the village, the majority are transported from other villages, such as Rhualt, Trefnant, Caerwys, and from St Asaph itself.
3. They come here to take advantage of Welsh-medium education, although only 50% of the pupils come from homes where Welsh is spoken as the main language. The school states that 75% of the pupils can speak Welsh to first language standard.
4. The area from which the pupils come is described as advantaged. Some four per cent of pupils have the right to receive free school meals, which is significantly lower than the county and national averages.
5. Pupils are received into the school in the September following their third birthday.
6. During the inspection there were 53 pupils on the school's register, nine of them being of nursery age who attend the school during the mornings only. Pupils are taught in three classes in the mornings and in two classes during the afternoons.
7. Pupils represent the full range of ability; four of them are on the Special Educational Needs (SEN) register with one of the four having a statement of SEN.
8. The school was last inspected in September, 1999.
9. The head has been in post since January 1995.

The school's priorities and targets

10. The school's priorities and targets for 2005-06 include:
 - complete the updating of the mathematics scheme of work;
 - establish links with a school in another country in order to promote the awareness of global citizenship;
 - establish a more effective system for the monitoring of different aspects within the school;
 - undertake an audit of resources in music in order to improve the provision;
 - buy new mats for gymnastics, and
 - review job-descriptions.

Summary

11. Ysgol Tremeirchion is a popular school, which has a number of good features. There has been an improvement in standards at the school in some areas since the last inspection. The judgement of the inspection team agrees with the judgement of the school in its self-evaluation report in five out of the seven key questions. In the two judgements that differ, the inspection team adjudged a higher grade.

Table of grades awarded

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

Standards

12. The standards in subjects observed are as follows:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Standards of achievement	0%	45%	50 %	5%	0%

13. Pupils' standards in lessons are equal to the Welsh Assembly Government's targets for the whole of Wales, which is that 95% of lessons are satisfactory (Grade 3), but lower than the target of ensuring that 75% are good (Grade 2) or better.
14. There are some weaknesses in the educational provision for pupils under five years of age, but there is evidence that these weaknesses are easily remedied.
15. In Key Stage (KS) 1 and KS2, in the subjects inspected, the standards of achievement are as follows:

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

16. Overall, children under five years of age make satisfactory progress towards learning targets; the progress of children in the reception class is not as good as

that of children in the nursery. Overall, the progress of pupils in KS1 and KS2 is good.

17. The development of the key skills of children under five years of age is satisfactory; the listening and personal and social development skills of children in the reception year are insufficient. The development of their numeracy skills is good whilst the development of their information and communications technology (ICT) skills is satisfactory.
18. Pupils in KS1 and KS2 make good progress in their literacy and numeracy skills, and satisfactory progress in their ICT skills.
19. Pupils throughout the school show good progress in bilingualism, they can converse and discuss in Welsh, according to their maturity.
20. In 2005, at the end of KS1, pupils' achievements were higher than national averages in Welsh, mathematics and science; they were also higher than the county averages, and in the higher quartile when comparing with similar schools, in relation to the number of pupils entitled to receive free school meals.
21. At the end of KS2, in 2005, pupils' achievements in the core subjects of the National Curriculum (NC) were higher than the county and national averages in Welsh, English, mathematics and science. The school excelled, in comparison with similar school, with regard to pupils entitled to receive free school meals. Pupils' results across the subjects in KS2 have been consistently good over recent years.
22. Pupils make generally good progress towards their potential, mastering the skills and understanding which enable them to move forward towards the next learning stage. At the moment, progress is not so evident in the case of children in the reception year.
23. They show an interest in their work, especially when the tasks provided are worthwhile, and ones to which they can commit themselves well.
24. Overall behaviour is good across the school, with pupils aware of the school's expectations and guidelines. Pupils are polite and friendly. A small number of children in the reception year and KS1 are disruptive during introductions to lessons, causing some disturbance.
25. Pupils' attendance is satisfactory with an average of 94.5% over the last three terms. Instances of pupils arriving late are very rare.
26. On the few occasions when they are asked to work together on curricular aspects, such as in physical education lessons, they show a good ability to do so.
27. Pupils show a good understanding of equal opportunity issues, together with a respect towards a variety of religions and social and cultural traditions. Their awareness of global citizenship is developing well.
28. Pupils have a good awareness of the world of work, and their understanding of business is developed through their practice of selling fruit to their fellow pupils during the morning break time.
29. Pupils take part in a good range of activities within the community.

