

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

**YSGOL BEDDGELERT  
BEDDGELERT  
GWYNEDD  
LL55 4UY**

**School Number: 661/2010**

**Date of Inspection: 18-20 January 2005**

**by**

**Mr D M Cray  
Registered Inspector 92/16768**

**Date: 22 March 2005**

**Under Estyn contract number: T/98/04/P**

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## Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years 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 attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain 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

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

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

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## Context

### The nature of the provider

- 1 Ysgol Beddgelert is maintained by Gwynedd Local Education Authority and serves the village of Beddgelert and the surrounding rural hinterland. According to pre-inspection documentation, the area is considered to be neither prosperous nor economically disadvantaged. Pupils represent the full range of ability.
- 2 Currently, there are 31 pupils between 3 and 11 years of age on the school register and they are admitted on a full-time basis in the September following their third birthday and on a part-time basis in the September following their fourth birthday. Over a period of time, there has been a reduction in pupil numbers.
- 3 Ten per cent of pupils are entitled to receive free school meals – a figure that is lower than county (15%) and national (19%) averages. Six (19%) are designated as being pupils with special educational needs. Approximately half the pupils come from homes where Welsh is spoken as a first language and Welsh is the everyday language of the school and the main medium of learning and teaching.
- 4 The school was last inspected during the summer term of 1999 and there has been a complete change of teaching staff since then. The newly appointed headteacher has been in post for one year, prior to which the school was led by two temporary headteachers.

### The school's priorities and targets

- 5 The school has set the following priorities for the current year:
  - school ethos;
  - reading Welsh and English;
  - mathematics;
  - information technology;
  - implementing the self-evaluation programme.
- 6 The following targets were set for 2004/5:

#### Percentage of key stage 1 pupils attaining level 2 or above

Subject	Welsh	Mathematics	Science
Target	92%	92%	92%

#### Percentage of key stage 2 pupils attaining level 4 or above

Subject	Welsh	English	Mathematics	Science
Target	100%	100%	100%	100%

## Summary

- 7 The inspection team agree with the school's judgement in three of the seven key questions.

### Table of grades awarded

- 8 The inspection team judged the school's work as follows:

	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?	3
4	How well are learners cared for, guided and supported?	3
5	How effective are leadership and strategic management?	3
6	How well do leaders and managers evaluate and improve quality and standards?	3
7	How efficient are leaders and managers in using resources?	2

### Standards

- 9 Overall, pupils' standards of achievement in the areas of learning and subjects inspected are as follows:

Areas of learning	Nursery	Reception
Language, literacy and communication	Grade 1	Grade 1
Personal and social development	Grade 1	Grade 1
Mathematical development	Grade 1	Grade 1
Knowledge and understanding of the world	Grade 2	Grade 1
Creative development	Grade 1	Grade 1
Physical development	Grade 1	Grade 1

Subject	Key stage 1	Key stage 2
Welsh	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
History	Grade 2	Grade 2
Physical education	Grade 1	Grade 1
Religious education	Grade 3	Grade 3

- 10 The overall quality of educational provision for the under-fives is appropriate to their needs and pupils make good progress towards the Desirable Outcomes for Children's Learning.
- 11 The under-fives make very good progress in the development of their communication and mathematical skills, and in their use of information technology across the curriculum. Pupils in key stages 1 and 2 achieve good standards in the development of their key skills across the curriculum. This is particularly so with regard to their bilingual competence, given that English is the first language of approximately half the pupils. Pupils with special educational needs make generally good progress, and they achieve the targets that are set for them.
- 12 In relation to comparator schools in Wales, the school's performance in both key stages over the last three years has ranged from being in the upper 25% to the lower 25%.
- 13 Pupils exhibit very positive attitudes towards learning. They work conscientiously, focussing on the tasks set for them. They make effective use of their time, and they enjoy their educational experiences. Their behaviour is very good.
- 14 Average attendance over the last three full terms was around 94% and there is room for further improvement. Pupils arrive punctually at school.

### **The quality of education and training**

- 15 In the lessons observed, it was adjudged that the quality of teaching was as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
18%	76%	6%	-	-

- 16 Teachers employ an appropriate range of teaching strategies in order to sustain and stimulate pupils' interest. They challenge them to think and to continue to focus on their work. The tasks set are appropriate in terms of pupils' ability and understanding.
- 17 The teachers' commitment to nurturing and developing pupils' bilingual skills is a commendable feature.
- 18 The nursery assistant and the classroom assistant make a valuable contribution to the life and work of the school.
- 19 Pupils' work is marked regularly. The annual reports to parents on their children's progress conform to requirements.
- 20 The school provides equal access to a broad and balanced curriculum and responds well to the learning needs of all pupils. It conforms to legal requirements.

- 21 The standard of the schemes of work is varied in quality. Several have been revised during the past year, but this aspect of the work has not yet been completed.
- 22 Pupils' spiritual, moral, social and cultural development is promoted effectively.
- 23 Parents make a valuable contribution to the life of the school. There are good links with the local community and with neighbouring schools.
- 24 Overall, the provision for pupils' personal and social education is good. The school provides learning experiences that deal effectively with issues such as global citizenship and sustainable development.
- 25 The school has embarked upon the process of developing the enterprise skills of older pupils. There is room to further improve the partnership with the world of business.
- 26 The teachers know their pupils well and they are supported in their care of them by all members of staff. Pupils feel happy and safe in a caring environment.
- 27 The procedures recently introduced by the school for monitoring behaviour have been particular successful. No instances of misbehaviour were seen during the inspection.
- 28 Whilst there is room for improving attendance levels, the school effectively monitors pupil attendance and punctuality.
- 29 Pupils with special educational needs receive good support from the teachers and the classroom assistant. They are fully integrated into the life and work of the school.
- 30 During the inspection it was seen that the local education authority has not responded promptly enough to the school's request for consultation from the psychology service.
- 31 The school prospectus contains a positive statement in relation to admitting pupils with disabilities.

