

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

**Ysgol Bro Hedd Wyn
Trawsfynydd
Gwynedd
LL48 6RT**

School Number 661/2213

Date of Inspection: 11-13 October 2005

by

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W129/13002**

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Under Estyn contract: T/011/05P

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Ysgol Bro Hedd Wyn 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 Bro Hedd Wyn took place between 11th and 13th October 2005. An independent team of three inspectors, led by Ms Lisa J Davies undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection. The team was assisted by the headteacher acting as nominee for the school and by a serving headteacher from another school, serving as a peer assessor.

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. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

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

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Context

Nature of provider

Ysgol Bro Hedd Wyn is situated in the village of Trawsfynydd, Meirion, South Gwynedd. It provides education for pupils aged 3-11 years. There were 81 full-time pupils and seven part-time nursery children on the school roll during the inspection. It is foreseen that numbers will decline during the co years.

The school serves a rural area that is Welsh in its language and culture. Welsh is the main language spoken in the home by about 85% of the pupils but all pupils are expected to be proficient in Welsh and English before leaving the school.

Children are accepted into school on a full-time basis at the beginning of the September following their fourth birthday. The school has pupils of the full range of ability. The natural catchment area of the school is neither advantaged or disadvantaged and the percentage of pupils entitled to free school meals, 13%, is lower than the county and national average.

7% of the pupils have special educational needs, which is substantially lower than the county and national average. One pupil has a statement of special educational needs.

The Language Disorder Unit for Dwyfor and South Gwynedd is housed in the school building.

The school was last inspected in November 1999. The head was appointed in 2000 and the other teachers were appointed between 2000 and 2003.

School priorities and targets

The school priorities and targets for the current educational year include:

- continue to implement tasks in order to ensure improvement when using and applying mathematics;
- raise standards in English spelling;
- ensure time for teachers to plan, prepare and assess (PPA);
- implement, and monitor, the school's art scheme.

Summary

1. Ysgol Bro Hedd Wyn is an effective school that provides sound education for its pupils, with some exceptional features. There has been substantial improvement in a good number of aspects of the educational provision since the last inspection. The inspection team agreed with five of the seven opinions given by the school in its self-evaluation document. In the two issues where there was disagreement, the inspection team awarded Grade 2 instead of Grade 1.

Table of the grades awarded

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

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

Standards

3. Standards of achievement in the lessons observed are as follows:

Standards of achievement of pupils	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	8%	88%	4%	0%	0%

4. The standards achieved in the lessons observed substantially exceed the targets set by the Welsh Assembly Government (WAG), which is that at least 95% of standards are satisfactory (grade 3) or better and 75% good or better.

5. Standards of achievement for the Early Years are as follows:

Language, literacy and communication	2
Personal and social development	1
Mathematical development	2
Knowledge and understanding of the world	2
Creative development	2
Physical development	3

6. In Key Stages 1 and 2, in the subjects inspected, standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
English	...	3
Mathematics	1	2
Geography	2	2
Music	1	2
Physical education	2	2

7. The general quality of provision for children under five is appropriate for their needs and children make good progress towards the Desirable Outcomes for children's learning.

8. Early Years children make good progress in the key skills of numeracy and using information and communication technology (ICT). They also make good progress in the key skills of speaking and listening, reading and writing.

9. In key stages 1 and 2, the standards and progress of pupils in the key skills of listening and speaking are very good, and they are good in reading, writing, numeracy and using ICT across the curriculum.

10. The standards of pupils in their bilingual proficiency show good progress. At Key Stage 1, English learners become more and more confident when using the language and by the end of Key Stage 2, a large number of pupils are proficient in both Welsh and English.

11. Pupils with special educational needs (SEN) make good progress both educationally and socially. They achieve the targets set for them.

12. Pupils show very good progress in their personal and social skills. This is an exceptional feature of the school. Pupils can work especially well with each other, persevering with their tasks and supporting each other both within class and also outside the usual class situation. They display good skills in their creative work throughout the school.

13. At the end of key stage 1, in 2005, standards achieved by pupils in the teachers' assessments in Welsh, mathematics and science were substantially higher than the national and catchment area averages. Pupils' results compare well with similar schools with regard to the percentage of pupils entitled to free school meals. A three-year cycle shows results that are higher than the median.

14. At key stage 2, in 2005, standards in Welsh and science were substantially higher than the local and national averages. Results were very close to the average in English and lower in mathematics, when compared with similar schools across Wales. On the whole, a three-year cycle shows results similar to the above, with consistent improvement in English.

15. Throughout the school, pupils have positive attitudes towards their work. They show interest in, and the ability to concentrate on, their tasks, and they learn new information and skills effectively.

16. Pupils' behaviour is especially good. They have a clear understanding of what is expected of them. They are considerate, polite and they communicate very well with each other. This responsible attitude has a positive effect on the progress they make.

17. The school ensures that every pupil has an equal opportunity. Throughout the school, pupils respect the variety of beliefs and cultural and social traditions of others.

18. The school succeeds in preparing pupils well to take a full part in the community. Through a number of extra-curricular activities and purposeful educational visits, they come to have a good knowledge about the world of work and of different local businesses and industries.

19. Pupils attain high levels of attendance and punctuality.

Quality of education and training

20. It was judged that the quality of teaching was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
12%	76%	12%	0%	0%

21. These percentages are substantially higher than the targets set by the Welsh Assembly Government, which is that 95% of the teaching is at least satisfactory, and that 75% is good or better.

22. In the lessons judged to be good or very good, a number of the following features were evident: thorough planning; carefully structured lessons in order to offer a range of varied experiences and ensure that the tasks correspond to the needs of individuals of differing abilities and ages; effective questioning and reinforcement that ensures a sound understanding and a good use of varied resources including interactive whiteboards, and regular opportunities to develop personal and social skills.