The quality of education and training

30. The quality of teaching in the lessons observed is as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	55%	45%	0%	0%

31. The quality of teaching in lessons is higher than National Assembly for Wales targets for the whole of Wales, which is that 95% of lessons are satisfactory or better (Grade 3), but lower than the target of ensuring that 75% of lessons are good or better (Grade 2).
32. The more successful lessons are characterised by detailed structure and development; effective tasks and summative feedback at the end of lessons; links with other aspects of the curriculum; differentiation of tasks which take account of the different age and ability of pupils, including pupils with SEN.
33. Teachers know their pupils well and have a good relationship with them. They are also mindful of them.
34. There is a good system in place for recording pupils' progress throughout the school. Achievements are assessed against appropriate benchmarks and progress is recorded regularly.
35. Reports on the progress of their children are presented annually to parents, and these fully meet statutory requirements. Parents appreciate these reports.
36. One of the evident and notable strengths of the school is the quality of the provision offered to the pupils. This includes the broad extra-curricular provision, such as after-school clubs, visits to specific places and activities within and beyond the local community. Even so, day-to-day experiences of children in the reception class are too closely linked with the programmes of study of pupils in KS1, and lacking in experiences of the Desirable Outcomes for Children's Learning.
37. Another strong feature is the way in which it prepares, and succeeds, in creating bilingual pupils – pupils that are prepared to talk with each other in Welsh as well as receive their formal education through the medium of Welsh.
38. The provision for pupils with SEN is good, and in accordance with the SEN Code of Practice guidelines.
39. Teachers are aware that the headteacher is the designated person for 'Child Protection'.
40. The school has effective procedures to promote awareness of equal opportunities and to create awareness of global citizenship.
41. The provision for the development of understanding some aspects of the world of work are good, including the efforts made to raise awareness of respecting the environment and of recycling.
42. The school meets statutory requirements with regard to collective worship, and provides opportunities for pupils to develop their spiritual, moral and social values.

Leadership and management

43. The headteacher manages the school effectively from day-to-day, and succeeds in securing the ready co-operation of the staff.
44. A series of specific aims and objectives have been drawn up, which are a source of help and guidance to staff and managers in providing education for the pupils.
45. There are numerous policies in place for the curricular and personal and social development of pupils.
46. Targets for pupils' achievements in the core subjects are set annually and their effectiveness is reviewed.
47. The school is involved in the 'Healthy Schools' initiative and has gained the 'Quality Mark' accreditation from the Basic Skills Agency.
48. The governing body is very committed to the school, anxious for it to succeed and proud of the part the pupils play in the local community. They have a good awareness of financial matters; as yet their role in monitoring the curriculum is underdeveloped.
49. Although the school's self-evaluation report is concise and in accordance with the Estyn framework, it is not sufficiently analytical and judgemental in its contents.
50. Staff have subject and educational aspect responsibilities; as yet, the implementing of this process has not been formalised so that they can express a judgement on the quality of education and learning and on standards across the school.
51. The number and qualifications of staff are appropriate for the number of pupils and the school has a good supply of resources which are used to promote the pupils' experiences.
52. Since the last inspection, a new, convenient unit of two classrooms has been built. Even so, a lack of space mars some activities and the cabin used for art lessons in KS2 is run-down and unsuitable.
53. Since the last inspection, a convenient, enclosed, outdoor play area has been created for the children under five years of age; its usefulness is limited due to the wet and muddy nature of the ground within it.
54. Standards have been raised in some subjects since the last inspection, although the school has not succeeded in responding fully to all of the key issues.

Recommendations

The staff and governing body need to:

- R1 raise standards in the subjects judged to be satisfactory, namely in history and physical education in KS1, geography in KS1 and KS2 and art in KS2;
- R2 ensure that the experiences of all children under five are in accordance with the requirements for the Desirable Outcomes for Children's Learning;
- R3 develop the role of curriculum co-ordinators so that they may gain information on standards of achievement and quality of provision in their fields across the

school, and can transfer this information to the school's self-evaluation process;

- R4 develop the role of the governing body in monitoring the quality of the curriculum;
- R5 ensure that the condition of the building used to present some curricular aspects in KS2 is acceptable and promotes pupils' standards of achievement;
- R6 provide an all-weather floor in the open air enclosed play area for children under five, in order to increase its usefulness.

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

55. The findings of the inspection team agree with the school's judgement in its self-evaluation report.

56. Standards in lessons within the subjects inspected are as follows:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Standards of achievement	0%	45%	50 %	5%	0%

57. Pupils' standards in lessons are in line with targets set by the Welsh Assembly Government for the whole of Wales, namely that 95% of lessons are satisfactory (Grade 3) or better, but lower than the target of ensuring that 75% are good (Grade 2) or better.

58. There are some weaknesses in the educational provision for children under five years of age, but there is evidence that these weaknesses may be easily remedied.

59. In KS1 and KS2, in the subjects inspected, the standards of achievement were as follows:

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

60. Children under five years of age make satisfactory progress; children's personal and social development in the nursery is good; progress of children in the reception year is not as good.