### **Leadership and management**

- 32 Following a difficult period in terms of staffing and leadership at the school, it is well led by the new headteacher. She offers positive leadership that gives a clear sense of purpose and direction for the work. She is well supported by the other members of staff, together with the governors, and the school has shared values that promote improvement. Much has been accomplished in a short period of time.

- 33 Performance management is beginning to have a positive impact upon the school.
- 34 The governing body is very supportive of the school. Through the headteacher's reports, governors have a good awareness of the school's performance. However, there is room for the governing body to play a greater part in monitoring standards and the quality of provision.
- 35 The school operates within the requirements for teaching time, but there are some shortcomings in the contents of the annual report of the governing body, that means that it does not fully conform to the content of Welsh Assembly Government circular 15/01. Neither has it published its reports, nor held annual meetings for parents in line with what is recommended.
- 36 Self-evaluation processes are beginning to have a positive impact on the school's development, and the leadership of the headteacher has been vitally important in helping the school to gain an understanding of the quality of its performance. Although it has only recently begun to familiarise itself with such a programme, key improvements have been addressed, such as the need to improve the ethos of the school. The inspectors found that this element is now one of the school's strengths.
- 37 The findings of the inspection team agree with the school's judgement in three of the seven key questions. Where there was a difference of judgement, the team has awarded lower grades than the school itself.
- 38 The majority of targets in the action plan relating to key issues in the previous inspection have been achieved, including maintaining or improving pupils' standards of achievement. However, it is only fairly recently that the school has given sufficient attention to its procedures for monitoring and evaluating.
- 39 Overall, the school has an adequate supply of resources for the age range and interests of its pupils. The whole-school audit completed during the past year has been an effective means of identifying needs and planning for their fulfilment.
- 40 There is adequate space for the number of pupils on the school register, and although there are signs of dampness in certain areas, the building is generally in good condition. The school has recently embarked upon a programme of internal painting, and this has transformed the foyer and some of the teaching rooms.
- 41 The standard of cleanliness is high throughout the building.
- 42 The expenditure decisions are well linked to the school's development programme and the situation is reviewed at the meetings of the governing body.

- 43 The budget is managed efficiently and the school provides good value for money.

## **Recommendations**

- 44 In order to improve the school in the areas inspected, the staff and governing body need to:
- R1: continue with the good work of raising standards by acting on the shortcomings identified in the subject section of this report;
  - R2: complete the review of the school's schemes of work;
  - R3: continue to develop and implement the school's self-evaluation strategy, including the role of the governing body in that regard;
  - R4: ensure that the local education authority responds promptly when a request for consultation is made to the psychology service;
  - R5: ensure that the requirements for the contents of the report of the governing body to parents, together with the scheduling of the annual meeting, are properly fulfilled.
- 45 The governing body is responsible for changing its present development plan to incorporate action steps to be taken in response to the recommendations within 45 working days of receipt of the report showing how the school intends to address the recommendations. This plan, or a summary of it, will be distributed to all parents at the school.

## Standards

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

#### Grade 2: Good features and no important shortcomings.

- 46 The inspection findings match with the school's judgement in its self-evaluation report.
- 47 The overall quality of educational provision for the under-fives is appropriate to their needs and pupils make good progress towards the Desirable Outcomes for Children's Learning.
- 48 Pupils' standards of achievement in the areas of learning and subjects inspected are as follows:

Areas of learning	Nursery	Reception
Language, literacy and communication	Grade 1	Grade 1
Personal and social development	Grade 1	Grade 1
Mathematical development	Grade 1	Grade 1
Knowledge and understanding of the world	Grade 2	Grade 1
Creative development	Grade 1	Grade 1
Physical development	Grade 1	Grade 1

Subjects	Key stage 1	Key stage 2
Welsh	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
History	Grade 2	Grade 2
Physical education	Grade 1	Grade 1
Religious education	Grade 3	Grade 3

- 49 The under-fives make very good progress in the development of their communication and mathematical skills, and in their use of information technology across the curriculum.
- 50 Pupils in key stages 1 and 2 achieve good standards in the development of their key skills across the curriculum. This is particularly so with regard to their bilingual competence, given that English is the first language of approximately half the pupils. Bilingualism is promoted very effectively in the life of the school and pupils exhibit increasing development as they work in Welsh and English across the curriculum.
- 51 Pupils with special educational needs make generally good progress, and they achieve the targets that are set for them.
- 52 In key stage 1 in 2004, according to teachers' assessments, 80% of pupils attained level 2 or above in the core subjects of Welsh, mathematics and science at the end of the key stage. In 2003 the figure was 100% (Wales 79%;

Gwynedd 79%) and in 2002 it was 57% (Wales 80%; Gwynedd 79%). The school's results for 2004 were considerably above national and county averages (2003) in Welsh but were lower in mathematics and science. There are no patterns of obvious differences between the performance of boys and girls.