23. In a small number of lessons, tasks are not sufficiently challenging for some pupils. At times, there is insufficient emphasis on soliciting answers from reticent pupils.

24. The quality of assessment is good for both the early years, and for the two key stages. Assessment is used consistently to guide planning and set effective targets. Reports to parents on the achievement and development of their children are of good quality and parents appreciate them. Pupils' work is marked regularly with supportive comments but, on the whole, there is not enough guidance on how to improve their work.

25. The school responds very effectively to the learning needs of pupils. It provides equal access to a broad and balanced curriculum that develops their skills and concepts and ensures progression for the different ages and abilities.

26. There is very good provision for developing the personal and social education of pupils. This aspect is a strength in the school and contributes effectively to improve pupils' achievements.

27. Learning experiences promote the spiritual, moral, social and cultural development of pupils very successfully. As a result, pupils develop high levels of care and friendship towards each other and the school.

28. The partnership and links with parents are very close. Parents appreciate the school's work and raise substantial amounts of money for the school fund. Learning experiences are enhanced by a large number of extra-curricular activities and effective links with the community and other partnerships.

29. The school ensures equal opportunity in every aspect of school work. There is a civilized ethos in the school, with the respect given to pupils' voices giving them a feeling of being appreciated.

30. The school provides a welcoming and caring environment where all pupils feel happy and confident. The provision for pupils with SEN is good and fulfils the Code of Practice.

Leadership and management

31. The positive leadership of the head provides a clear direction for the school's work. In addition to fulfilling her role as class teacher, she succeeds in co-ordinating the work of teachers, support staff, the governing body and parents effectively in order to reach high standards.

32. Self-evaluation systems are comprehensive, organized and based on direct evidence. They are not always sufficiently analytic. Effective systems are in place to monitor the standards of teaching and learning. Performance management has assisted this process. The governing body receives regular reports on standards and progress in the different areas of the curriculum.

33. Governors provide strong support for the school and they co-operate effectively with the head and staff. They fulfil their responsibilities conscientiously, but they currently do not take an active part in the monitoring and self-evaluation process by means of focused visits to classes.

34. The School Development Plan [SDP] is a well-organised document useful in providing a strategic direction for the school's work. The priorities of the SDP and the self-evaluation processes are well linked.

35. The school has responded very effectively to the issues raised in the last inspection. Evidence was seen of successful steps taken in tackling key issues, and of the positive effect of this on standards and on the provision.

36. There is a sufficient number of teaching staff and full use is made of their expertise. Pupils are well supported by qualified, experienced staff and by a nursery assistant and other skilful, conscientious classroom assistants.

37. There is a good supply of resources in the school, which correspond to the learning requirements of every pupil. In general, they are used effectively to facilitate teaching and learning.

38. On the whole, the building is maintained in a good condition and it provides ample space for the number of pupils on roll. The school makes good use of the external environment and this contributes to the quality of provision and pupils' standards.

39. The colourful displays on classroom and corridor walls contribute substantially to creating a cultured ethos in the building. They give status to pupils' work and celebrate their successes.

40. The school provides good value for money.

Recommendations

It is recommended that the school:

A1. maintains the high quality of educational provision and the standards that exist in the school;

A2. raises standards in English, by addressing the shortcomings identified;

A3. builds upon the current self-evaluation practices and includes a more active role for governors in the process;

A4. continues to improve aspects of the assessment procedures ensuring they influence teaching sufficiently.

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

41. The findings of the inspection team correspond with the school's judgement in the self-evaluation report. Standards of achievement in the lessons inspected were as follows:

Standards of achievement of pupils	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	8%	88%	4%	0%	0%

42. The standards of pupils in lessons are substantially higher than the WAG targets for the whole of Wales of 95% of lessons satisfactory (grade 3) or better and 75% good or better.

43. The standards of achievement of children under five are as follows:

Areas of learning	Under five
Language, literacy and communication	2
Personal and social development	1
Mathematical development	2
Knowledge and understanding of the world	2
Creative development	2
Physical development	3

44. In key stages 1 and 2, in the subjects inspected, standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
English		3
Mathematics	1	2
Geography	2	2
Music	1	2
Physical education	2	2

45. Pupils succeed well in attaining the targets set by the school. The national assessments and school tests at the end of key stage 1 and key stage 2 are very close to these targets.

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

47. Pupils with SEN make good progress and achieve the targets set for them.

48. Early Years children make good progress in the key skills of speaking and listening, reading and writing, numeracy and using ICT.

49. The standards and progress of pupils in both key stages in the key skills of speaking and listening are very good, and they are good in reading and writing. Standards in numeracy and using ICT are good at both key stages.

50. The standards of pupils in their bilingual proficiency show good progress. English is introduced in year 2 and by the end of key stage 2, English learners become more and more confident when using the language across the curriculum. By Y5, a large number of the pupils move freely from one language to the other as they undertake investigative tasks such as finding information on the Web.

51. The school succeeds in ensuring that pupils of all social and linguistic backgrounds reach their potential.

52. Creative skills throughout the school are good.

53. At the end of key stage 1 in 2005, the attainment of pupils in the core subjects of the National Curriculum [NC], Welsh, mathematics and science, is substantially higher than the national and catchment area averages. The results of pupils compare well with schools of similar families in terms of the percentage of pupils entitled to free school meals. A three-year cycle shows results higher than the median.

54. At key stage 2 in 2005, standards in Welsh and science were substantially higher than the local and national averages. Results were very close to the average in science and lower in mathematics, compared with similar schools across Wales. On the whole, a three-year cycle shows similar results to the above, with consistent improvement in English.

