

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

A Report on the Quality of Education in

**Ardwyn Nursery & Infant School
Redbank
Welshpool
Powys
SY21 7PW**

School Number: 6662047

Date of Inspection: 02/12/09

by

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Introduction

Ardwyn Nursery & Infant School 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 Ardwyn Nursery & Infant School took place between 02/12/09 and 04/12/09. An independent team of inspectors, led by Wil Williams undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Ysgol Ardwyn is a bilingual school, situated in the small market town of Welshpool in Powys which is approximately eight miles from the English border. The school which is of modern design comprises four good-sized teaching units and enjoys an elevated position overlooking the town and the Severn valley. Learners come from the surrounding area and there are currently 66 on roll. There were no nursery children in the school during the term of the inspection.
2. There are four classes, two Welsh-medium and two English-medium catering for the age groups three to five years and five to seven years respectively. Children are admitted to the reception class in the term when they will be four years old.
3. The school describes the area from which learners are drawn as being neither advantaged nor economically disadvantaged. Six per cent of its learners are entitled to receive free school meals which is substantially lower than local authority (LA) and national averages. There are none who are 'looked after' by the LA.
4. English is the predominant language for all learners. There are none who speak Welsh at home or who receive support teaching in English as an additional language (EAL). Welsh second language is taught in all classes.
5. According to Baseline Assessment, attainment on entry for most learners is over 50 per cent higher than LA averages. Approximately 6 per cent of learners have been identified as having special educational needs (SEN) which is much lower than LA and national averages. There are none who have a statutory statement of SEN. There had been no exclusions during the twelve months before the inspection.
6. At the end of key stage 1, learners of both Welsh and English medium classes transfer to the nearby junior school in the town.
7. There have been no significant changes to the nature of the school since it was last inspected in the autumn of 2003. The head teacher has been in post for almost thirteen years.

The school's priorities and targets

8. Ysgol Ardwyn seeks to enhance positive attitudes to learning, to encourage the pupils to become self-confident and self-assured, creative and imaginative and enable them to benefit from educational opportunities later in life.
9. The school's targets for 2009 – 10 are to:
 - provide more opportunities for pupils to develop their thinking and problem solving skills in mathematics;
 - establish effective methods of observing pupils' learning on a daily basis;
 - continue to develop the outdoor area; and
 - develop the role of the curriculum team within the school's self-evaluation procedures.

Summary

10. The positive leadership provided by the head teacher coordinates the efforts of the teaching staff and the governors well and gives a sense of direction to the school's work. She is well-supported by a dedicated deputy head teacher and staff and a committed governing body.
11. The head teacher and staff place a high priority on the pastoral care of each individual learner and effective arrangements are in place to support their academic, social and personal development.
12. The team's findings match the school's judgement in its self-evaluation in five of the seven key questions. In key questions 1 and 3, the inspection team did not consider there were enough outstanding features to justify the Grade 1 awarded by the school in both key questions.
13. Good progress has been made in addressing five of the six key issues identified in the 2003 inspection report. Work on developing the role of curriculum leaders is still in progress.

Table of grades awarded

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

Standards and progress

14. In the National Curriculum (NC) assessments in 2009, all learners at the end of key stage 1 attained Level 2 or higher in English, mathematics and science with over a third of the cohort attaining Level 3 in two of the subjects. These results exceeded both national and LA performance by a considerable margin.
15. During the last two years, attainment in each subject has consistently been in the best performing 25 per cent of schools which have a similar percentage of pupils eligible to receive school meals.

16. In subjects inspected, standards of achievement in the lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6%	88%	6%	0%	0%

17. These percentages exceed the figures in the latest national picture reported by Her Majesty's Chief Inspector of Schools (HMCI) where standards are reported to be good or better (Grade 1 and 2) in 84 per cent of lessons. They are below the published figures of 12 per cent of lessons where standards of achievement are reported as being outstanding (Grade 1). They are substantially better than those reported in the last inspection.

18. Standards of achievement of children in the Foundation Phase are as follows:

Foundation Phase	Grade 2
Personal and social development, well-being and cultural diversity	Grade 2
Language, literacy and communication skills	Grade 2
Mathematical development	Grade 2
Welsh language development	Grade 2
Knowledge and understanding of the world	Grade 2
Creative development	Grade 2
Physical development	Grade 2

19. Standards of achievement in the subjects inspected in key stage 1 are as follows:

Subject	Key Stage 1
Welsh second language	Grade 2
Information communications technology	Grade 2
Design technology	Grade 2
Geography	Grade 2
Religious Education	Grade 2

20. The overall quality of the educational provision for the under fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes.
21. Foundation Phase children and key stage 1 learners make good progress in the key skills of language and communication, using and applying mathematics and information and communication technology (ICT). Their bilingual competency develops well.
22. The quality of learning is good in all classes. Learners are interested in their work and are confident and eager to ask questions. They develop well as independent learners.
23. All learners make good progress in their personal, social and learning skills. Standards of behaviour are consistently good.
24. The average level of attendance over the last three full terms was 95 per cent which is higher than national and LA averages.