- 53 In key stage 2 in 2004, 67% of pupils at the school attained level 4 or above, as determined by task/test results in the core subjects of Welsh, English, mathematics and science. In 2003 it was 25% (Wales 71%; Gwynedd 72%) and in 2002 the figure was 100% (Wales 68%; Gwynedd 71%). The results for 2004 were slightly higher than national and county averages (2003) in Welsh and mathematics and were considerably lower in English and science. There are no patterns of obvious differences between the performance of boys and girls.
- 54 In relation to comparator schools in Wales, the school's performance in both key stages over the last three years has ranged from being in the upper 25% to the lower 25%.
- 55 Across the school, pupils make consistent progress in their knowledge, understanding and skills. They work at the highest level of their ability and achieve their potential. They have a good awareness of their strengths and of what they need to do to improve.
- 56 Pupils exhibit very positive attitudes towards learning, they are happy to contribute and to respond to their teachers' questioning. They work conscientiously, focussing on the tasks set for them. They make effective use of their time, and they enjoy their educational experiences.
- 57 Pupils' behaviour is very good inside and outside lessons, and they play and socialise together happily during break times. They are courteous and respectful of school staff and visitors.
- 58 Pupils exhibit good skills as they work together independently of their teachers. They are happy to wait for their turn and to work in a mature fashion to solve the tasks set for them. They show good development in their creative skills.
- 59 Average attendance over the last three full terms was around 94% and there is room for further improvement. Pupils arrive at school punctually. Registers are kept in accordance with requirements.
- 60 Pupils have a good awareness of equal opportunity issues and respect diversity of beliefs, attitudes and social and cultural traditions.
- 61 Their awareness of the world of work receives some attention through local visits and links, and they contribute well to a range of community activities.

## The quality of education and training

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

#### Grade 2: Good features and no important shortcomings

62 The findings of the inspection match the judgement made by the school in the self-evaluation report.

63 In the lessons observed, it was adjudged that the quality of teaching was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
18%	76%	6%	--	--

64 The statistics reflect a school where teaching is consistently good. Teachers employ an appropriate range of teaching strategies in order to sustain and stimulate pupils' interest. They challenge them to think and to continue to focus on their work. The tasks set are appropriate in terms of pupils' ability and understanding and teachers succeed in motivating pupils to work at an appropriate pace.

65 There is a caring and respectful working relationship between teachers and pupils. Teachers successfully create a purposeful working environment and sustain and support pupils with praise and constructive encouragement. Humour is used appropriately in lessons and the atmosphere is appropriately intimate. These features nurture effective learning and have a positive impact on pupils' attitude to work.

66 The school fulfils the requirements of the desirable outcomes for under-fives, national curriculum programmes of study, and the requirements of the agreed syllabus for religious education.

67 Overall, teachers possess good subject knowledge. Despite an element of inconsistency in the quality of short-term planning, lesson planning is effective. During lessons, teachers are able to maintain a clear and consistent focus on the learning objectives. Through skilful questioning teachers are able to effectively review earlier work, and the evaluation periods reinforce the learning to good effect.

68 The school makes equal provision and opportunities for all pupils. Teachers' commitment to nurturing and developing their bilingual skills is a commendable feature.

69 The nursery assistant and the classroom assistant make a valuable contribution to the life and work of the school. The partnership between them and the teachers has a positive impact on the development of the under-fives and the pupils with special educational needs.

- 70 The quality of the assessment procedures is good. Teachers have a sound awareness of the development and ability of their pupils. Individual targets are set on a termly basis in the core subjects and the school has now developed an effective system for tracking pupils' progress and achievement throughout their time at school.
- 71 Pupils' work is marked regularly. Overall, teachers' comments offer useful direction and encouragement.
- 72 Teachers successfully motivate pupils to nurture and develop their self-disciplinary skills and to accept responsibility for their own learning. Pupils are encouraged to evaluate their own work by promoting their self-assessment skills.
- 73 The annual reports to parents on their children's progress conform to requirements.

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

**Grade 3 : Good features outweigh shortcomings**

- 74 The inspection findings differ to those of the school's self-assessment to the extent that the school awarded Grade 2 for this key question.
- 75 The school provides equal access to a broad and balanced curriculum and responds well to the learning needs of all its pupils. It conforms to legal requirements.
- 76 The provision is socially inclusive and provides equality of access and opportunity for all pupils.
- 77 The overall quality of the educational provision for under-fives is appropriate to their needs and the pupils make good progress towards the Desirable Outcomes for Children's Learning. The experiences provided are both rich and stimulating, leading naturally to the national curriculum programmes of study.
- 78 The standard of the schemes of work is varied in quality. Several have been revised during the past year, but this aspect of the work has not yet been completed.
- 79 Pupils' spiritual, moral, social and cultural development is promoted effectively. The morning assemblies conform to statutory requirements and the periods of collective worship and the opportunities provided for quiet reflection promote their spiritual development. The school promotes sound values and the learning experiences make a considerable contribution towards expanding and enriching pupils' understanding of moral issues. They display progressive attitudes and are aware of the importance of being members of a civilised society.
- 80 Pupils' development is also promoted through their involvement with extra-curricular activities such as the sports and mathematics clubs and the fun club held on Tuesday evenings. They compete regularly in Urdd activities. The local environment is used to promote curricular experiences and pupils are encouraged to play an active part in the school's efforts to raise money for a range of charitable and other good causes.
- 81 A strong emphasis is placed on the Welsh dimension within the curriculum. The provision for promoting and developing pupils' bilingual skills is particularly sound.
- 82 Parents make a valuable contribution to the life of the school and the recently established parents and teachers association is an enthusiastic organisation. Almost without exception, very positive responses were received in the questionnaires returned to the inspectors. They are regularly informed about school events and activities, and the prospectus that is distributed to them

conforms to requirements. They are supportive of the home-school agreement. There are good links with the local community and with neighbouring schools.