55. Pupils at both key stages make good progress in learning. They learn new information and skills effectively when undertaking tasks in class. They show a high level of motivation, using their time effectively and making good progress towards reaching their potential.

56. There are outstanding features in the development of pupils' personal and social skills. They can work particularly easily together, in a group situation or pairs, persevering with their tasks and supporting each other in class and also outside the usual class situation. They accept personal responsibility and show honesty and fairness in their dealings with others.

57. When given opportunities, pupils can solve problems in a well-organised manner. Y6 pupils work independently, investigating a subject of their choice and organising their own work effectively.

58. Pupils' attitudes towards their learning, the interest they show in their work and their ability to concentrate on their tasks are very good. They make very good progress towards reaching their potential.

59. Pupils' behaviour is especially good. They show a great deal of self-discipline and a clear understanding of what is expected of them. They are considerate, polite and

they communicate very well with each other and with adults. This responsible attitude has a positive effect on the progress they make.

60. The school ensures that all pupils have equal opportunities. Throughout the school, pupils show an appropriate awareness of respect for diversity in society. In religious education and geography lessons, pupils extend their knowledge and understanding of beliefs and life practices of people whose traditions differ from theirs.

61. Pupils have a very good knowledge of their community and they take a full part in its life and work. Through a number of extra-curricular activities and purposeful educational visits, they come to have a good knowledge about the world of work and different businesses and industries.

62. In a number of subjects, the practice of appraising their own work orally develops their awareness of their strengths and shortcomings well. They are aware of the targets set by teachers but they do not give sufficient consideration to what they need to do to improve when undertaking written tasks.

63. Attendance is high and pupils arrive punctually in school. The average attendance for the three terms before the inspection was 96%.

Quality of education and training

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

Grade 2: Good features and no important shortcomings

64. On the whole, the findings of the inspection team correspond with the school's self-evaluation.

65. In the lessons observed it was deemed that the quality of teaching was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
12%	76%	12%	0%	0%

66. The quality of teaching in lessons is higher than the WAG targets for Wales of 95% of lessons adjudged to be satisfactory (Grade 3) or better and 75% good or better.

67. Teachers have established a very good relationship with pupils based on respect and constant and purposeful use of encouragement and praise. They have created an environment conducive to effective learning.

68. Teachers have a good knowledge of the subjects they teach and of the Desirable Outcomes for Children under Five. They plan thoroughly with a clear focus on the learning aims.

69. The good and exceptional features of the teaching include structuring lessons carefully in order to provide a range of varied experiences for pupils, and ensuring that the tasks correspond to the needs of individuals of different ages and abilities. Teachers take advantage of every opportunity to develop the personal and social education of

pupils. Questioning is effective and ensures sound understanding of what is discussed. Teachers make good use of a variety of resources, including the interactive whiteboards, to stimulate pupils' interest and support their work.

70. In a small number of lessons, tasks are not sufficiently challenging for some pupils. At times, there is insufficient emphasis on soliciting responses from reticent pupils.

71. Consistent use is made of English across the curriculum to support the development of pupils' bilingualism.

72. Assessment and recording in the Early Years, key stage 1 and key stage 2 are used consistently to guide planning and set meaningful targets. These targets are well used to make sure that pupils make progress during the year.

73. The progress of pupils in the core subjects is assessed regularly. Teachers concentrate on the attainments of individual pupils and on any shortcoming that impedes learning. Good use is made of standardised tests in areas such as spelling, reading and mathematics, to check pupils' progress as they move through school.

74. The school analyses the results of NC assessments carefully and the data is shared with staff in order to improve the quality of teaching and raise the individual standards of each pupil. There are appropriate systems for assessing the foundation subjects.

75. Pupils' work is marked regularly, and there are supportive comments on the work, but on the whole, written comments do not give sufficient guidance for pupils on how to improve their work.

76. Pupils are aware of their individual targets for improvement, but the self-assessment element has not been developed sufficiently at present.

77. There is a useful portfolio of examples of work in Welsh and English, which have been shared with teachers. The annual report is levelled to ensure consistency when moderating. In addition, there is a useful file that shows the progress and achievements of pupils in the area of ICT.

78. Parents appreciate the opportunities they have to discuss their children's development. Reports for parents conform with the statutory requirements. They include comments that note the progress of pupils in each subject, together with valuable comments on their personal and social development. The reports do not include the individual pupils' targets for improvement.

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

Grade 1: Good with exceptional features

79. The findings of the inspection team correspond with the school's self-evaluation.

80. The school responds very well to pupils' learning needs and provides equal access to a broad and balanced curriculum. The curriculum offers good provision with outstanding features for all pupil needs and it has been planned purposefully and effectively.

81. Schemes of work provide clear guidelines to ensure continuity and progression in pupils' learning. The school provides purposeful activities and appropriate, interesting tasks for pupils across the school.

82. Long-term planning for personal and social education is beneficial and comprehensive. Teachers take advantage of every opportunity when presenting lessons and in extra-curricular work to develop this aspect. The personal and social education is an exceptional strength in the school and contributes very effectively to improving the achievements of pupils.

83. There is good provision to ensure that every pupil gains the requisite key and basic skills, but the planning for these is not sufficiently clear in teachers' weekly records. The curriculum promotes pupils' bilingual skills well, and ensures that the culture and heritage of Wales has a high status in all the work and life of the school.

84. The curriculum is extended and enhanced through purposeful educational visits, through inviting other adults to school to work with pupils and through making effective use of the expertise of teachers. A high number of pupils benefit substantially from attending activities after school, such as the Urdd and sports clubs.

85. The broad learning experiences that pupils experience promote their spiritual, moral, social and cultural development well, with exceptional features. As a result, pupils have a clear sense of ownership and responsibility towards the school and its environment. The older pupils show consideration towards each other and through the *friends* scheme on the school yard. Corporate worship contributes substantially to pupils' understanding of spiritual and moral issues.