The quality of education and training

25. The quality of teaching in lessons observed was judged as follows:

Grade1	Grade 2	Grade 3	Grade 4	Grade 5
15%	75%	10%	0%	0%

26. These percentages match closely the latest national figures where the quality of teaching is reported to be good or better (Grade 1 and Grade 2) in 83 per cent of lessons. They are also similar to the published figures of 16 per cent of lessons where the quality of teaching is reported as being outstanding (Grade 1). They are substantially better than the percentages during the last inspection.
27. Foundation Phase teachers and support staff have good relationships with the children and provide effective support to develop independence.
28. Where teaching is outstanding in key stage 1, the level of challenge and motivation provided extends learning and the purposeful and innovative strategies used ensure full inclusion.
29. Good features of teaching in all classes include well-structured lessons, high expectations of learners' behaviour and sessions conducted in a calm, purposeful manner. Support staff make an effective contribution to teaching and learning.
30. Where there are shortcomings in teaching, the focus is on teacher led activities rather than learners' involvement.
31. Procedures for assessing, recording and reporting learners' progress are good.
32. The quality and range of the learning experiences provided across the school is good. The curriculum is broad and balanced and well planned and successfully meets the needs of the range of learners.
33. Learners' spiritual, moral, social and cultural development is promoted well. The school provides its learners with a strong sense of right and wrong to which most across all ages respond positively. Collective acts of worship foster the ethos and values of the school effectively.
34. Parental links are good with the school making every effort to respond to parents' needs. The school is a very important institution within the town with learners contributing well to a good range of social and community events.
35. There is good provision for raising learners' understanding of the world of work and developing their entrepreneurial skills.
36. Education for promoting sustainable development and global citizenship is good with the school having been awarded the Green flag as an Eco-school.
37. Members of the School Council have an appropriate understanding of the purpose of the group but have little involvement in the school's decision making processes.

38. The school provides good quality personal support and guidance to learners. All feel safe and secure and are confident that they could turn to any member of staff for help and guidance. They have access to a relevant personal and social education (PSE) programme.
39. There are clear policies and procedures for promoting learners' health, safety and well being. These include systematic risk assessment and a clear child protection policy.
40. Provision for learners with SEN is good. Staff are well trained and ensure that all identified learners receive complete access to the curriculum. Equality for all is firmly embedded in the school's ethos.

Leadership and management

41. All members of staff play an active role in school development and the head teacher and governors take their view into consideration when making any important decisions.
42. Members of the governing body have a good understanding of their contribution to the school's strategic planning. They know the school well and have recently started to undertake their responsibilities for monitoring and evaluating provision and standards.
43. Self-evaluation procedures draw on first-hand evidence from a number of sources. However, these procedures lack rigour and are not carried out systematically.
44. The School Development Plan (SDP) is closely linked with self-evaluation outcomes and provides a clear strategic direction for the work of the school.
45. The school has an adequate number of appropriately qualified teachers who work very well together as a team. Teaching assistants make a valuable contribution to the quality of learning.
46. The quality and quantity of resources in most areas of learning is good. However, the shortage of reliable computers and interactive whiteboards places some constraints on the scope of both teaching and learning.
47. Although the spacious school grounds provide an interesting learning environment for learners of all ages, there is no specific outdoor provision for the Foundation Phase.
48. The school provides value for money.

Recommendations

In order to move the school forward, the governing body and staff need to:

- R1. establish comprehensive and systematic self-evaluation procedures;
- R2. *create well-resourced outdoor classroom areas for learners of all ages; and
- R3. improve provision for information and communication technology.

*identified as priority in 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

- 49. The judgement of the inspection team does not match the Grade 1 awarded by the school in its self evaluation report. Insufficient outstanding features were identified to enable the team to award a grade higher than Grade 2.
- 50. In the NC assessments in 2009, all learners at the end of key stage 1 attained Level 2 or higher in English, mathematics and science with over a third of the cohort attaining Level 3 in two of the subjects. These results exceeded both national and LA performance by a considerable margin.
- 51. Comparisons with schools within the same family show that the school's results have exceeded those of other schools.
- 52. During the last two years, attainment in each subject has consistently been in the best performing 25 per cent of schools which have a similar percentage of learners eligible to receive school meals. There has been no discernable differences between the performance of girls and boys.
- 53. In the subjects inspected, standards of achievement in the lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6%	88%	6%	0%	0%

- 54. These percentages exceed the figures in the latest national picture where standards are reported to be good or better (Grade 1 and 2) in 84 per cent of lessons. They are

below the published figures of 12 per cent of lessons where standards of achievement are reported as being outstanding (Grade 1).

55. These percentages are substantially better than those reported in the last inspection where standards were good in 57 per cent of lessons and satisfactory in 43 per cent of lessons.
56. Standards of achievement of children in the Foundation Phase are as follows:

Foundation Phase	Grade 2
Personal and social development, well-being and cultural diversity	Grade 2
Language, literacy and communication skills	Grade 2
Mathematical development	Grade 2
Welsh language development	Grade 2
Knowledge and understanding of the world	Grade 2
Creative development	Grade 2
Physical development	Grade 2

57. Standards of achievement in the subjects inspected in key stage 1 are as follows:

Subject	Key stage 1
Welsh second language	Grade 2
Information communications technology	Grade 2
Design technology	Grade 2
Geography	Grade 2
Religious Education	Grade 2

58. The overall quality of the educational provision for the under fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes.
59. Across the school, nearly all learners achieve good standards in their knowledge, understanding and skills. Those with SEN make good progress and achieve their individual targets.
60. Foundation Phase children make good progress in their communication and mathematical skills. Most speak confidently; they contribute effectively to class and group discussions and listen carefully to their teachers and peers. During practical activities they use basic mathematical skills well. They make good progress in their ICT skills.
61. Standards in the key skills in key stage 1 are good. Most learners use the appropriate subject vocabulary confidently when discussing their work and apply their reading and writing skills effectively across a range of curricular contexts. They use and apply their mathematical skills purposefully especially when undertaking problem-solving activities and most are confident users of ICT equipment.
62. Most learners in the Foundation Phase and key stage 1 respond positively to opportunities to speak Welsh and generally have a good understanding of the language. They participate confidently when discussing the weather and daily class

routines and by Year (Y) 2, the majority make good progress in their ability to speak Welsh in more extended and complex sentences.