- 83 Pupils' awareness of global citizenship is promoted effectively through their curricular work.
- 84 Overall, the provision for pupils' personal and social education is good, and Circle Time sessions are held regularly. The school provides learning experiences that deal effectively with issues such as global citizenship and sustainable development. They have a good awareness of issues relating to recycling and have gained the bronze award as part of the Gwynedd and Ynys Môn Green Schools Scheme.
- 85 The school has embarked upon the process of developing the enterprise skills of older pupils. Skills such as problem solving and decision-making are developed effectively as they undertake the responsibility of running the school fruit shop. There is room to improve further the partnership with the world of business.

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

##### **Grade 3: Good features outweigh shortcomings**

- 86 The team's findings differ to those of the school's self-assessment to the extent that the school awarded Grade 1 for this key question.
- 87 The teachers know their pupils well and they are assisted in their care of them by all members of staff. Pupils feel happy and safe in a caring environment.
- 88 Effective induction programmes are in operation for the nursery children. An evening is held for new parents in order to explain and discuss the life and work of the school.
- 89 The procedures recently introduced by the school for monitoring behaviour have been a particular success. No instances of misbehaviour were seen during the inspection. Whilst there is room for improving attendance levels, the school effectively monitors pupil attendance and punctuality.
- 90 The school has comprehensive policies and clear procedures to secure pupils' health, safety and well-being. Two members of staff possess current first aid qualifications. Fire drills are held on a regular basis, records of which are kept by the school.
- 91 Risk assessments have been completed in co-operation with the local education authority.
- 92 Pupils' awareness of the importance of healthy eating and keeping safe is nurtured and developed as part of the school's programme for personal and social education.
- 93 The school has a policy for child protection and the procedures are known to all at the school.
- 94 Pupils with special educational needs receive good support from the teachers and classroom assistant. They are fully integrated into the life and work of the school. Their individual education plans are of good quality, and they contain relevant targets. The tasks are differentiated for them within the various classes. The schemes are reviewed on a termly basis and parents are invited to participate.
- 95 During the inspection it was seen that the local education authority has not responded sufficiently promptly to the school's request for consultation from the psychology service.
- 96 The school has good procedures for challenging stereotyping, including organising mixed groups for a range of sporting activities.
- 97 Positive attitudes amongst pupils are encouraged on issues such as promoting equality on the basis of race and background, and on recognising

and respecting diversity. This view was supported during discussions between inspectors and pupils.

- 98 The school prospectus contains a positive statement on admitting pupils with disabilities.

## Leadership and management

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

#### Grade 3: Good features outweigh shortcomings

- 99 The inspection findings differ to those of the school's self-assessment to the extent that the school awarded Grade 2 for this key question.
- 100 Following a difficult period in terms of staffing and leadership at the school, it is well led by the new headteacher. She offers positive leadership that gives a clear sense of purpose and direction for the work. She is well supported by the other members of staff, together with the governors, and the school has shared values that promote improvement. Much has been accomplished in a short period of time.
- 101 The school provides equal opportunities for all and this is well reflected in its daily work. Daily procedures are undertaken smoothly.
- 102 A number of statements of policy have been introduced or revised in the recent past, focussing on pupils' needs. They are implemented consistently across the school. The school, through its planning, recognises the need to update a number of other policy statements.
- 103 Appropriate consideration is given to county and national priorities.
- 104 Performance management is beginning to have a positive impact on the school and makes a valuable contribution in the identification of staff needs, and ultimately on pupil achievement.
- 105 The governing body is highly supportive, meeting at least on a termly basis, and sub-committees meet as and when required. Several governors have been appointed in the recent past and are gradually familiarising themselves with their responsibilities, including helping setting the strategic direction of the school. Through the headteacher's reports, governors have a good awareness of the school's performance. However, there is room for the governing body to play a greater part in monitoring standards and the quality of provision.
- 106 The school operates within requirements for teaching time, but there are some shortcomings in the contents of the annual report of the governing body, that means that it does not fully conform to the content of Welsh Assembly Government circular 15/01. Neither has it published its reports, nor held annual meetings for parents in line with what is recommended.

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

**Grade 3: Good features outweigh shortcomings**

- 107 The inspection findings differ to those of the school's self-assessment to the extent that the school awarded Grade 2 for this key question.
- 108 Self-evaluation processes are beginning to have a positive impact on the school's development, and the leadership of the headteacher has been vitally important in helping the school to gain an understanding of the quality of its performance.
- 109 The information emanating from the school's audit, and the consequent self-evaluation strategy, has successfully identified several key priorities to be developed by the school. Overall, they are appropriately linked to the school development plan and are carefully costed in terms of funding, time and in-service training needs.
- 110 The school operates a two-year cycle for evaluating standards and quality. Although it has only recently begun to familiarise itself with such a programme, important improvements have been made, such as the need to improve the ethos of the school. The inspectors found that this element is now one of the school's strengths.
- 111 The school sets targets for the core subjects at the end of key stages 1 and 2 for a period of three years. They are challenging, and are based on the information gained from the system of tracking the progress of individual pupils now in operation.
- 112 The self-evaluation report that was submitted to the inspectors prior to the inspection is based on the agreed views of all members of staff. It effectively identifies the school's strengths and to a lesser extent the areas for development. However, the evidence within the self-evaluation strategy supports the view that the school recognises what is required and that it plans appropriately in this regard.
- 113 The findings of the inspection team agree with the school's judgement in three of the seven key questions. Where there was a difference of judgement, the team has awarded lower grades than the school itself.
- 114 The majority of targets in the action plan relating to key issues in the previous inspection have been achieved, including maintaining or improving pupils' standards of achievement. However, the school has only fairly recently given sufficient attention to its procedures for monitoring and evaluating.