86. A very close partnership with parents assists in promoting pupils' learning and in developing confidence and skills. There are very good links with the community through a large number of curricular and social activities. Parents and the community have raised a substantial sum of money to buy resources.

87. The school takes full advantage of partnerships with local businesses and societies. Purposeful use is made of these to organise visits and to raise pupils' awareness and understanding. The relationship with the secondary school to which pupils transfer at the end of Y6 is good. There is a very strong partnership between the school and the Languages Disorder Unit, which has been established in the school.

88. There are sound policies that reflect the school's commitment to equal access and equal opportunity for all. There is a civilized ethos in school and the respect shown to pupils' contributions enables them to feel they are appreciated.

89. The school pays very good attention to developing pupils' awareness and understanding of sustainable development. The school is part of the Gwynedd Green Schools campaign and the School Council plays a practical role in disseminating good practice.

90. Pupils' experiences across the curriculum enable them to gain a range of skills that are valuable for lifelong learning. These include bilingualism, ICT skills, numeracy skills, skills of co-operative play and team competitions, skills of contributing to the community, and co-operation and decision-making.

91. The enterprise skills of pupils are developed through providing opportunities for them to contribute to different activities within the school, such as buying and selling goods at extra-curricular events, for the benefit of the school.

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

Grade 1: Good with exceptional features

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

93. The school is a happy, caring community where every member of staff knows the individual needs of pupils. In a supportive climate, the school provides valuable experiences that enhance the life of pupils and gives them valuable life skills. All pupils turn confidently to adults for support.

94. The positive discipline system emphasises fostering the self-image and pride of pupils, through constant praise and acknowledgment of successes. No cases of bullying were seen during the inspection.

95. The school conforms fully to the requirements for recording attendance and reporting to parents. There is an effective reward system that promotes attendance very well.

96. Appropriate policies and sound procedures have been established for the safety of pupils, First Aid, sex education, race equality and fire prevention.

97. The induction programmes for the nursery class are very good and parents testified to this in a recent questionnaire sent to them. The "friends on the yard" scheme is an outstanding feature where Y6 pupils have an opportunity to help the teacher on duty. Y6 pupils take on these duties very conscientiously and the scheme is a positive help for the youngest pupils to settle and gain confidence.

98. Detailed consideration is given to inclusion of the Personal and Social Education Framework when organising activities. The school consistently promotes aspects such as healthy eating and keeping fit.

99. Pupils benefit substantially from the opportunities they receive during specific lessons, daily corporate worship, and reflection and appraisal periods, to discuss personal issues. These experiences promote respect and tolerance towards others and enable them to discuss feelings and moral issues.

100. A section of the school field has been redesigned, with assistance from several members of the community, in order to develop a small garden. This has been a means

of raising pupils' awareness of the need to care for their environment, the importance of recycling, and helping in the community.

101. There is good provision for pupils with SEN and this fulfils the requirements of the Code of Practice. The school recognizes pupils' special needs early and intervenes where necessary. Seven pupils receive SEN assistance. The school SEN co-ordinator has a thorough knowledge of pupils' needs.

102. Teachers and support staff work closely together to ensure continuous support and full access to the curriculum. Pupils receive valuable support from the assistants, which contributes significantly to their development and needs. The withdrawal sessions provide effective additional support. Pupils benefit from the careful marking and detailed comments of the SEN teacher. The Individual Learning Plans provided for them are detailed and relevant.

103. The school works positively to include parents in their children's support programmes and in setting targets for children to work towards. There is a close link between the school and external agencies.

Leadership and management

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

Grade 2: Good features and no important shortcomings

104. The findings of the inspection team correspond with the grade 2 in the school's self-evaluation report.

105. The positive leadership of the head provides a clear direction for the school's work. In addition to fulfilling her role as class teacher, she succeeds in co-ordinating the work of teachers, support staff, governing body and parents effectively in order to reach high standards.

106. The agreed aims and values are well reflected in the work and ethos of the school. Equality is promoted for all, the contribution of every individual is valued and there is a strong feeling of trust and understanding amongst all staff and governors.

107. Appropriate attention is given to national priorities. The school has acted positively on the principles of the 'Green School', and gained the Quality Mark of the Basic Skills Agency in 2001 and 2004. Careful planning has taken place for the recent priority of allocating non-contact time for teachers. Enterprises, such as developing the use of interactive whiteboards, support teaching and learning and enable pupils to reach higher standards.

108. Very effective use is made of the newly established School Council as a way of getting pupils to contribute to decisions that affect the school by discussing their wishes and their concerns.

109. Members of staff are well managed and effective performance management systems have been established to improve the skills and competence of individuals.

110. Staff development is promoted by arranging their attendance at a good range of in-service training courses. Extended training in areas such as information technology and the early years has had a good effect on the quality of teaching and on standards.

111. The governors provide strong support for the school. Several show particular interest in specific curricular areas, including SEN, and they co-operate effectively with the head and staff to set a strategic direction for the school's development. The buildings sub-panel fulfils its duties very conscientiously. They have not yet given sufficient attention to attending in-service training and monitoring the quality of the educational provision through focused visits to classes.

112. They receive detailed reports from the head and some members can visit the school from time to time.

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

Grade 2: Good features and no important shortcomings

113. On the whole, the opinion of the inspection team does not correspond to the grade 1 awarded by the school in its self-evaluation report.

114. The head, governors and staff are committed to improving standards. They have worked conscientiously since the last inspection to raise standards through the self-evaluation process. They have succeeded to a great extent in dealing with each of the key issues.