63. Nearly all learners make good progress in their learning. They respond readily to challenges, acquire new knowledge and skills confidently and make effective use of their investigational and creative skills when working independently. Most are confident and eager to ask questions and sustain their work with a sense of commitment and enjoyment.
64. In all classes, most learners have an appropriate understanding of the requirements of the task at hand and with adult help, have a general idea of what they need to do to improve.
65. Attitudes to learning are positive across the school. Learners are interested in their work with most maintaining good levels of concentration during lessons. They are well motivated and show great enthusiasm for their schoolwork and related activities.
66. Most learners work at full capacity, make good progress towards fulfilling their potential and are well-prepared to move on to the next stage of their education.
67. Throughout the school, learners are well behaved, considerate and courteous. They demonstrate respect for each other, members of staff and the school environment. They move around the school in an orderly and purposeful manner settling into their classrooms quickly.
68. Foundation Phase children make good progress as independent learners. When appropriate opportunities are provided, they make their own decisions about which learning activities to follow and are not over-reliant upon adult help. Y2 learners use their decision-making and problem-solving skills very effectively during practical tasks and have developed good team working skills.
69. Learners of all ages make good progress in their personal, social, and learning skills. The good relationship which they share with adults enables them to feel secure and confident in their learning environment.
70. During key stage 1, most learners develop an appropriate understanding of right and wrong and recognise the need to consistently treat every person fairly and without discrimination. They have a good, realistic understanding of equal opportunities and of differences and similarities between cultures and customs around the world.
71. Learners' knowledge and understanding of the workplace and the local community is good. They identify themselves with their local community and discuss confidently the different work people do and the ways in which people look after and care for their community.
72. The average level of attendance over the last three full terms was 95 per cent which is higher than the national and LA averages. Punctuality at the start of the school day is generally good.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

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

74. The quality of teaching in lessons observed was judged as follows:

Grade1	Grade 2	Grade 3	Grade 4	Grade 5
15%	75%	10%	0%	0%

75. These percentages match closely the latest national figures where the quality of teaching is reported to be good or better (Grade 1 and Grade 2) in 83 per cent of lessons. They are also similar to the published figures of 16 per cent of lessons where the quality of teaching is reported as being outstanding (Grade 1).

76. They are substantially better than those reported in the last inspection where teaching was judged to be good or better in 52 per cent of lessons and satisfactory in 48 per cent of lessons.

77. Foundation Phase teachers and support staff have good relationships with the children and provide effective support to develop independence. Praise and encouragement are used effectively to motivate children and every individual is valued.

78. Where teaching is outstanding in key stage 1, there is a strong emphasis on developing learning skills and encouraging learners to think for themselves. The level of challenge and motivation provided extends learning and the purposeful and innovative strategies used ensure full inclusion. Time is given for learners to reflect and evaluate.

79. Where teaching is good objectives are made clear and lessons move at a good pace. Sessions are well-structured and teachers' explanations are clear. A wide range of effective strategies are used to engage the interest of the learners and develop their problem solving and critical thinking skills.

80. Teachers and support staff have good relationships with their learners. They promote good behaviour and interact well with them to support their learning. In the two English medium classes there is good use of incidental Welsh to develop learners' bilingual skills.

81. Teachers have high expectations of learners' behaviour and most conduct their lessons in a calm, purposeful manner. Lesson plans are detailed and clearly highlight learning objectives and links to previous learning.

82. Overall, teachers possess a good subject knowledge and understanding. Resources, local visitors and visits to places of interest are used well to foster effective learning.

83. Teachers ensure that the needs of all learners are met regardless of gender, race or ability. This is a particularly strong feature in the provision for learners with SEN who are well supported by teachers and support staff.
84. Support staff make an effective contribution to teaching and learning. They continually assess learners' progress and attend training.
85. Where there are shortcomings in teaching, the focus is on teacher led activities rather than learners' involvement and not enough time is provided for them to consider, reflect and evaluate.
86. The quality of assessment and recording is good and meets statutory requirements.
87. Baseline assessments are used effectively in the Foundation Phase to assess children's abilities, skills and achievement when they start school. Other focused assessments during the course of the year keep track of learners' progress and are beginning to be used to plan future learning and ensure individual work is matched to each stage of development.
88. Daily focused assessments of learners on task is a major strength of the school's procedures. These are carried out by both teaching and support staff with the outcomes used very effectively to plan future teaching and learning.
89. The Core subjects are assessed regularly through the use of teacher assessment, standardised tests and day to day observations. A tracking system is used effectively as a basis for staff discussion. Data is carefully analysed and provides information regarding individual progress.
90. The quality of marking is good and links with the learning objective of the lesson. It often takes the form of 'two stars and a wish' at key stage 1 ensuring that learners know where they are aiming in their next step.
91. Teachers are beginning to develop moderated portfolios of work within the school and the group of cluster schools.
92. Annual reports to parents and carers are good and provide them with a detailed picture of their child's academic progress. They indicate what their child needs to do next, and provide an opportunity for parents to respond.

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

Grade 2: Good features outweigh shortcomings

93. The findings of the inspection team does not match the judgement made by the school in its self-evaluation report. The team considered the outstanding features identified by the school were not consistently implemented across the age ranges and as a result awarded a lower grade.
94. The quality and range of the learning experiences provided across the school is good. The curriculum is broad and balanced and well planned, ensuring coherence and

progression in learners' learning. It successfully meets the needs of the range of learners, is equally accessible to all, and meets statutory requirements.

95. The overall quality of the educational provision for the under fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes. Learning experiences are well planned and offer a good range of opportunities to enrich children's learning.
96. Provision for the development of basic and key skills is good and numerous opportunities are provided for learners to improve their thinking and communication skills.
97. The quality of out-of-hours and off-site provision is good. Visits to various places of interest stimulate learners' interest and significantly enhances their learning.
98. Provision for PSE is good. Learners are encouraged to discuss a variety of topics that concern them, either with their teachers or with visitors to the school.
99. Learners' spiritual, moral, social and cultural development is promoted well. The school provides its learners with a strong sense of right and wrong to which most across all ages respond positively.
100. Collective acts of worship are Christian in nature and meet statutory requirements. They foster the ethos and values of the school effectively.
101. Provision for the Cwricwlwm Cymreig is good. It is included in all subjects and areas of learning and embraces a wide range of experiences which supports the Welsh ethos of the school very well. Taking part in the annual Eisteddfod contributes substantially towards providing learners with a strong Welsh identity. Good opportunities are provided in all classes for learners to develop their bilingual skills.
102. Parental links are good with the school making every effort to respond to parents' needs. The head teacher and staff are accessible to parents, regular parental consultation meetings are held and all are kept well-informed of forthcoming events.
103. There are good links with feeder playgroups and the local junior school.
104. The school is a very important institution within the town, with learners contributing well to a good range of social and community events.
105. Provision for raising learners' understanding of the world of work is catered for well with partnerships with local businesses and some curricular related activities such, as visits to a farm to study the development of livestock, the sale of produce and visits to a local supermarket. There are also good aspects of entrepreneurship, such as the production of a print for sale. This realised a significant sum of money.
106. Provision for promoting sustainable development and global citizenship is good. The school has gained the Green Flag as an Eco-school and effective procedures have been established for conserving energy, recycling, minimising waste and for supporting healthy lifestyles. This provision successfully promotes learners' understanding of their responsibilities as citizens.