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

### **Grade 2: Good features and no important shortcomings**

- 115 The findings of the inspection team match the judgement made by the school in the self-evaluation report.
- 116 The school has a sufficient number of teachers to allow it to teach the curriculum effectively for all pupils. Good use is made of teachers' expertise in areas such as music and physical education.
- 117 The job descriptions for all members of staff provide a clear outline of their responsibilities, including the subjects for which individual teachers are responsible. It is understandable that the current distribution of subject responsibilities is not balanced, but the subject workload of the headteacher is unlikely to be sustainable in the long term. Arrangements are in place to address this issue.
- 118 The school makes very good use of the nursery assistant. This is also true of the classroom assistant. There is effective co-operation amongst all members of staff at the school.
- 119 Overall, the school has an adequate supply of resources for the age range and interests of its pupils. The whole-school audit completed during the past year has been an effective means of identifying and planning to fulfil pupils' needs.
- 120 The pupil:computer ratio is good. Effective use is made of the school's one interactive whiteboard.
- 121 There is adequate space for the number of pupils on the school register, and although there are signs of dampness in certain areas, the building is generally in good condition. The school has recently embarked upon a programme of internal painting, and this has transformed the foyer and some of the teaching rooms.
- 122 The standard of cleanliness is high throughout the building.
- 123 Very good use is made of the village hall and the leisure centre at Porthmadog, in order to ensure that all curricular requirements are fully satisfied.
- 124 Overall, the building provides appropriate disabled access.
- 125 The teachers are eager to attend training sessions and there are effective procedures in place for staff development.
- 126 The expenditure decisions are well linked to the school's development programme and the situation is reviewed at the meetings of the governing body.

- 127 The budget is managed efficiently and the school provides good value for money.
- 128 The school's financial arrangements were last inspected in the year 2000, and were found to be of a very high standard.

## Standards achieved in subjects and areas of learning

### The under-fives

#### Grade 1: Good with outstanding features

- 129 The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.

#### Good and outstanding features

##### *Language, literacy and communication*

- 130 The speaking and listening skills of the nursery and reception children are an outstanding feature. They are able to sing a range of rhymes and lullabies, pronouncing the words clearly. They listen attentively to a wide range of stories and are happy to discuss their contents. They do so confidently, whilst continuing to focus on the task in hand. A number of children are able to talk about their experiences, ask questions and respond very well to adults. They are able to recall the main events of stories such as "Taid a'r Sosej" (Grandad and the Sausage). A number of children make very good progress in the development of their basic reading skills. They enjoy experimenting with a range of materials and equipment to draw marks, make pictures and write independently. The majority have very good pencil control as they place and write sentences in the correct order.

##### *Personal and social development*

- 131 The nursery and reception children settle in quickly at school, and they form very good relationships with the adults and other children in the class. They are aware of the need for personal hygiene and are able to dress independently. They understand how to behave appropriately when eating and drinking. The children show an interest in what they are doing and are happy to wait for their turn when talking or during conversation. They are able to concentrate and persevere until the task is complete. The children behave exceptionally well and co-operate happily. The children display considerable self-discipline when working on specific tasks.

##### *Mathematical development*

- 132 The nursery and reception children enjoy singing number rhymes and playing with number games and jigsaws. They make outstanding progress in their number work. They recognise numbers up to at least 20. Their understanding of one more and one less is developing very well. Some of the children can count down from 12 with considerable confidence. They can recognise simple two-dimensional shapes. They understand and use simple mathematical language relating to capacity and volume when playing with water and sand. They are able to create and follow a repetitive colour pattern when producing their own necklace. They can differentiate between large and small, tall and short, as well as more than and less than. They understand a number of concepts related to the measures, such as largest/smallest, tallest/shortest, longest/shortest, heavy/light. They can recognise common pieces of coinage, which they use in their role-play in the Café.

### ***Knowledge and understanding of the world***

133 The development of the part-time nursery children is good. They can talk about the weather and match different types of weather to the appropriate symbols. They use appropriate computer programmes, displaying appropriate mouse control. The reception children show outstanding development. They are keenly interested in their environment and are able to talk knowledgeably about the work of people who provide help of various kinds, such as the fireman. They know the difference between the present day and times gone by, and the children are able to recognise a range of artefacts such as kitchen equipment from the beginning of the last century. They control the mouse with great dexterity in order to undertake a number of different tasks on the computer.

### ***Physical development***

134 The nursery and reception children use a range of materials and equipment to practise their fine motor skills. They can handle small items such as pencils, paintbrushes, beads and scissors with great dexterity. Their balancing skills are developed as they use equipment such as bicycles and scooters inside and outside the school. The children's control of their bodies as they work on physical movements is an outstanding feature of their development. They make appropriate use of the space around them as they develop their movement skills in the school and village hall.

### ***Creative development***

135 The nursery and reception children enjoy their role-play experiences in the café. They receive good opportunities to experiment and create, using a range of media and techniques, as seen in their work on producing monkey masks. They display outstanding ability to sing tunefully and to pronounce clearly when singing rhymes and lullabies. They are able to keep a regular beat, using a range of percussion instruments. They are able to follow a simple graphic score, and to differentiate between quick and slow sounds.

### **Shortcomings**

136 There are no significant shortcomings.

<b>Welsh</b>
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**Key Stage 1 - Grade 2: Good features and no important shortcomings**

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

### **Good and outstanding features**

137 Pupils' listening skills in both key stages are very good. They display the ability to listen attentively to teachers' presentations, visitors and to the contributions of fellow pupils.

138 In key stage 1, they are able to recall stories and a range of information, offering sensible answers to questions. The majority of pupils pronounce clearly and converse confidently as individuals, in groups and in a whole-class situation.