115. In the subjects inspected, the school has succeeded in maintaining the good standards and has improved standards substantially in several subjects. Although shortcomings remain in standards in English, the school acts conscientiously on the outcomes of evaluations of standards, and this is seen clearly in the strategies adopted to improve the spelling skills of pupils. The quality of good or better teaching has risen from 56% to 88%.

116. By now, the SDP is an effective document that identifies the outcomes of priorities and financial details.

117. There are good assessment and recording systems in place, but there are still some aspects that do not influence the educational provision sufficiently.

118. The self-evaluation systems include a programme to ensure that curricular aspects are evaluated in turn. A number of strategies are used for gathering evidence, including gathering the opinions of parents, inspecting pupils' work, analysing internal and external tests and observation of lessons.

119. The governing body receives regular reports on standards and progress in the different areas of the curriculum.

120. The School Development Plan [SDP] is a methodical and useful document to provide a strategic direction for the work of the school. It includes a clear evaluation of the previous SDP. There is a good relationship between the priorities of the SDP and the self-evaluation processes.

121. Good use is made of the results of tests and other data to identify areas for improvement and for setting targets for pupils and teachers. Strong emphasis is placed on raising standards and ensuring that all pupils reach their full potential.

122. The school's self-evaluation report is comprehensive and clear and a judgement is made on all aspects of the inspection. It identifies the school's strengths together with relevant evidence. A small number of issues are identified for further attention, but the self-evaluation process is not sufficiently analytic in this respect.

123. The findings of the inspection team correspond to the school's opinion in five of the seven key questions. There was disagreement on the school's grade 1 in Key Questions 6 and 7 because there are minor gaps in the self-evaluation process and the provision of resources. At present, they do not display outstanding features.

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

Grade 2: Good features and no important shortcomings

124. On the whole, the findings of the inspection team do not correspond with the grade 1 awarded by the school in its self-evaluation report.

125. Pupils are well supported by qualified and experienced staff. Teachers have a thorough knowledge of the areas they teach and make efficient use of their expertise by exchanging groups to teach some subjects such as music and physical education.

126. The nursery assistant provides high quality support for children under five and for KS1 pupils. Classroom assistants are effectively located in the school ensuring that each class is supported at specific periods. They fulfil their responsibilities well, working effectively with the teachers. The system ensures that each individual has a high level of support from all members of staff.

127. The other ancillary staff members also contribute conscientiously to the effective running of the school.

128. Pupils benefit from a good range of resources, which meet the learning experience requirements of all pupils. These are reinforced by a range of interesting resources produced by the teachers. Although there is a good supply of books in the library, its use as an appropriate centre to support the learning and investigative work of pupils is limited because of its location in the hall.

129. In general, the building is maintained in good condition and is regularly inspected by a panel of governors. Some safety issues were brought to the attention of the governing body.

130. The building provides sufficient space for the number of pupils on roll. However, there is no office available to facilitate the work of the head and storage space is limited in some parts of the building.

131. The buildings are used effectively, including the school hall for physical education lessons and an attractive separate dining room for eating lunch. The physical education provision is reinforced by visits to a Leisure Centre in a nearby town. Disabled people can access every part of the building.

132. The school is kept very clean and tidy inside and outside. The school makes good use of the quite extensive grounds outside and this contributes to the quality of provision and the standards of pupils.

133. The colourful displays on the walls in rooms and corridors contribute substantially to creating a cultured ethos in the building. They give status to pupils' work and celebrate their successes.

134. Expenditure decisions correspond well with the school's priorities. For example, substantial investment has been made in ICT resources and this has had a positive effect on standards. The head and governing body review and evaluate expenditure constantly, keeping an eye on pupil numbers and maintaining staffing for the future. They ensure good value for money.

Standards achieved in subjects and areas of learning

Children under five

Grade 2: Good features and no important shortcomings

135. The general quality of provision for children under five is appropriate for their needs and the children make good progress towards the Desirable Outcomes for Learning of Children Under Five.

Good and exceptional features

Language, literacy and communication

136. The language and communication skills of the nursery children are good. Children speak confidently when taking part in the activities. The majority listen well to adults and to each other. They show an interest in books and respond well when seeing and listening to a story on the interactive whiteboard. They ask and answer questions confidently. They enjoy making marks on paper and creating pictures with paint and crayons.

137. Reception age children have very good language skills. They speak fluently and enthusiastically about themselves, their families and interests. They can recall stories they have heard before and repeat them accurately and with colourful expression. They welcome the opportunity to talk to adults and to ask and answer questions. They show

a great interest in books and they “read” real books, behaving like experienced readers. They read words and sentences displayed around the class. The majority can form letters independently. They have a good grasp of pre-writing patterns and a small number write sentences independently.

Personal and social development

138. The personal and social development of nursery children is very good. The children have settled well in school and they mix with other children and adults especially well. They respond well to every day practices. When playing, they share equipment and take their turn politely, and they take responsibility for their personal hygiene. They make a good effort to put on their aprons without help when preparing to paint and they put on their own coats before going out.

139. The personal and social development of reception children is very good. Children continue to build a good relationship with adults and other children. They undertake responsibility very willingly and show a high level of concentration and independence when taking part in activities in class. Children make good progress in their ability to co-operate, showing concern for others and a mature ability to help each other. They can undress and dress for physical education and they tidy the class at the end of the day without fuss.

Mathematical development

140. The early mathematical development of nursery children is good. They know a number of number songs and rhymes and they enjoy reciting them. Children can sort objects according to colour and match objects with pictures. They understand the terms “more” and “less” and can count to five. Children develop a good understanding of mathematical language as they discuss birthday cakes and how many candles are needed on them.