61. The key skills of children under five are satisfactory overall; whilst the nursery children make good progress in their listening skills, neither the listening skills of the children in the reception year, nor their personal and social development are sufficient. The development of numeracy skills in the children under five is good, while their ICT skills are satisfactory.
62. In KS1 and KS2, the development of pupils' literacy and numeracy is good, while their ICT skills are satisfactory.
63. Pupils throughout the school, show good progress in their bilingual skills. They are very eager to use Welsh, in formal situations, and amongst themselves outside the classroom.
64. In 2005, at the end of KS1, pupils' achievement was higher than the national averages in Welsh, mathematics and science; they were also higher than the county average, and in the top quartile in comparison with similar schools, with regard to the percentage of pupils entitled to receive free school meals.
65. At the end of KS2, in 2005, pupils' achievements in the NC core subjects were higher than the county and national averages in Welsh, English, mathematics and science. The school excelled, in comparison with similar schools, with regard to the pupils entitled to receive free school meals.
66. The school's results in all the core subjects, at the end of KS2, have been consistently good over recent years.
67. Pupils, overall, make good progress towards their potential, mastering skills and understanding which enable them to move forward to the next learning stage. Currently, this progress is not as evident amongst children in the reception year.
68. They show an interest in their work, especially when the tasks provided are worthwhile and to which they can commit themselves well.
69. Overall behaviour is good across the school, with pupils aware of the school's expectations and guidelines. Pupils are polite and friendly. A small number of children in the reception year and KS1 are disruptive during introductions to lessons, causing some disturbance.
70. Pupils' attendance is satisfactory with an average of 94.5% over the last three terms. On the whole, pupils arrive at the school punctually, apart from those rare occasions when their transport arrives late.
71. On the few occasions when they are asked to work together on curricular aspects, such as in physical education lessons, they show a good ability to do so.
72. Pupils show a good understanding of equal opportunity issues, together with a respect towards a variety of religions and social and cultural traditions. Their awareness of global citizenship is developing well.
73. Pupils take part in a good range of activities within the community.
74. Pupils have a good awareness of the world of work, and their understanding of business is developed through their practice of selling fruit to their fellow pupils during the morning break time.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

75. The findings of the inspection team differ from the grade which the school awarded itself in its self-evaluation report, where a Grade 3 was awarded.

76. In the lessons inspected, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	55%	45%	0%	0%

77. The quality of teaching in lessons is higher than National Assembly for Wales targets for the whole of Wales, which is that 95% of lessons are satisfactory or better (Grade 3), but lower than the target of ensuring that 75% of lessons are good or better (Grade 2).

78. Good standards of teaching in lessons are evident when teachers:

- prepare lessons as a follow-up to pupils' experiences from visits and outdoor activities;
- plan lessons in detail beforehand, with clear structure and subsequent action which leads to appropriate activities and to feedback at the end of the lesson;
- ensure effective class management and encourage pupils to achieve high standards of work;
- show detailed and appropriate planning which often has links with other curricular aspects;
- offer the pupils opportunities to work independently and encourage them to apply themselves to their tasks, and
- differentiate tasks appropriately towards pupils of differing abilities, and prepare suitable exercises and resources for them, including pupils with SEN, including the more able pupils.

79. In the teaching judged to be satisfactory, there are weaknesses to be seen, at times, where the teachers:

- allow pupils too much time to settle at the beginning of a lesson or between activities;
- do not make effective use of classroom assistants to support the pupils;
- use a limited range of teaching strategies, and
- do not have sufficiently high expectations of pupils' achievements.

80. A good relationship exists between the pupils, the teachers and all staff at the school. The teachers know their pupils well and are ready to praise good efforts. The consistent encouragement of teachers helps to ensure that pupils aim for good progress in their work and they use a variety of appropriate resources to enhance the lessons.