- 139 Pupils read fluently and expressively. They refer to the features of books such as the cover and author. They make effective use of their phonic knowledge to self-modulate and build unfamiliar words. They are able to answer questions about the main events and characters of their books with considerable confidence.
- 140 Pupils' writing skills are good. They use appropriate syntax and vocabulary in their work and are able to link and sequence sentences. They understand the need to write in different styles according to differing needs, such as an invitation to a range of celebrations, creating a questionnaire and writing a post card. Their poems on "Y Lleuad" (The Moon) are particularly well written. Their spelling is good and they have a growing awareness of punctuation.
- 141 In key stage 2, pupils respond with confidence when taking part in a range of oral presentations such as role-play when conveying a section from the tale of Branwen. The pupils speak naturally to adults and visitors about their interests and work.
- 142 The development of pupils' fluency and degree of interest in reading continues, with the majority becoming successful readers. They take part in various reading activities as part of their daily work. They read a range of reading materials including fiction and non-fiction. They use a range of sources in order to retrieve and collate information, including the Internet.
- 143 Pupils write for different purposes and audiences, including monologues, portraits and dialogues. They successfully use different forms and tenses of the verb. Pupils' punctuation and paragraphing skills are good. Pupils understand the purpose of drafting, re-drafting and editing, and these elements are apparent in their current work.

### **Shortcomings**

- 144 The work presented by pupils in key stage 2 does not reach the required standards of neatness.

<b>Mathematics</b>
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**Key Stage 1 - Grade 2: Good features and no important shortcomings**

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

### **Good and outstanding features**

- 145 In both key stages, pupils respond well to the emphasis placed on mental mathematics.
- 146 They make effective use of a range of games and resources that promote enjoyment whilst reinforcing their learning.
- 147 Pupils in key stage 1 have a good understanding of number patterns. They handle numbers confidently and accurately. Their understanding of place

value is developing, and they are able to accurately calculate addition and subtraction problems.

- 148 They are able to name a range of two and three-dimensional shapes and can talk about some of their characteristics.
- 149 Their previous work shows that pupils accurately use standard measurement units. They make good use of their estimation skills.
- 150 It was seen that they collect data on the weather and accurately transfer it into simple graphical formats.
- 151 Pupils in key stage 2 make good progress in number work and they have a good awareness of the four rules. They develop a good understanding of place value and come to deal with large numbers with increasing accuracy. They employ a range of strategies to assist them in their work.
- 152 They understand that decimal and fractional numbers can be equivalent.
- 153 They come to be able to correctly use co-ordinates to determine location.
- 154 It was seen that pupils have a good understanding of their work on shapes and measures.
- 155 They are able to confidently collect, analyse and interpret data, using a range of graphs to record and present their findings.
- 156 They have a growing understanding of probability.

### **Shortcomings**

- 157 There are no significant shortcomings.

## **History**

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

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

### **Good and outstanding features**

- 158 Pupils' historical skills and understanding in both key stages are extended and enhanced through the school's regular visits to museums and places of historical interest.
- 159 In key stage 1, pupils know that cooking methods and equipment have changed over time. They understand the difference between old and new by arranging artefacts into those used in the past and those currently in use.
- 160 Pupils have learned about the lives of historical characters as diverse as Florence Nightingale, Betsi Cadwaladr and Neil Armstrong.

- 161 Their understanding of chronology and their use of terms and historical vocabulary are developing well.
- 162 In key stage 2, pupils have a broad and sound understanding of the Roman period. Through research work, they are able to collect a store of information about life in general during that period. They present their work in a number of ways, including a questionnaire, menu and post card.
- 163 They have a sound grasp of the history of their locality. They exhibit a growing understanding of the difference between primary and secondary evidence.
- 164 Pupils use a range of historical sources in order to collate and present information on the Second World War.
- 165 They display a clear understanding of chronology within the last two centuries by interpreting and classifying a range of photographs representing different types of transport in order to create a timeline.

### **Shortcomings**

- 166 There are no significant shortcomings.

<b>Physical education</b>
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### **Key Stage 1 - Grade 1: Good with outstanding features**

### **Key Stage 2 - Grade 1: Good with outstanding features**

#### **Good and outstanding features**

- 167 Across both key stages, pupils work energetically. They listen attentively to instructions and their concentration levels are very high.
- 168 In key stage 1, pupils' ability in their gymnastics lessons to exhibit control of their bodies is outstanding.
- 169 They make particularly effective use of space and they move confidently, impressively combining movements and shapes. They work creatively as individuals and in pairs.
- 170 They work in an orderly manner and they effectively evaluate their own work and that of others, making modifications and improvements as required.
- 171 Pupils in key stage 2 have very positive attitudes towards the subject; they display enthusiasm and enjoyment and show impressive perseverance in all their activities.
- 172 Their ability to work creatively during their dance lessons is an outstanding feature of their work, as they display a range of various movements to musical accompaniment, "wearing" a variety of footwear. They strive at all times to improve and refine their performances to the best of their ability.

- 173 They are confident and safe in their swimming lessons, achieving high standards as they develop effective methods of moving on and beneath the surface of the water.
- 174 Pupils know why exercise is important and are aware of its effects on the body.

### **Shortcomings**

- 175 There are no significant shortcomings.

<b>Religious education</b>
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**Key Stage 1 - Grade 3: Good features outweigh shortcomings**

**Key Stage 2 - Grade 3: Good features outweigh shortcomings**

### **Good and outstanding features**

- 176 In key stage 1, pupils are aware of the importance of gratitude for what they have. They come to realise that others are less fortunate than themselves.
- 177 They are well informed about the history of Moses and of how he led the Israelites out of Egypt.
- 178 They come to know that religions other than Christianity are practised across the world. They are able to talk about some of the key practices of Hinduism and the stories related to the Hindu faith.
- 179 In both key stages, pupils are aware of the importance of rules in their daily lives.
- 180 Key stage 2 pupils' awareness of the importance of places of worship is enhanced through their visit to a chapel in Caernarfon. They are able to discuss the significance of a number of the rituals associated with the chapel.
- 181 They are able to name and talk about some of the artefacts associated with Hindu rituals.