141. The mathematical development of reception children is good. Children develop a good understanding of number and mathematical concepts. They count to 10, with some who count to 20. They begin to understand appropriate mathematical vocabulary such as “heavy” and “light”, “less” and “more”. They use and understand mathematical terms such as “shortest” and “tallest”. They can follow a pattern and continue with one that has been started. They can form numbers when following dots and the most able can form numbers by themselves. They recognize some 2D shapes and identify some of their characteristics. They begin to understand the purpose and value of money.

Knowledge and understanding of the world

142. The children are inquisitive and keen to observe aspects of the world around them and ask questions. They make good progress in this area of learning. They talk confidently about their homes and the work of their parents. They show an early awareness of the effect of the seasons as they discuss the squirrel’s preparations for the winter. They use the interactive whiteboard confidently and experiment with the use of the mouse to play simple games on the computer.

143. The development of reception children’s knowledge and understanding of the world is good. The stories they hear are a valuable experience for them as they come

to understand about the past and different ways of life. They begin to learn about their environment and living things. They know the names of the seasons and discuss their order and main features. They can name the creatures that hibernate. They begin to develop technological skills as they use the mouse independently to play a game on the computer. They have a good knowledge about the differences between the country and town and can talk about the importance of a variety of workers to the community.

Creative development

144. The creative development of nursery children is good. Children sing songs and rhymes enthusiastically and in tune. They use pitched instruments effectively. They can recognise a range of unpitched instruments and use them for accompaniment. They emulate movements and enjoy performing with their peers. They paint and paste to create a collage and models, using a variety of materials. They begin to become used to role play and sustain this for short periods.

145. The creative development of reception children is good. Children sing songs and rhymes enthusiastically and melodiously. They keep a constant beat when using pitched instruments for accompaniment when singing. Children can move to music. They choose materials from a range of media to make collage pictures, and use a paintbrush confidently to paint original pictures. They show increasing imagination when creating stories, using interesting objects from special story sacks.

Physical development

146. The physical development of nursery children is good. Children move confidently, generally with a good awareness of space. When playing with the large toys they display appropriate control of their large motor skills, such as pedalling and pushing, when responding to interesting tasks in the play area. The handling skills of children develop well; pupils handle glue pens, brushes and pencils confidently.

147. The physical development of reception children is appropriate. The majority of children show increasing control of their bodies and coordination. They use large items of equipment with confidence and control. They move confidently to instructions and know the difference between walking, marching, jumping and crawling. Children can control their bodies and respond accurately to instructions with regard to spatial relationship, for example, “over”, “through” and “in front of”. They display good minor skills when they have an appropriate opportunity and they handle small items of equipment skilfully.

Shortcomings

148. In the reception stage, children do not fully develop their physical skills as, at times, they are practising skills they have already mastered and they do not make adequate use of the area outside the building.

English

Key Stage 1 - English is introduced formally in key stage 2.

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

149. In Y2, pupils make appropriate progress in their speaking, reading and writing as they undertake early skills in learning English.

Good features

150. The listening skills of pupils are good across key stage 2. Pupils listen intently to teachers and to the views of other pupils during discussions and respond effectively to instructions.

151. Pupils' oral skills are good. They talk confidently in groups and also with individuals, expressing themselves clearly and in a language appropriate for the occasion. They are eager to talk to visitors and show much interest in them and what they have to say. Pupils express opinions effectively across the curriculum.

152. Their facility and interest in reading increases appropriately and the majority are successful readers. They can recognise some authors and at times can name their favourite books. The majority of pupils have reasonable information recall skills and a good number of older pupils use the school and local libraries to search for information.

153. Pupils across the key stage write for different purposes using a variety of forms suitable for the task. At the start of Key Stage 2, the most able pupils produce good descriptive written work. They punctuate accurately using quotation marks appropriately. The older pupils show an awareness of paragraphs and use them more often and more effectively. The written work of a small number of older pupils is accurate and of a good standard. Their stories and reports are well structured and they are beginning to understand the craft of writing lively dialogues and scripts that retain the reader's attention.

Shortcomings

154. The reading of a substantial number of pupils across the age range is mechanical and lacks expression. This shortcoming limits their understanding and enjoyment of stories and poems.

155. There is a small number of pupils who do not present their work tidily.

156. Although there are examples of pupils writing extensively, this aspect is insufficiently apparent amongst the older pupils.

157. Despite the school's efforts to eradicate the problem, errors remain in the spelling of a substantial number of pupils.

Mathematics

Key Stage 1 - Grade 1: Good with excellent features

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

Good features

158. At KS1, there are a number of outstanding features in the knowledge and understanding of pupils of number work. They work quickly and accurately in mental arithmetic tasks. Pupils' knowledge of number bonds is thorough. They have a sound understanding of place value. They handle numbers up to at least 100 and know what each digit represents. They complete number tasks confidently, counting backwards and forwards quickly. They recognise useful patterns easily, for example that each even number is a multiple of two.

159. The youngest KS1 pupils have a very good understanding of simple fractions such as halves and quarters and they deal confidently with them in different situations.

160. They know the value of coins and can use them accurately to count sums of money. They have a sound knowledge of two- and three-dimensional shapes and the older pupils can describe their characteristics capably. In their measuring work, they use standard and non-standard measures well. They handle data accurately. They gather information from a variety of subjects, sorting it systematically and producing an increasingly challenging range of graphs to represent the work.

161. By year 2, they have a variety of useful strategies for solving number problems and they explain these intelligently using mature mathematical vocabulary.

162. Key Stage 2 pupils regularly undertake mathematical investigations and their ability to tackle problems and apply their mathematical knowledge is good.

163. The majority of pupils answer quickly and accurately when undertaking mental work, making good use of their understanding of number bonds. They can discuss odd and even numbers and they have a good knowledge of place value in four digit numbers, and about the relationship between decimals, fractions and percentages. On the whole, they estimate accurately and they deal effectively with mathematical tables.