107. The wide range and variety of learning experiences provided by the school lays firm foundations for enabling its learners to acquire the appropriate knowledge, understanding, skill and attitudes that are necessary for lifelong learning.

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

Grade 2: Good features and no important shortcomings

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

109. The head teacher and staff place a high priority on the pastoral care of learners and effective arrangements are in place to support learners' progress, social development and personal well being.

110. The school works in full and productive partnership with a range of agencies and support services to ensure learners' needs are carefully assessed and provided for. Staff work in close partnership with parents in all matters relating to their child's care and welfare.

111. Members of the School Council have an appropriate understanding of the purpose of the group but have little involvement in the school's decision making processes.

112. Induction procedures for learners entering the school, moving up to new classes and transferring to junior school are effective and ensure that they settle quickly into their new environments with minimal disruption to their learning and well being.

113. The school provides good quality personal support and guidance to learners. All feel safe and secure in the school and are confident that they could turn to the head teacher and staff for help and guidance should they need it.

114. Learners have access to a relevant personal and PSE programme, in line with national recommendations. Aspects of PSE are having a positive impact on learners' emotional, personal and social development, especially through the 'circle time' sessions.

115. The monitoring of behaviour, attendance, punctuality and performance is thorough and rigorous. Early intervention ensures that any issue is dealt with swiftly and efficiently.

116. There are clear policies and procedures for promoting learners' health, safety and well being, including risk assessment. Good arrangements are in place to promote learners' healthy diet and healthy lifestyle. Learners benefit from a wide range of physical and sporting activities that contribute to their well being.

117. Measures for dealing with appeals and complaints and for ensuring the protection of children are appropriate. The head teacher and member of staff have designated responsibility for child protection issues and make sure that all adults in the school are aware of the correct procedures to be followed and that training is regularly updated.

118. Provision for learners with SEN is good. Standardised tests and tasks are utilised effectively to ensure early identification of needs and that maximum support and

guidance is provided quickly. The Individual Education Plans (IEPs) prepared for learners with SEN are good overall and include full parental involvement.

119. Good individual, group and class support is provided for learners. Staff are well trained and very effective and ensure that all identified learners with SEN receive complete access to the curriculum.
120. Provision for equal opportunities is good throughout the school. Equality for all is firmly embedded in the school's ethos and the head teacher and staff place a high priority on the social inclusion of all learners.
121. Teachers are skilled at challenging stereotypes and ensure girls and boys receive equal opportunities within the classroom and have equal access to all other facilities within the school.
122. The school has effective policies and procedures to promote good race relations, and diversity is recognised, respected and celebrated throughout the school. Effective documentation, including an accessibility plan and disability equality scheme and clear action plan is in place, which successfully underpin this good practice.

Leadership and management

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

Grade 2: Good features and no important shortcomings

123. The findings of the inspection team match the judgement made by the school in its self evaluation report.
124. The positive leadership provided by the head teacher coordinates the efforts of the teaching staff and the governors well, giving a sense of direction to the school's work. The aims and priorities of the school are visibly incorporated in its policies and plans for improvement. Expectations are high and there is a shared commitment towards improving the quality of provision and the educational standards learners achieve.
125. All members of staff play an active role in school development and the head teacher and governors take their view into consideration when making any important decisions. This leads to the fostering of agreed aims and values as well as effective team work.
126. The recently appointed deputy head teacher has played a key role in school improvement. She has taken the lead in numerous whole-school initiatives such as planning and assessment, and has provided valuable support for the head teacher and all members of staff.
127. Appropriate attention is paid to national and local priorities. The school has gained the Basic Skills Quality Mark accreditation and is currently in its fourth phase of the Healthy Schools initiative. Appropriate attention has been given to planning for the Foundation Phase and the principles of 'Assessment for Learning' have recently been incorporated into many aspects of teaching and learning.

128. The school collaborates well with a number of partnerships which include colleges, teacher-training establishments and other primary schools in the area. Learners and staff benefit substantially from these partnerships.
129. Officers and advisers from the LA work closely with the school and make a key contribution to its development.
130. There are effective strategies for setting whole-school targets at the end of key stage 1. The targets are appropriate in terms of challenge and have been based on the probable performance of individual learners.
131. Arrangements for monitoring the performance of individual staff and agreeing upon their continuous professional development needs are appropriate. Objectives agreed upon take account of the developmental needs of both the school and the individual.
132. Newly qualified teachers are well supported by their more experienced mentors. Their teaching and professional skills are further developed by the good quality opportunities which are provided for them to observe good practice within the school.
133. Members of the governing body have a good understanding of their contribution to the school's strategic planning. They show enthusiastic interest in their work and fulfil their responsibilities effectively. They know the school well and have recently started to undertake their responsibilities for monitoring and evaluating provision and standards. As yet, this aspect of their work has not been developed to its full potential.
134. There is a policy and clear procedures that any person should follow if they wish to make a complaint about the school. The guidelines include detail of the course of action to be followed, and sets specific time limits for resolving any complaint.
135. Regulatory and legal requirements are fulfilled thoroughly.