81. Teachers show a good knowledge of their subjects, and have particular expertise for some aspects, such as outdoor education. Purposeful visits are arranged to places within the community and further afield, and this is used to enrich the content and context of lessons, across a number of appropriate subjects. Sound planning is shown for the lessons, together with developmental action for teaching the subjects. Even so, there isn't a variety of teaching strategies offered to some pupils and, when computers are used, time allowed for this is too short.
82. All pupils are treated equally and fairly, according to the relevant policy. Each one has access to all the activities and experiences offered, within lessons and in extra-curricular activities. This is also promoted through the provision for religious education and Personal and Social Education (PSE).
83. The provision for promoting bilingualism is excellent and one of the strengths of the school. It shows detailed and purposeful planning for developing the language of each pupil, and is the basis for developmental action throughout the school years.
84. There is a supportive strategy for pupils with SEN, as well as appropriate provision through extended work for the more able pupils. There is a detailed and orderly strategy to monitor the work and progress of pupils across both key stages, and this contributes to further provision and planning.
85. The school has adopted consistent strategies and procedures for assessing achievement, progress and attainment of pupils, through teachers' daily marking practice, and through keeping records of standards, as well as profiles of pupils' work and achievements. At the end of each term, pupils' work is levelled by teachers according to NC levels. Purposeful books are kept to record early assessments of pupils in KS1. A record is also kept of continuous progress, which includes contributions from parents, and simple examples of specific tasks achieved by the pupil.
86. There are opportunities for pupils to express an opinion on their work in KS2, but these are mainly oral contributions, and there are no opportunities provided to actively include pupils in the assessment of their work, and to record this in order to identify steps for improvement and targets for the future.
87. The school has a clear marking policy, but there is inconsistency in implementing the policy across the school. The majority of comments on pupils' work offer praise and encouragement, but examples offering further guidance are inconsistent.
88. The school's annual reports to parents refer to all the core and foundation subjects, and give guidance on improvement for the future. Reports are clear, and contain a record of pupils' achievements, as well as results of end of key stage tests. There are opportunities for parents to contribute to the reports and meetings arranged for them twice a year, where they have the opportunity to discuss the progress and development of their children. The friendly and co-operative ethos of the school also allows any parent to come to the school at any time to discuss the work and development of their children with the appropriate teacher. Despite this, a small number of parents feel that the school does not offer them enough information on the progress of their children.

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

Grade 1: Good with outstanding features

89. The inspection team's findings differ from the grade the school awarded itself in its self-evaluation report, as it awarded a Grade 2.
90. The school responds well to the needs and interests of the pupils and the community through giving equal access to the curriculum to all pupils, including those with SEN. The curriculum is accessible, co-ordinated and differentiated for the ability and needs of pupils of different year groups who are within the same class.
91. Overall, the schemes of work conform to statutory requirements that ensure progression and continuity. Even so, experiences of children under five, in particular in the reception class, do not conform to the requirements of the Desirable Outcomes for Children's Learning, as too often, the children are taught according to the KS1 programme of study.
92. The continuity between lessons, and the links between them and extra-curricular activities, are one of the notable features of the school. There are excellent examples of visits to the community and further afield, which are a means of enriching the experiences of all pupils.
93. The school offers a wide range of extra-curricular activities to the pupils, such as Urdd activities, singing in a choir, football, netball. A wide range of educational visits are also offered which enrich their educational and personal development well. For example, the older pupils receive canoeing lessons annually and a number of them have received accreditation for this. The effective use of the school mini bus widens and enriches outdoor experiences and activities for the pupils. They also, in learning about the way of life of the people of Botswana, develop an awareness of global citizenship.
94. Pupils' key skills are developed through their inclusion in a number of curricular plans, whilst the provision for the development of bilingual skills is one of the outstanding features of the school. Although there are examples of pupils' ICT work to be seen, there is insufficient provision for the development of ICT across the curriculum.
95. The development of pupils' spiritual, moral, social and cultural development is promoted well. The periods of collective worship conform to statutory requirements and give the pupils opportunities to reflect and to develop good personal values. The school's close relationship with the Church enriches the pupils' spiritual development, and the Vicar comes into school regularly to lead the collective worship services.
96. Pupils' moral development is promoted through their fund-raising activities for good causes, and through the annual concert and their visits with the aged. The visits of the police school liaison officer are incorporated into the school's PSE curriculum, and are included in the schemes of work for KS1 and KS2.
97. There are opportunities to develop socially through such activities as visits to the outdoor activity centre at Nant Bwlch yr Haearn, contributing to a television programme on S4C, or canoeing on Llyn Tegid. Pupils at the school take part in a number of games against other schools, and contribute to local activities

within the community. There are opportunities for pupils to take part in plays, and the school choir sings in local concerts, in the Church, as well as competing in the Urdd Eisteddfod. A meeting is held weekly for the Urdd members at the school.

98. The pupils collect Christmas boxes for 'Operation Christmas Child', to help less fortunate children in foreign countries. This, together with their work on Botswana, enriches their awareness of global citizenship.
99. There are good links with the local nursery school, with the leader also supporting on a part-time basis in the reception class in the school.
100. The school has an agreement with North Wales College, Bangor, and they receive students on teaching practice from there regularly; they also occasionally receive students from Kesterton and Llandrillo colleges. Pupils from the local comprehensive schools regularly undertake work experience at the school.
101. The school also makes good use of the links with the world of work to enrich work in the classroom. The schools liaison officer from North Wales Police takes PSE sessions fortnightly with the pupils.
102. There are close links between the school and local schools, in order to share resources and information, and there are effective transition arrangements with the comprehensive school, which give the pupils in Y6 opportunities to meet teachers from the comprehensive school and also to visit the school before transferring.
103. The school has a very good relationship with its parents. The parents receive a good range of information, as can be seen from their response in the pre-inspection meeting and the questionnaires returned by them. Useful information is provided in the School Prospectus and in the Governors' Annual Report to Parents. The majority of the parents sign the home/school agreement annually. There is a strong Parents Association which arranges a good number of social evenings as well as fund-raising activities. Some parents come into the school weekly to help with reading and other activities, as well as supervising pupils while on visits.
104. The school has a comprehensive policy on equal opportunities which is promoted through lessons in religious education and PSE. The school ensures access to all school activities for each pupil, whatever their sex or ability.
105. The school has strategies for promoting sustainable development and global citizenship and pupils are aware of the importance of caring for the environment through practices such as recycling paper and their work in the school garden.
106. The school has already received accreditation for Stage 1 of the 'Healthy Schools' project. In connection with this, the pupils' entrepreneurial skills are promoted through running the school's fruit shop where they are responsible for ordering, pricing and selling the fruit; they also sell bottled water and the school calendars.