### **Shortcomings**

- 182 Pupils' knowledge of a range of Biblical stories has not been sufficiently developed.
- 183 Pupils in key stage 2 do not write in a sufficiently extended fashion on religious issues and concepts.

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

The inspection findings acknowledge that we have, in the main, maintained very good standards in certain areas, such as the under-fives, and good standards in others, which means that we have raised standards in subjects such as physical education and Welsh. We were very pleased that the inspectors identified very positive attitudes towards learning amongst pupils, that they worked conscientiously, concentrated on their work and that they enjoyed their educational experiences. We were also very pleased to see that pupils' behaviour was commended. The commitment and dedication of teachers and classroom assistants was also found to be good and effective. This gives staff and parents great confidence, given the period of uncertainty at the school in recent years in relation to pupil standards and development.

We are highly satisfied with the report and as staff are very pleased that the school has been found to be moving in the right direction. It is acknowledged that there is room for improvement, and we shall as staff and governors be addressing the recommendations without delay.

We would like to extend our thanks to the inspectors and we believe as staff that the report confirms that we are succeeding in our aim of creating a school that is both happy and safe for pupils, by developing the skills required to allow them to become responsible and independent adults.

## Appendix A

### Basic information about the school

Name of school	Ysgol Beddgelert
School type	Community School
Age-range of pupils	3-11 years
Address of school	Beddgelert Gwynedd
Post-code	LL55 4UY
Telephone number	(01766) 890307
Headteacher	Mrs Catrin Gwilym
Date of appointment	January 2004
Chair of governors/ Appropriate authority	Mr Peter Mabbott
Reporting inspector	Mr D M Cray
Dates of inspection	18-20 January 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	1.5	6	4	2	5	3	5	4	30.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	1	2.1

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	14.5:1
Pupil: adult (fte) ratio in nursery classes	
Pupil: adult (fte) ratio in special classes	
Average class size, excluding nursery and special classes	15
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole School
Autumn 2004	93.2%	94.3%	94%	94%
Summer 2004	99.8%	98.3%	96.3%	96.8%
Spring 2004	96.9%	94.8%	90.6%	91.6%

Percentage of pupils entitled to free school meals	10%
Number of pupils excluded during 12 months prior to inspection	0

## Appendix C

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

<b>National Curriculum Assessment KS1 Results 2004</b>	Number of pupils in Y2	5
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	80%	In Wales	79%

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

<b>National Curriculum Assessment KS2 Results 2004</b>	Number of pupils in Y6	9
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	80%	In the school	66.7%
In Wales	70%	In Wales	71%

## Appendix D

### Evidence base of the inspection

- The team of three inspectors inspected work in all classes. Between them they spent six full days at the school;
- pre-inspection meetings were held with governors, staff and parents;
- a range of documentation produced by the school was examined, including examples of work by the pupils across the curriculum in the early years and the two key stages;
- twenty one lessons or sessions were observed;
- morning assemblies were attended;
- pupils were listened to reading and were questioned about their knowledge and understanding of the curriculum;
- school registers were inspected;
- discussions were held with the headteacher and school staff relating to curricular and management matters;
- minutes of governors' and staff meetings were examined as well as documents relating to the school's financial matters;
- pupils were observed as they arrived and departed from school, and during breaks;
- twelve parents were present at the pre-inspection meeting and ten questionnaires were returned;
- a post-inspection meeting was held with the staff and governing body.

## Appendix E

### Composition and responsibilities of the inspection team

Inspector	Type	Aspects	Subjects/areas of learning
Mr D M Cray	Rgl	Context; Summary; Recommendations; Annexes; Key questions 1; 5; 6 and 7.	Mathematics; physical education; religious education.
Mrs SA Taylor	Team	Key questions 2; 3 and 4.	Under fives; Welsh; history
Mr W Owen	Lay	Contributions to key questions 1; 3; 4 and 7	

**Contractor:** Arolygiadau Deheubarth Inspections; Afallon; Heol Llandeilo; Gorslas; Llanelli; SA14 7LU.

### Acknowledgement

The visiting inspectors wish to thank the governors, the head and all the staff for the co-operation and courtesy they received during the inspection.

# SUMMARY REPORT ON THE INSPECTION OF YSGOL BEDDGELERT

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Ysgol Beddgelert was inspected as part of a national programme of school inspection. The purpose 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 more information about their child's school. A copy of this summary is sent to every family with a child at the school. **The full report can be obtained from the school.**

The inspection of Ysgol Beddgelert took place between 18-20 January 2005 . An independent team of three inspectors, led by Mr Martin Cray undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

The inspection team agree with the school's judgement in three of the seven key questions.

## **Table of grades awarded**

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

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

## **Standards**

Overall, pupils' standards of achievement in the areas of learning and subjects inspected are as follows:

<b>Areas of learning</b>	<b>Nursery</b>	<b>Reception</b>
Language, literacy and communication	Grade 1	Grade1
Personal and social development	Grade 1	Grade 1
Mathematical development	Grade 1	Grade 1
Knowledge and understanding of the world	Grade 2	Grade 1
Creative development	Grade 1	Grade 1
Physical development	Grade 1	Grade 1

<b>Subject</b>	<b>Key stage 1</b>	<b>Key stage 2</b>
Welsh	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
History	Grade 2	Grade 2
Physical education	Grade 1	Grade 1
Religious education	Grade 3	Grade 3

The overall quality of educational provision for the under-fives is appropriate to their needs and pupils make good progress towards the Desirable Outcomes for Children's Learning.