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

Grade 3: Good features outweigh shortcomings

136. The inspection team's judgements match the school's findings in its self-evaluation report.
137. The head teacher and staff are generally well-informed about the school's performance and make effective use of the information gathered through self-evaluation to raise standards and make improvements.
138. The team's findings match the school's judgement in its self-evaluation in five of the seven key questions. In key questions 1 and 3, the inspection team did not consider there were enough outstanding features to justify the Grade 1 awarded by the school in both key questions.

139. Self-evaluation procedures draw on first-hand evidence from a number of sources including learners' work, internal standardised tests and assessment data. They also include the informal observations made by the head teacher on weekly visits to classes during teachers' planning, preparation and assessment (PPA) time. However, these procedures lack rigour and are not carried out systematically.
140. Recent initiatives have ensured that all teaching and support staff play an active part in the school's self-evaluation arrangements. They collate evidence from a number of different sources and identify both the strengths and the shortcomings in the subject and areas of learning evaluations. Currently, there are no clear arrangements for sharing the outcomes of self-evaluation with governors.
141. Appropriate opportunities are provided for learners to contribute to the school's self-evaluation through the School Council. Although there are no formal arrangements for providing opportunities for parents to comment on provision and standards, 96 per cent of the responses in the parents' pre-inspection questionnaire declared that they were happy to approach the school with any suggestions or complaints.
142. The school's self-evaluation report is generally of good quality. It makes due reference to most of the criteria in the seven key questions. Comments made are mainly evaluative rather than descriptive. However, in key questions 1 and 3 which were awarded a Grade 1, no outstanding features are identified in the report.
143. The SDP is closely linked with self-evaluation outcomes. It provides a clear strategic direction for the work of the school and identifies both immediate and long-term priorities for action. Appropriate development plans are drawn up which are monitored against clear targets and success criteria. Specific tasks are identified and individual members of staff are assigned to put the plans into action.
144. The school has made good progress in addressing five of the six key issues identified in the 2003 inspection report. Standards in nearly all subjects and areas of learning inspected have risen, there are now comprehensive assessment procedures and learners of all ages are better challenged. However, the work on developing the role of curriculum leaders is still in progress.

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

Grade 2: Good features with no important shortcomings

145. The findings of the inspection team match the judgement made by the school in its self evaluation report.
146. The school has an adequate number of appropriately qualified teachers who work very well together as a team, and have the necessary knowledge to teach the full requirements of the NC and religious education effectively.
147. Teaching assistants make a valuable contribution to the quality of learning. They have a wide range of experience and work closely with the teaching staff to support the needs of the learners. Their additional input has a positive impact on standards.

148. Governors have responded well to the requirements of workforce remodelling. Teachers receive their statutory time for planning, preparation and assessment with the head teacher releasing them from their classes. This is effective and gives an useful overview of learners' progress and the quality of provision.
149. Ancillary staff, including the school secretary, mid-day supervisors, canteen staff, the caretaker and cleaners make a valuable contribution to the smooth running and overall quality of life in the school.
150. The quality and quantity of resources in most areas of learning is good and successfully meet the needs of learners of all ages. However, the shortage of reliable computers and interactive whiteboards places some constraints on the scope of both teaching and learning.
151. The accommodation is adequate for the number of learners on roll and is clean and well maintained. Staff make good use of all available indoor space to provide learners with a stimulating learning environment.
152. Although the spacious school grounds provide an interesting learning environment for learners of all ages, there is no specifically designated outdoor provision for the Foundation Phase although this has been identified as a priority in the current SDP.
153. Staff are used efficiently and effectively with good use made of the deputy head teacher's experience and expertise in the Foundation Phase.
154. Spending priorities are well matched to school priorities. Governors work closely with the head teacher in identifying areas for improvement and making spending decisions. The school regularly conducts cost/benefit analyses to ensure that it provides value for money.

Standards achieved in subjects and areas of learning

Foundation Phase

Foundation Phase: Grade 2 – Good features and no important shortcomings

Personal and Social Development, Well-Being and Cultural Development

Reception: Grade 2 – Good features and no important shortcomings

Good features

155. On entry into the reception class nearly all children soon develop their self esteem and self confidence sufficiently to form positive relationships with adults and other children. They settle quickly at the start of each session with all showing good care, affection and respect for others. They develop increasing levels of concentration as they work through a series of teacher-led and child-instigated activities. Most make informed choices about their tasks and work independently for sustained periods of time.
156. Nearly all children behave well and quickly develop a sense of right and wrong. They adhere well to set rules and recognise the need to sensitively consider the feelings

and opinions of others. They help enthusiastically at tidy-up time and willingly ask for help if required. They give appropriate praise to others when deserved.

157. Children respond eagerly to a range of interesting activities and explore new learning skills, opportunities and resources. They have a positive attitude to learning and new learning experiences and are confident in their work and play. Nearly all develop their independent learning skills well and patiently take turns as they play with the outdoor equipment. They interact co-operatively as they play imaginatively in the various role-play areas.
158. Through their investigations into various multicultural celebrations and practices children are beginning to understand the variety as well as the diversity of life in present day Wales. Most are very knowledgeable about their own Welsh cultural heritage as they take part in Saint David's Day celebrations and enthusiastically listen to myths and legends. They take responsibility for their personal hygiene and recognise the need to follow a healthy lifestyle.

Shortcomings

159. There are no important shortcomings.

Language, literacy and communication skills

Reception: Grade 2 – Good features and no important shortcomings

Good features

160. Most older reception children readily ask appropriate, well thought out questions and reply articulately. Nearly all enthusiastically contribute to group discussions using appropriate language and conveying meaning clearly. All communicate confidently with adults and readily ask for help if they fail to understand the requirements of their tasks. They very successfully respond to instructions in English and Welsh. Nearly all children listen with genuine understanding.
161. In both Welsh and English medium reception classes, most children easily recognise various letters and their sounds using simple phonic cues. Older children understand that symbols have sounds and meaning and recognise and read part of their own names and familiar signs with confidence. A minority read simple books and use a variety of strategies to approach unfamiliar words. Most children use the class library with confidence and choose appropriate books independently.
162. Most children become confident emergent writers. They firmly develop their early writing skills as they happily 'mark-make' for a variety of different purposes. A few write simple sentences without help.