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

Grade 2: Good features and no important shortcomings

107. The inspection team's findings agree with the grade the school awarded itself in its self-evaluation report.
108. The school is a happy community which gives very good support to the pupils. Pupils show respect and courtesy towards each other, all staff and visitors. Effective use is made of assistants and of other professional workers who come to the school to support the pupils, especially those who need further support.
109. The parents are full of praise for standards at the school and the achievements of their children, especially their bilingual skills, and for the school's care of their children. The staff are always ready to support through listening to parents and responding to their comments. This relationship is identified by the parents and governors as an important and praiseworthy aspect in the social life of the village.
110. There are effective strategies in place to ensure that new pupils settle quickly into the school. There are assessment books for the basic development of children under five, together with a record of continuous progress, in order to record the progress of pupils in the early years. There is also space for parents' comments. At the end of KS2, relevant information regarding the achievement of the pupils is transferred to the comprehensive school with them.
111. The school works effectively with other agencies in order to ensure the care and welfare of the pupils. Pupils feel at home at the school and they have confidence in their teachers.
112. The School Council gives the pupils a voice on pertinent issues, and an opportunity for them to express an opinion and receive feedback about the ideas which are discussed. The schools' liaison officer for North Wales Police contributes regularly through coming to talk to pupils in KS1 and KS2 about issues such as social behaviour, safety and misuse of substances. Personal and social education lessons broaden pupils' knowledge on aspects of healthy eating, and these aspects are reflected in the school's lunch menu.
113. On the whole, registers are kept carefully and correctly, and transferred termly to the school's computer. Attendance and punctuality are carefully monitored. The school contacts the County Educational Social Worker when there is a need to investigate further the reasons for absence. Parents are aware of the school's expectations with regard to notifying them of their child's absence.
114. The school's care of the pupils throughout is good, and there are appropriate policies for health and safety. The governors have also undertaken a risk assessment at the school. Even so, the condition of the outside cabin, which is used specifically for art lessons in KS2 is run-down and unsuitable. It does not promote good standards or offer a pleasing environment.
115. There are suitable policies for Child Protection which are known to all staff at the school and are implemented effectively.
116. There are four pupils on the SEN register, including one who has a statement of SEN. The quality of the provision for these pupils is good and the procedure for

identifying pupils with SEN is clear, and in line with the requirements of the SEN Code of Practice.

117. The school's SEN Co-ordinator (SENCo) works effectively with the teachers in order to support and offer help in preparing suitably differentiated programmes for pupils within the lesson. She also offers appropriate strategies in order to improve the reading skills of pupils. The school also makes good use of the authority's Educational Psychology Service, through operating according to their assessments and advice and through making effective use of an external assistant from the authority's Child Development Team.
118. The individual educational plans, which are assessed each term and revised as necessary, are thorough and contain appropriate and measurable targets. Parents receive regular information on the progress of their children, guidance on how to help them, and contribute towards annual reports which conform to statutory requirements. The identified member of the governing body has good knowledge of the SEN situation and procedures in the school, and she occasionally meets with the SENCo.
119. No instances of bullying or aggressive behaviour were seen during the inspection. The school has a clear and comprehensive policy for discipline, which includes clear guidelines and strategies, and structured steps to be taken on how to react and deal with any unacceptable behaviour. Pupils and parents are aware of the behaviour rules and of the school's procedures in cases of bullying.

Leadership and management

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

Grade 2: Good features and no important shortcomings

120. The inspection team's findings agree with the grade the school awarded itself in its self-evaluation report.
121. The headteacher succeeds in creating a spirit of co-operation and of sharing responsibilities amongst the staff.
122. The school has its aims and objectives; included in the Prospectus is a very valuable statement formulated by the governing body.
123. The day-to-day running and administration of the school is effective.
124. Some effective policies have been drawn up in curricular areas and for children's welfare issues; the policy for Welsh is particularly comprehensive, and emphasises the importance of gaining bilingualism.
125. The school sets targets for pupils' achievements in the four core subjects in assessments at the end of KS2, modifying them according to need, and monitors attainments against the targets.
126. Performance Management procedures are followed appropriately, and teachers have been achieving their objectives for professional development in accordance with what was agreed.
127. The governing body meets regularly and shows complete commitment to the school and its activities. Some members call into the school regularly, on official

or unofficial visits. They meet statutory requirements through providing a Prospectus for new parents and the Annual Governors' Report for Parents.