The under-fives make very good progress in the development of their communication and mathematical skills, and in their use of information technology across the curriculum. Pupils in key stages 1 and 2 achieve good standards in the development of their key skills across the curriculum. This is particularly so with regard to their bilingual competence, given that English is the first language of approximately half the pupils. Pupils with special educational needs make generally good progress, and they achieve the targets that are set for them.

In relation to comparator schools in Wales, the school's performance in both key stages over the last three years has ranged from being in the upper 25% to the lower 25%.

Pupils exhibit very positive attitudes towards learning. They work conscientiously, focussing on the tasks set for them. They make effective use of their time, and they enjoy their educational experiences. Their behaviour is very good.

Average attendance over the last three full terms was around 94% and there is room for further improvement. Pupils arrive punctually at school.

### **The quality of education and training**

In the lessons observed, it was adjudged that the quality of teaching was as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
18%	76%	6%	-	-

Teachers employ an appropriate range of teaching strategies in order to sustain and stimulate pupils' interest. They challenge them to think and to continue to focus on their work. The tasks set are appropriate in terms of pupils' ability and understanding.

The teachers' commitment to nurturing and developing pupils' bilingual skills is a commendable feature.

The nursery assistant and the classroom assistant make a valuable contribution to the life and work of the school.

Pupils' work is marked regularly. The annual reports to parents on their children's progress conform to requirements.

The school provides equal access to a broad and balanced curriculum and responds well to the learning needs of all pupils. It conforms to legal requirements.

The standard of the schemes of work is varied in quality. Several have been revised during the past year, but this aspect of the work has not yet been completed.

Pupils' spiritual, moral, social and cultural development is promoted effectively.

Parents make a valuable contribution to the life of the school. There are good links with the local community and with neighbouring schools.

Overall, the provision for pupils' personal and social education is good. The school provides learning experiences that deal effectively with issues such as global citizenship and sustainable development.

The school has embarked upon the process of developing the enterprise skills of older pupils. There is room to further improve the partnership with the world of business.

The teachers know their pupils well and they are supported in their care of them by all members of staff. Pupils feel happy and safe in a caring environment.

The procedures recently introduced by the school for monitoring behaviour have been particularly successful. No instances of misbehaviour were seen during the inspection.

Whilst there is room for improving attendance levels, the school effectively monitors pupil attendance and punctuality.

Pupils with special educational needs receive good support from the teachers and the classroom assistant. They are fully integrated into the life and work of the school.

During the inspection it was seen that the local education authority has not responded promptly enough to the school's request for consultation from the psychology service.

The school prospectus contains a positive statement in relation to admitting pupils with disabilities.

### **Leadership and management**

Following a difficult period in terms of staffing and leadership at the school, it is well led by the new headteacher. She offers positive leadership that gives a clear sense of purpose and direction for the work. She is well supported by the other members of staff, together with the governors, and the school has shared values that promote improvement. Much has been accomplished in a short period of time.

Performance management is beginning to have a positive impact upon the school.

The governing body is very supportive of the school. Through the headteacher's reports, governors have a good awareness of the school's performance. However, there is room for the governing body to play a greater part in monitoring standards and the quality of provision.

The school operates within the requirements for teaching time, but there are some shortcomings in the contents of the annual report of the governing body, that means that it does not fully conform to the content of Welsh Assembly

Government circular 15/01. Neither has it published its reports, nor held annual meetings for parents in line with what is recommended.

Self-evaluation processes are beginning to have a positive impact on the school's development, and the leadership of the headteacher has been vitally important in helping the school to gain an understanding of the quality of its performance. Although it has only recently begun to familiarise itself with such a programme, key improvements have been addressed, such as the need to improve the ethos of the school. The inspectors found that this element is now one of the school's strengths.

The findings of the inspection team agree with the school's judgement in three of the seven key questions. Where there was a difference of judgement, the team has awarded lower grades than the school itself.

The majority of targets in the action plan relating to key issues in the previous inspection have been achieved, including maintaining or improving pupils' standards of achievement. However, it is only fairly recently that the school has given sufficient attention to its procedures for monitoring and evaluating.

Overall, the school has an adequate supply of resources for the age range and interests of its pupils. The whole-school audit completed during the past year has been an effective means of identifying needs and planning for their fulfilment.

There is adequate space for the number of pupils on the school register, and although there are signs of dampness in certain areas, the building is generally in good condition. The school has recently embarked upon a programme of internal painting, and this has transformed the foyer and some of the teaching rooms.

The standard of cleanliness is high throughout the building.

The expenditure decisions are well linked to the school's development programme and the situation is reviewed at the meetings of the governing body.

The budget is managed efficiently and the school provides good value for money.

## **Recommendations**

In order to improve the school in the areas inspected, the staff and governing body need to:

- R1: continue with the good work of raising standards by acting on the shortcomings identified in the subject section of this report;
- R2: complete the review of the school's schemes of work;

- R3: continue to develop and implement the school's self-evaluation strategy, including the role of the governing body in that regard;
- R4: ensure that the local education authority responds promptly when a request for consultation is made to the psychology service;
- R5: ensure that the requirements for the contents of the report of the governing body to parents, together with the scheduling of the annual meeting, are properly fulfilled.

The governing body is responsible for changing its present development plan to incorporate action steps to be taken in response to the recommendations within 45 working days of receipt of the report showing how the school intends to address the recommendations. This plan, or a summary of it, will be distributed to all parents at the school.

**The visiting inspectors wish to thank the governors, the head and all the staff for the co-operation and courtesy they received during the inspection.**