Shortcomings

163. There are no important shortcomings.

Mathematical Development

Reception: Grade 2 – Good features and no important shortcomings

Good features

164. Nearly all children confidently count and recognise numbers to 10, in English and Welsh, and engage in a wide range of appropriate number recognition activities. Many older children count beyond 10 and carry out simple additions to 5. A few have a well-developed understanding of number positioning. Most are beginning to match sound to symbol, with growing confidence.
165. All children competently sort and match according to size, shape and colour with the more able confidently sorting using two criteria. They enthusiastically order and sequence as they thread beads and sequence events from their favourite stories.
166. In both reception classes, all children enthusiastically recall number songs, stories and counting rhymes in English and Welsh. All are able to confidently recognise and create basic patterns and make increasing and decreasing patterns. With some help, older children are beginning to construct and understand very simple graphs and use a simple database to record the physical details such as eye and hair colour, of other children in the class.
167. All children make good progress in their understanding of the use of money as they take part in numerous role play activities. Daily routines have helped them develop a practical understanding of the passage of time.
168. Most children are rapidly developing their skills relating to weight and capacity as they play in the sand and water or take part in other practical activities. Most older children readily use age appropriate mathematical language and use comparative vocabulary such as more than/less than and full/empty.
169. Throughout the Foundation Phase, children are steadily becoming familiar with two-dimensional and three-dimensional shapes and extend their positional vocabulary by using programmable toys.

Shortcomings

170. There are no important shortcomings.

Welsh language development

Reception: Grade 2 – Good features and no important shortcomings

Good features

171. Nearly all children in the Welsh-medium reception class communicate well in Welsh. They listen to whole class presentations attentively and follow instructions carefully. Most older children ask and answer a wide variety of questions with increasing confidence and good understanding. Their reading skills develop well as they readily share big books with their teachers, effectively using picture clues to aid their

understanding. Most older children are beginning to use Welsh spontaneously and are able to read the familiar signs and labels around the classroom.

172. In the English-medium reception class, all children have a positive attitude towards Welsh and respond well to instructions related to their daily routines. Many older children discuss the day's weather confidently and readily respond to questions about their welfare. They know a good number of songs and rhymes with most being able to count to ten in Welsh.
173. During oral sessions with the peripatetic Welsh teacher, they name a good number of familiar toys and are beginning to participate in simple discussions. A few of the older children in the group are beginning to express their ideas in short sentences.

Shortcomings

174. There are no important shortcomings

Knowledge and understanding of the world

Reception: Grade 2 – Good features and no important shortcomings

Good features

175. Most children develop a good awareness of their homes and where they live. As they walk in the school grounds, they comment intelligently on what they observe and are able to differentiate between natural and man-made features.
176. Nearly all older children understand how maps work and can roughly indicate the geographical position of Welshpool on a map of Wales. They use larger scale maps very effectively when locating the positions of familiar buildings such as the town hall and museum in their own town.
177. Children are developing a good concept of time by talking about their daily and weekly routines. Most describe in appropriate detail the main features of seasonal changes. Their understanding of chronology develops well as they talk about changes to their own body as they grow.
178. Nearly all these children competently use a range of natural and man-made materials for a variety of purposes. They appreciate the different properties of sand, soil, plastic and wood and are able to make informed choices before they start a task. Older children demonstrate an appropriate understanding of the underlying principles of floating and sinking as they investigate ways of rescuing a person marooned on an island.
179. Children's involvement in projects such as 'food and farming' and 'water,' have contributed significantly to their understanding of plant and animals and of the importance of natural resources.
180. All children appreciate that information comes from a variety of sources including books and the computer.

181. Children in both reception classes make good progress in religious education. They know a good range of stories from both the Old and New Testament and take part in the main Christian celebrations.

Shortcomings

182. There are no important shortcomings.

Physical Development

Reception: Grade 2 – Good features and no important shortcomings

Good features

183. Younger reception children move around the classroom confidently with increasing control and co-ordination. Nearly all are steadily developing control of different small tools and mark-making implements such as pencils, crayons and scissors. Older children further develop and refine their fine motor skills effectively as they competently complete jigsaws and play with small world equipment. They mix and pour with enthusiasm as they play in the sand and water play areas. Nearly all demonstrate good skills when they build with the large construction apparatus such as the wooden building blocks.

184. Most children show good pedalling, scooting, pushing and pulling skills as they enjoy playing daily on the large outdoor equipment and toys.

185. During physical activity sessions, most children confidently develop their spatial awareness and readily understand positional vocabulary such as 'under'/'over', 'behind'/' and 'in front of'. Older children competently demonstrate different ways of moving such as running, jumping and skipping and control their body speed well. Most are aware of their body position in relation to that of others and can take evasive action. Their hand-eye co-ordination develops well as they learn to use balls and bats whilst listening competently and following instructions carefully.

186. Nearly all reception children are becoming aware of the simple changes that are occurring to their own bodies. They are developing a practical understanding that exercise is important for their body.

Shortcomings

187. Although there are no important shortcomings children's ability to extend their physical development through adventurous play is restricted because of the lack of suitable outdoor equipment.