128. The effective statement included in the school Prospectus shows the way in which the governing body involves itself in the school and its aspirations for the pupils. Even so, the governing body does not as yet monitor the quality of the curricular provision in a structured way.
129. Managers have good charge over the school's budget, and they give detailed attention to staffing issues and to spending on some of the priorities of the school development plan (SDP).

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

Grade 3: Good features outweigh shortcomings

130. The inspection team's findings agree with the grade the school awarded itself in its self-evaluation report.
131. In comparing the findings of the inspection team with the grades that the school awarded itself in the self-evaluation report, a considerable measure of parity can be seen. In the two key questions where the grades differed, the inspection team awarded a higher grade than the school awarded itself.
132. The self-evaluation report in itself follows the pattern of the seven key questions and identifies pertinent evidence sources that led to the findings. Even so, the judgement is insufficiently refined and analytical, and there are several comments that are not applicable to the section in which they are included.
133. Three teachers have been given curricular responsibility; up to now, their role has mainly involved adapting or developing schemes of work and with providing advice. The school has not formalised the procedure, so that there is a monitoring timetable in place and an opportunity for co-ordinators to ascertain the quality of teaching and learning in the subjects. Neither do they offer the governing body the opportunity to develop their role in monitoring the curriculum.
134. Teachers at the school and the governing body are aware of their part in the self-evaluation process. The governing body receives the headteacher's report, discusses it and offers comments. But there are no formal arrangements to ascertain the parents' and pupils' opinions on aspects of the life and work of the school.
135. The current SDP is a concise, orderly document, although it only identifies the priorities and their implementation strategies. These priorities show the positive connection between this document and the school's self-evaluation process. However, there is no review of the achievement of the previous SDP or any data that explains the school's current context.
136. The school has addressed the key issues identified in the 1999 inspection report in a conscientious way. On the whole, very satisfactory progress has been made; the school has not succeeded in fully responding to all the issues identified.

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

Grade 2: Good features and no important shortcomings

137. The inspection team's findings agree with the grade the school awarded itself in its self-evaluation report.
138. The school employs a sufficient number of teachers and support staff for the number of pupils. Their qualifications and expertise are appropriate for their duties. When there is need, they attend in-service training, arranged by the Local Education Authority (LEA), in order to update their skills and increase their awareness of current developments.
139. Pupils throughout the school benefit from regular and easy access to a good supply of learning resources. The school has a mini-bus, which is an unusual and extremely useful resource.
140. A new wing has been added to the school building since the last inspection, and it houses two useful classrooms. Even so, there is a lack of suitable space for developing aspects such as gymnastics, dance and drama work. The cabin, which is used for art in KS2, is unsuitable, and does not promote good standards of achievement or a sense of pride.
141. The enclosed outdoor play area created especially for the children under five years of age is a resource which has educational potential; however, the muddy condition of its floor does not allow regular enough use of it.
142. The headteacher and governing body manage the school's resources effectively. They carefully oversee the budget, in order to ease the implementation of developmental priorities and to consider staffing needs. The annual under spending is kept within an acceptable amount. The school ensures value for money.

Standards achieved in subjects and areas of learning

English

English is not taught or assessed in Key Stage 1

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

Good Features

143. In KS2, pupils talk and discuss confidently. They use the spoken language effectively to answer, to reason and to explain. They can explain aspects of work they have done without effort, showing a good grasp on syntax and expression.
144. A percentage of pupils read with confidence and fluency, and show enjoyment of the books they read. They understand the text well, and can explain what they have read and speculate as to what might happen to characters in the story. They have a good knowledge of well-known authors of children's books, and can name and discuss volumes that they have written.
145. They understand how to use reference books and information books well in order to glean appropriate information, and they effectively discuss their previous experiences of doing this in order to complete individual projects of their own choice.

146. Pupils in KS2 are fervently interested in their work, responding readily to purposeful written tasks, often stimulated by quality literature. Their awareness of writing as a means of communication is good, and through corresponding with the local Member of Parliament, and receiving replies from him, their understanding is deepened. They create extended work on forms such as dialogue, instructions, and work which is in response to poetry presented to them.
147. They show a good awareness of format, register and the purpose of a newspaper report, creating pieces which create a satisfactory effect. They can create narrative stories in comic-strip form, combining pictures and words successfully.
148. They create interesting and varied shape-poems, adopting the voice of the 'first person' to convey their ideas.
149. Pupils in B3 have a good awareness of how words are extended through the use of a prefix and a small number can chose the correct prefix to add to the root of the word.