164. Pupils make clear progress in their understanding of measuring work and shapes. They tell the time accurately and record their work in digital and conventional ways.

165. The older pupils have a good knowledge about angles and the characteristics of two- and three-dimensional shapes. They calculate the surface area and perimeter of regular and irregular shapes and they understand the concept of symmetry and reflection. They use standard units when dealing with length, capacity and time.

166. They use diagrams, graphs and mathematical notation effectively to convey their findings and ideas clearly to others.

Shortcomings

167. There are no significant shortcomings.

Geography

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

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

Good features

168. At both key stages, pupils' geographical vocabulary is good and their visits to a range of local places and further afield have a positive effect on the standards of their field work.

169. At Key Stage 1, by creating a 3D mural of their community and using pictures of significant places in the village to write postcards, pupils come to describe their school and surrounding area well. They are aware of issues that affect their environment and have a good knowledge about the water cycle and the effect of rain on animals.

170. They can locate Wales on a map of the United Kingdom and Trawsfynydd on a map of Wales. They develop good mapping skills by creating plans of the school garden and a labelled model of an imaginary village and taking an aerial picture of it. They use simple coordinates confidently in order to gather information from the maps they have created.

171. They know well about the features of an area of the world that is very different to Wales. After listening to someone who had travelled in the country sharing her experiences, pupils write very effectively about the differences between Gbara and Trawsfynydd in the form of a booklet and relevant pictures.

172. At Key Stage 2, pupils further develop their geographical skills as they use coordinates to locate places on a map of their village. They have detailed knowledge about the course of a local river and they can compare it with the course of the river long ago, recognising its geographical features. They have a good awareness of the environment and understand the effect of erosion and pollution.

173. They search confidently for data on the website in order to gather information about different places that they choose, for example Rome and London. They use reference books, including an atlas, independently, in order to find geographical information.

174. They compare and contrast their local area with a country that is developing economically such as Eritrea, and they list the advantages and disadvantages of living in the two countries effectively. They have a good knowledge of the life of a child in the village of Embeito and their written work shows sensitivity when comparing it with their own lives in Trawsfynydd.

Shortcomings

175. There are no significant shortcomings.

Music

Key Stage 1 – Grade 1: Good with exceptional features

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

Good and exceptional features

176. At Key Stage 1, pupils sing a good variety of interesting songs that are suitable for their age, with a very good sense of rhythm. They sing melodiously, with clear enunciation and with enjoyment. They respond in a mature way to the emotional demands of the songs, singing sadly and slowly, or happily and quickly as appropriate. Pupils are aware of the control techniques for singing well.

177. They display exceptionally good control when using a variety of unpitched instruments. They can name and play them skilfully, keeping a constant beat, when accompanying their singing and when performing a piece of music with a graphic score. They work together especially effectively, and they evaluate their own performances as well as those of the group, using appropriate musical terms.

178. At Key Stage 2, pupils are familiar with warming up exercises for the voice and how to control their singing by breathing correctly and maintaining sentences. They sing in two parts and perform a round song. On the whole, their vocal work is melodious and they sing songs within their vocal range.

179. At Key Stage 2, all pupils play the recorder. The great majority breathe properly and recognize basic notation and the value of notes on a staff. Pupils can perform pieces with two or three counter-melodies effectively to the accompaniment of a CD and with groups playing pitched and unpitched instruments. This aspect of the performance programme is very good.

180. Pupils experiment with a good range of pitched and unpitched instruments, when creating rhythms and simple compositions; they choose instruments that are suitable for the picture they are describing and they explain sensibly at the start of their performance what part each instrument plays.

181. They show good control when co-operating in groups, selecting, combining and organising sounds effectively to create a special atmosphere. They elaborate effectively on the terms of dynamic elements and pace when appraising each other's work. These appraisals help them to improve the quality of their work.

182. They make very purposeful use of computing programs for composing.

183. They listen to, and appraise, an appropriate range of music. They place good emphasis on the musical heritage of Wales, as well as the traditions of different cultures. They describe and compare the characteristics of the music they hear, using musical terms and vocabulary confidently and accurately.

Shortcomings

184. The repertoire of songs at KS2 has not increased sufficiently, and at times, the expression in their singing lacks lustre.

Physical Education

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

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

Good and exceptional features

185. At KS1 and KS2, pupils work physically hard in their lessons and understand they need to warm up for physical education activity and relaxation afterwards. They listen intently to teachers' instructions and show a good awareness of safety requirements as they move around the hall and in the swimming pool.

186. Across the age range, pupils appraise their own work and that of others regularly and sensibly. Consequently, the quality of their work improves.

187. In games lessons, KS1 pupils work hard and show a good awareness of skills in throwing, catching and travelling with a ball. By means of varied structured activities, such as running and changing direction, changing distance, keeping an eye on the ball, working in pairs and teams, the majority make good progress and a small number make very good progress. They travel around the room in a light-footed manner and co-operate well to complete their tasks, performing them in a disciplined manner.

188. At KS2, Y3 and Y4 pupils undertake basic skills when learning to play rugby successfully. In group activities, they throw and catch a ball, place and pick a ball up from the floor, and travel with the ball quickly and effectively.

189. In gymnastics lessons, pupils create a very good range of shapes with their bodies, and through practice improve their quality. They co-operate effectively with a partner to create a sequence of movements and maintain balance. They work at different levels stretching the body, changing pace and direction. They are aware of safety requirements when working on large equipment.

190. The performance skills of pupils are enhanced effectively by the good range of sports sessions undertaken as extra-curricular activities.