Creative development

Reception: Grade 2 – Good features and no important shortcomings

Good features

188. All children greatly enjoy musical activities. They know and can recall a good range of songs and rhymes, and overall sing sweetly and in tune in English and Welsh.
189. During music sessions, children explore a range of different sounds and very skilfully create their own musical ideas and compositions. During these sessions, older children differentiate appropriately between the sounds produced by different percussion instruments and are able to select the instrument which is best suited to tell their part of the story.
190. All children respond to music very enthusiastically during dance lessons as they try to portray the movements of an angry elephant. They follow instructions well, show good imagination when creating different shapes and perform with enjoyment. Overall their dance skills are good.
191. Children's painting skills develop well as they experiment with a variety of different types of paint and size of brush. They carefully choose and name a range of colours when painting and are beginning to develop their colour mixing skills. They use play dough, sand and clay successfully and talk enthusiastically about how they produce their work. Following discussions with an adult, some of the older children are able to amend their work with confidence.
192. All children are clearly beginning to respond to spontaneous role play activities in the home corner or with puppets. Their creative drama and imaginative play skills are developing appropriately across the age range.

Shortcomings

193. There are no important shortcomings.

Welsh second language

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

Good features

194. Across the school, learners show positive attitudes towards Welsh and are enthusiastic about learning and using the language.
195. By the end of key stage 1 most learners can sustain a simple dialogue in Welsh. They understand and respond to simple questions about themselves as well as a range of commands, greetings and instructions during the day.
196. Learners know the names of basic colours, discuss the weather, sing Welsh songs and carols, follow instructions and can count in Welsh.

197. Reading skills of most key stage1 learners are developing well. They read labels, flashcards, worksheets and words on a screen accurately and confidently, and recognise many words when sharing class stories.
198. Most older learners display a good awareness of different reasons for their writing. Learners in the Welsh medium class are able to write simple sentences and phrases with an increasing knowledge of vocabulary and grammar.

Shortcomings

199. There are no important shortcomings.

Design technology

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

Good features

200. Across the key stage, learners understand that materials have different features and properties. They have a good understanding of the importance of hygiene and other aspects of health and safety.
201. During the planning stage of making a model of a human being, key stage 1 learners talk intelligently about their ideas and make a number of interesting suggestions showing good awareness of which materials to use and how they can be joined. Most make detailed sketch plans and label the parts appropriately.
202. Plans are further refined and adapted during the making stage. Basic shaping and cutting tools are used skilfully when joining materials with all learners collaborating very effectively to make decisions about the best way forward. They evaluate work in progress very well, overcoming problems systematically and showing good awareness of the purpose of the end product.
203. During food technology tasks, learners develop a good understanding of what constitutes a healthy diet.

Shortcomings

204. There are no important shortcomings.

Information communications technology

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

Good features

205. Key stage 1 learners use an appropriate range of equipment and information technology software with increasing skill in a variety of contexts. Their ability to enter and store information on the computer independently is good. They use a word processor with only a minimal amount of help, adapting the text as required, for

example changing the type, size and colour of the font before saving and printing it. By Y2, learners competently add information to an existing file, before saving it for future use.

- 206. Learners make good progress in their keyboard skills. They move images on the screen with confidence and select and use simple tools effectively to create pictures of the night sky. Many in Y2 use simple databases and graphs effectively to organise and record findings.
- 207. Most learners in both year groups use digital cameras independently and effectively to record their observations and operate simple digital microphones to record interviews and dialogues.
- 208. Y1 and Y2 learners use various software confidently for composition work in Music. With help, they regular access different websites.
- 209. Most older key stage 1 most learners use the floor robot independently and confidently.

Shortcomings

- 210. Although there are no important shortcomings, learners' ability to use an interactive whiteboard is under-developed.

Geography

Key stage 1: Grade 2 - good features and no important shortcomings

Good features

- 211. Throughout key stage 1, learners make good progress in their use of correct geographical vocabulary.
- 212. Nearly all learners know their immediate locality well and make valid comparisons between its main physical and geographical features and those of a seaside town. By Y2, many are able to identify some of the main differences between a town and village.
- 213. Learners in both key stage 1 classes make good progress in their geographical and enquiry skills and in their knowledge of places. Most realise that things look different from above and are able to draw a labelled pictorial map of their journey to school. They correctly identify many physical features on a detailed map of the school's locality and express their views on some of the physical and human features of the local environment. When comparing an aerial photograph of the school taken many year ago with a present day satellite image, all learners are able to identify some of the main differences between the two maps.

Shortcomings

- 214. There are no important shortcomings.

Religious education

Key stage 1: Grade 2 - good features and no important shortcomings

Good Features

- 215. Most key stage 1 learners offer independent ideas and observations about things that affect their lives. They become increasingly aware of and are sensitive to the needs of others and understand that peers and adults should be treated with respect.
- 216. Learners in Y1 and Y2 know about the main Christian festivals and associate these with specific events in the life of Jesus. They have an appropriate understanding of the significance of Easter and Christmas celebrations, as well as the Hindu festival of Divali. Many are becoming increasingly aware of how lifestyles are affected by different religions.
- 217. Most learners show a good understanding of right and wrong. They discuss their feelings confidently and honestly.
- 218. Through classroom reflection and daily acts of worship learners have a good awareness of religion and the concept of meditation and prayer.

Shortcomings

- 219. There are no important shortcomings.

School's response to the inspection

220. The Governors, Headteacher and staff at Ysgol Ardwyn welcome the Estyn Report following their inspection in December 2009. We are pleased that the inspection findings recognise that we have maintained and further improved our high standards in teaching and learning and acknowledge the dedication and commitment of the Headteacher and staff.
221. We are especially pleased that the Inspectors recognised that the children are at the heart of Ysgol Ardwyn. They were praised for their consistently good behaviour, their attendance which is higher than national and LA averages, and their strong sense of right and wrong. They recognised that the children's attitudes to learning were positive across the school and that they are well motivated and showed great enthusiasm. They work at full capacity and make good progress towards fulfilling their potential. The children also contribute well to a good range of social and community events within the town.
222. The report notes that the quality of teaching contributes well to the children's progress, achievement and well being. Equally, the valuable contribution made teaching assistants and ancillary staff to the quality of teaching and learning. The effective contribution made by all members of the Governing Body is also recognised as were the good parental links.
223. The findings made in the inspection report supports the schools own self evaluation and some feature in the SDP, such as creating a well resourced outdoor classroom area. With a less transient staff, systematic procedures for self evaluation will be more easily achieved. Funding for improving information and communication technology is an ongoing priority for staff and parents.