Shortcomings

150. Elementary spelling mistakes mar the written work of a good number of pupils.

Mathematics

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

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

Good Features

151. The majority of pupils in KS1 recognise terms such as 'less', 'lightest' and 'heaviest' and use them correctly.
152. A number of pupils can recognise numbers on a clock face, and give the time in hours correctly, connecting it with daily activities which correspond to specific hours.
153. Many of the pupils can record time to the hour correctly in their workbooks.
154. The majority of pupils can use different ways of adding and finding missing numbers to 10.
155. Pupils can, by KS2, guess and measure correctly, using different measuring resources, such as a ruler, tape measure or ratchet wheel, and recording the results neatly in their workbooks.
156. A significant number of pupils use fractions purposefully in practical situations, and change them to corresponding percentage figures.
157. The majority of pupils create block graphs and pie graphs to interpret and record data correctly in graph form.
158. A number of pupils can use money multiplication methods to calculate shopping bills.

Shortcomings

159. There are no important shortcomings.

History

Key Stage 1 - Grade 3: Good features outweigh shortcomings

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

Good Features

160. In KS1, the majority of pupils differentiate correctly between resources which were used in the past in comparison with the present, and correctly place them in two appropriate columns.
161. The majority of them can label and colour materials from the past that were used to light the house. They can also identify the difference, through drawing a picture and labelling, between methods of lighting a house at the end of the nineteenth century and houses today.
162. Pupils can show an awareness of the difference between the light of a candle and an electric lamp through naming the appropriate features.
163. The majority of pupils use appropriate words to describe the story of Guy Fawkes, and relate it with appropriate developments today, such as Bonfire Night, and record it in their workbooks.
164. In KS2, pupils show a good awareness of how the Celts prepared and cooked food, through arranging evidence in an orderly and recordable manner.
165. The majority of them can recognise the purpose of different agricultural materials from the and record this in their workbooks.
166. A large number of pupils can identify the differences between farming during the Age of the Celts and that which they have identified on local farms in present times.
167. The majority of pupils can trace the work of William Morgan in translating the Bible and explain how his work has affected our lives today.
168. Some of the pupils use web sites effectively to interpret information on the journey of drovers across Wales, and compare them to the travelling resources of the modern age.
169. Many of the pupils can use a picture of King Charles I on the window of Tremeirchion Church as a resource for collecting further relevant information, and identifying this in their workbooks.

Shortcomings

170. Some pupils in KS1 tended to be disruptive and could not differentiate effectively between materials from the past and those relating to the present.

Geography

Key Stage 1 - Grade 3: Good features outweigh shortcomings

Key Stage 2 - Grade 3: Good features outweigh shortcomings

Good Features

171. In recognising the relationship between a specific story and the geographical work they were undertaking, pupils in KS1 responded satisfactorily to questioning.

172. A good number of them offer comments to evaluate the appeal of favourite places, or less attractive places, in their locality, and offer reasons for their choices.
173. They can recognise geographical features on a plan and on a map. They can record the different methods of travelling to school of their fellow pupils.
174. Pupils in KS2 can express an opinion about what makes their local area attractive, and of the contrasting features which would be disadvantageous with regard to attractions.
175. They can locate the local village from the perspective of an 'area' in Wales, and name counties adjacent to their own county. They also know about towns and cities in Wales.
176. They have a good knowledge of man-made features and physical features in their area, and can recognise common symbols used to identify specific features.
177. A minority of pupils are very aware of environmental issues.

Shortcomings

178. Some pupils in KS1 are unsure of the precise concept of a 'plan', even though they are familiar with the term and have used it in previous work.
179. They do not explain or describe the relationship between people and the environment.
180. Pupils in KS2 do not themselves investigate sufficiently into geographical aspects; rather, they receive information.
181. Their mapping skills are limited, only involving themselves with sketch-maps and area maps which are too elementary in their detail.

Art

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

Key Stage 2 - Grade 3: Good features outweigh shortcomings

Good Features

182. In KS1, pupils can name the weather features in winter and relate these to specific colours.
183. A number of pupils have good and detailed control of resources such as a pencil and a paint brush, and can use them effectively to draw pictures that can be recognised and appreciated.
184. Many pupils can draw a snowman using an acceptable sense of proportion.
185. The majority of pupils can observe effectively before drawing a reflective picture of a tree in winter.
186. A number of pupils can mix black or white with a specific primary colour, in order to create dark and light tones.
187. In KS2, pupils can mix different colours in order to create a tone of their own choice, and use it effectively in their work.

188. A significant number of pupils can experiment by using different materials showing painting skills on stones through drawing pictures of the faces of Celtic gods effectively on those stones.
189. A number of pupils are aware of the need to use scale in drawing a profile picture of a person.
190. The best examples of sketching faces contain the expression of personal feelings in the finished work.
191. Many of the pupils can collect ideas through observing the work of famous artists and can recreate a similar picture, reflecting the style effectively.