Shortcomings

191. There are no significant shortcomings.

School's response to the inspection

The findings of the report are a source of pride for everyone involved with the school and they show the dedication of the staff, governors, pupils and parents towards Ysgol Bro Hedd Wyn. The staff and governors consider that the results of the inspection reflect the work of the school fairly and that the comments of the inspection team correspond to an extent with the school's findings when drawing up the self-evaluation report.

It is good to note that the quality of teaching and standards are higher than the Welsh Assembly Government targets and that several areas excel. In addition, emphasis was placed on the exceptional progress made by pupils in their personal, social and moral development, noting that learning experiences promote these aspects. We take pride also in the fact that pupils succeed well in developing their bilingual skills.

The inspectors were courteous during their visit and the children enjoyed discussing their work with them. That fact that the nominee was also in charge of a class meant that there was much extra pressure on her, but despite this, there was an opportunity for thorough discussion with the inspection team.

In future the staff and governors will ensure that the recommendations made by the inspectors are incorporated into the School Development Plan. This, coupled with the fact that the school will continue to maintain its good practices, will ensure that the school will go from strength to strength.

Appendix A

Basic information about the school

Name of school	Ysgol Bro Hedd Wyn
School type	Naturiol Ddwyieithog
Age-range of pupils	3–11 years
Address of school	Trawsfynydd Gwynedd
Post-code	LL48 6RT
Telephone number	01766 540247

Headteacher	Mrs Heulwen Jones
Date of appointment	September 2000
Chair of governors	Mrs Delyth M Jones
Reporting inspector	Ms Lisa J Davies
Dates of inspection	11–13 October 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	NA	7	13	7	13	17	7	17	88

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	4	1	4.6

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	21:1
Pupil: adult (fte) ratio in nursery classes	10:1
Pupil: adult (fte) ratio in special classes	23
Average class size, excluding nursery and special classes	1.1:1
Teacher (fte): class ratio	21:1

Percentage attendance for three complete terms prior to inspection		
Term	R	Whole School
Autumn 2004	92	96
Spring 2005	94	95
Summer 2005	96	96

Percentage of pupils entitled to free school meals	13%
Number of pupils excluded during 12 months prior to inspection	0

Appendix C

National Curriculum Assessment Results - End of KS1

School National Curriculum Assessment KS1 Results 2004 compared with national averages for 2003			Number of Pupils in Y2:					13
Percentage of pupils at each level								
			D	W	1	2	3	2+
Welsh:	Teacher	School	0	0	0	23	77	100
	Assessment	National	1	2	10	63	25	88
Welsh: speaking and listening	Teacher	School	0	0	0	15	85	100
	Assessment	National	1	2	11	63	24	87
Welsh: reading	Teacher	School	0	0	8	62	31	93
	Assessment	National	1	2	16	59	22	81
Welsh: writing	Teacher	School	0	0	0	31	69	100
	Assessment	National	0	5	14	55	26	81
Mathematics	Teacher	School	0	0	0	77	23	100
	Assessment	National	0	2	11	63	24	87
Science	Teacher	School	0	0	0	0	100	100
	Assessment	National	0	2	10	65	23	89

Percentage of Pupils Attaining at least Level 2 in Mathematics, Science and English (or Welsh as a First Language) according to Teacher Assessment

In the School:	100	In Wales:	80
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D Pupils who have been disapplied from the statutory arrangements
W Pupils who are working towards level 1

End of KS2

School National Curriculum Assessment KS2 Results 2004 compared with national averages for 2003.			Number of Pupils in Y6					10				
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	4+
English	Teacher assessment	School	0	0	0	0	0	0	20	70	10	80
		National	1	0	0	0	1	5	16	46	30	76
Welsh	Teacher assessment	School	0	0	0	0	0	0	10	40	50	90
		National	1	0	0	0	1	4	18	51	25	76
Mathematics	Teacher assessment	School	0	0	0	0	0	0	30	50	20	70
		National	0	0	0	0	1	3	17	46	31	78
Science	Teacher assessment	School	0	0	0	0	0	0	0	80	20	100
		National	0	0	0	0	0	1	11	50	37	87

Percentage of Pupils Attaining at least Level 4 in Mathematics, Science and English (or Welsh as a First Language)

In the School:	80%	In Wales:	72%
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D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum
A Pupils who have failed to register a level because of absence
F Pupils who have failed to register a level for reasons other than absence
W Pupils who are working towards level 1

Appendix D

Evidence base of the inspection

Three inspectors spent a total of six inspector days in the school. In addition, a peer assessor was part of the team throughout the inspection. A team meeting was held before the inspection.

These inspectors visited;

- twenty five lessons or part lessons;
- all classes;
- acts of collective worship; and
- extra-curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection began; and
- the head, teachers, support staff and groups of pupils during the inspection

The team also considered:

- the school's self-evaluation report;
- thirty-three responses to a parents' questionnaire;
- comprehensive documentation provided by the school before and during the inspection; and
- a wide range of pupils' past and current work.

The inspection team held post inspection meetings with the staff and governors.

Appendix E

Composition and responsibilities of the inspection team

Team Member	Responsibilities
Lisa J Davies Registered Inspector	Context, summary and recommendations. Key questions 1, 5, 6 and 7. Subjects: Mathematics, music, physical education.
Branwen Jones Team Inspector	Key questions 2,3 and 4 Subjects: Under Fives, English, geography
John Roberts Lay Inspector	Contributions to Key questions 1,3, 4 a 7
Mary Davies Peer Assessor	Contributions to the Inspection process

Contractor: Baker-Phillips Educational Communications Cyf.,
Oaks Lea, Higher Knolton, Overton, Wreccsam. LL13 0LF

Acknowledgement: The inspection team would like to thank the governors, headteacher, staff and pupils of Ysgol Bro Hedd Wyn for their co-operation and courtesy throughout the inspection.