Appendix 1

Basic information about the school

Name of school	Ardwyn Nursery and Infants School
School type	Foundation Phase and Infants
Age-range of pupils	4 -7 years
Address of school	Red Bank, Welshpool, Powys
Postcode	SY21 7PW
Telephone number	01938 552005

Head teacher	Mrs Eirios Hall
Date of appointment	January 1997
Chair of governors	Mr J Meredith
Registered inspector	Mr William Edward Williams
Dates of inspection	2/12 – 4/12/09

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	0	21	27	18	0	0	0	0	66
Total number of teachers									
	Full-time		Part-time		Full-time equivalent (fte)				
Number of teachers	5		0		5				

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	13:1
Pupil: adult (fte) ratio in nursery classes	Not applicable
Pupil: adult (fte) ratio in special classes	Not applicable
Average class size, excluding nursery and special classes	16
Teacher (fte): class ratio	1.25:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2008	N/A	94%	95%
Spring 2009	95%	95%	95.5%
Summer 2009	94%	94%	94.5%

Percentage of pupils entitled to free school meals	6%
Number of pupils excluded during 12 months prior to inspection	None

Appendix 3

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

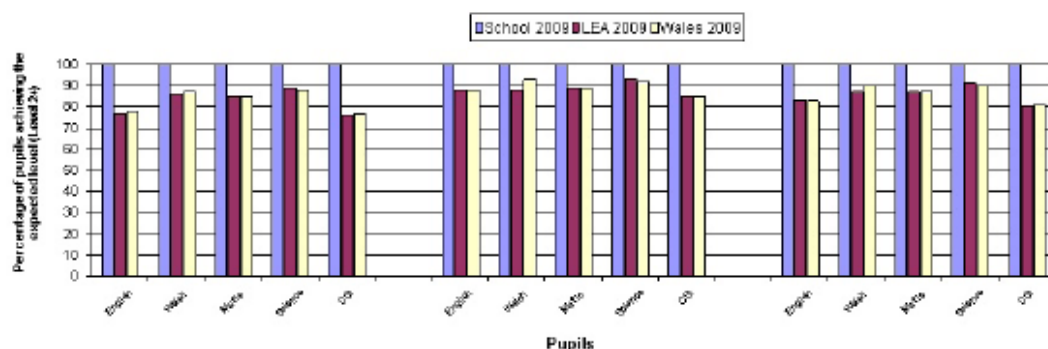
Ardwyn Nursery & Infants School
Powys

LEA/School no: 666/2047

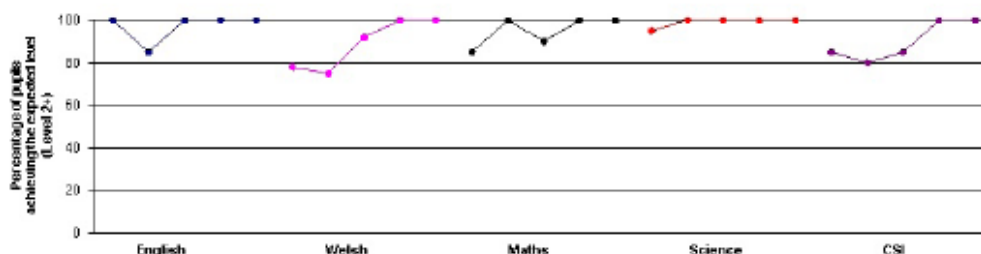
School comparative information: National Curriculum Assessments 2009 with benchmarking Key Stage 1

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

	Boys			Girls			Pupils		
	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009
English	100	77	78	100	88	88	100	83	83
Welsh	100	86	87	100	88	93	100	87	90
Maths	100	85	85	100	89	89	100	87	87
Science	100	89	88	100	93	92	100	91	90
CSI	100	76	77	100	85	85	100	80	81



School Performance over time (2005 - 2009)



Contextual Information

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

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

Quartile 1 School is in the top 25 per cent.

Free School Meal Group

Quartile 2 School is in the top 50 per cent but not the top 25 per cent.

More than or equal to 8 per cent and up to 16 per cent eligible for FSM

Quartile 3 School is in the bottom 50 per cent but not the bottom 25 per cent.

Quartile 4 School is in the bottom 25 per cent.

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
English		80		88		93	100
Welsh		84		92		100	
Maths		84		90		98	100
Science		87		94		100	
CSI		76		85		92	100

Notes:

1. Figures for Welsh refer to attainment in Welsh first language only.

2. CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 2 in both Mathematics and Science and either English or Welsh first language.

3. If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

Report created by DEWi on 14/09/2009

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Appendix 4

Evidence base of the inspection

Three inspectors spent the equivalent of six inspector days in the school and met as a team before the inspection.

These inspectors visited:

- twenty lessons or part lessons, eighteen of which were in the subjects inspected; and
- registrations, assemblies and acts of collective worship.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection;
- senior managers, teachers, support and administrative staff;
- groups of learners representing each year group; and
- the school council.

The team also considered:

- the school's self-evaluation report;
- fifty three responses to parents' questionnaire almost all of which were positive;
- documentation provided by the school before and during the inspection;
- a wide range of learners' past and current work; and
- samples of learners' reports.

After the inspection, the team held meetings with teachers, senior managers and governors.

Appendix 5

Composition and responsibilities of the inspection team

Inspector	Type	Aspects
William Edward Williams	Registered Inspector	Context; Summary; Recommendations; Annexes; Key questions 1, 5, 6 and 7 Foundation Phase, design technology and geography
Hazel Hughes	Team Inspector	Key questions 2, 3a and 4b Welsh second language, information communications technology and religious education
Wil Owen	Lay Inspector	Contributions to key questions 1c, 3b, 4a and 4c
Eirios Hall		Nominee

Acknowledgement

The inspectors who visited the school would like to thank the governors, head, and staff for the cooperation and courtesy shown to them during the inspection.

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