Shortcomings

192. In KS2, some pupils are hurried in their attitude, and the lack of care as they paint over paint which has not dried, mars the quality of their work.

Physical education

Key Stage 1 - Grade 3: Good features outweigh shortcomings

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

Good Features

193. A small number of pupils in KS1 can listen appropriately to instructions and to explanations of an activity.
194. In working on the floor, they are aware of the need to use different parts of the body and a small number can develop pushing and pulling methods along the floor, showing body shapes, in a satisfactory manner.
195. They respond satisfactorily in varying the methods of moving on their two feet.
196. A small number of pupils in KS2 develop the technique of controlling a ball with a stick satisfactorily whilst weaving through a path of cones. They show good progress during the lesson.
197. They can create suitable movements and body shapes in responding to music in a dance lesson.
198. A good number of pupils respond well to opportunities provided for them in adventure-activity aspects, gaining canoeing qualifications and completing orienteering activities.

Shortcomings

199. A good number of pupils in KS1 cannot listen intently nor respond effectively to instruction.
200. The variety in rolling skills that they show in their work is limited and there is insufficient smoothness to their movements.
201. A number of pupils in KS2 have difficulty in side-stepping to avoid an opponent in a game situation, and do not show a sufficiently athletic posture in handling a ball and a stick.
202. Pupils in both key stages to not sufficiently observe and evaluate each others' work.

School's response to the inspection

The school and governing body would like to thank the EPPC-Severn Crossing Ltd inspection team for the fair and professional way they carried out the inspection. As nominee, I would also like to thank the team for the opportunity to respond and express opinions during the detailed discussions which took place over the inspection period.

On the whole we feel that the report accurately reflects the situation that prevails here at the school. Our Self-evaluation document is also in close agreement with the inspection's findings.

It is good to see that our efforts to promote bilingualism receives strong acknowledgement. It is also encouraging to receive acknowledgement for all the extra-curricular work that occurs both in and outside the school.

We fully accept the Recommendations and look forward to prepare a plan to respond to them in a firm and positive manner.

Appendix A

Basic information about the school

Name of school	Ysgol Tremeirchion
School type	Nursery and Primary
Age-range of pupils	3-11
Address of school	Tremeirchion St Asaph Denbighshire
Postcode	LL17 0UN
Telephone number	01745 710328

Headteacher	Mr Geraint Roberts
Date of appointment	January, 1995
Chair of governors	Mr Philip Adey
Registered inspector	Len Jones
Dates of inspection	5-7 December 2005

Appendix B

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	4.5	9	5	9	8	7	3	3	46.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	2	3.1

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	17:1
Pupil: adult (fte) ratio in nursery classes	-
Pupil: adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	19
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Summer 2005	85.6	95.4	93.4
Spring 2005	88.7	91.1	94.5
Autumn 2004	91.0	93.9	95.6

Percentage of pupils entitled to free school meals	4%
Number of pupils excluded during 12 months prior to inspection	0

Appendix C

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2005	Number of pupils in Y2	8
As the number of pupils eligible for assessment at the end of Key Stage 1 was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	100%	In Wales	80%

National Curriculum Assessment Results End of Key Stage 2:

National Curriculum Assessment KS2 Results 2005	Number of pupils in Y6	6
As the number of pupils eligible for assessment at the end of Key Stage 2 in was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school	100%	In the school	-
In Wales	70%	In Wales	-

Appendix D

Evidence base of the inspection

- The inspection was undertaken by a team of three inspectors and one peer assessor who were present in the school for six 'inspector days'.
- Pre-inspection meetings were held with the parents, where there were nine present, and with the governing body to discuss the life and work of the school.
- Parents returned 25 questionnaires which were carefully analysed.
- Discussions were held with the headteacher and teachers.
- School documentation was examined.
- Eighteen lessons or parts of lessons were inspected.
- Samples of pupils' work in each year group were examined.
- Inspectors listened to a cross-section of pupils reading.

- Discussions were held with pupils about aspects of school life and about their work.
- Pupils' behaviour was observed during break times, lunchtime and at the beginning and end of the school day.
- Inspectors attended collective worship.
- Post-inspection meetings were held with the staff and governing body.

Appendix E

Composition and responsibilities of the inspection team

Team Member	Responsibilities
Len Jones (Registered Inspector)	Context and priorities Key questions 1,5,6,7 English, geography, physical education
Glyn Griffiths (Professional Inspector)	Key questions 2, 3, 4 Mathematics, history, art
Janice Davies (Lay Inspector)	Contribution to key questions 1, 2, 3, 4 and 7
Geraint Roberts	School Nominee
Anthony Bate	Peer Assessor

Acknowledgement

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

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