

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

**YSGOL BRO TEGID
HEOL TEGID
Y BALA
GWYNEDD
LL23 7BN**

School Number: 661/2180

Date of Inspection: 1-3 February 2005

by

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

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Under Estyn contract number: T/119/04/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:

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

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Context

The nature of the provider

- 1 Ysgol Bro Tegid, which has recently celebrated its centenary, is maintained by Gwynedd Local Education Authority and serves the town of Bala and its rural hinterland. According to pre-inspection documentation presented to inspectors, the area is not considered to be prosperous nor economically disadvantaged. Few pupils come from privileged backgrounds and the baseline assessments suggest that the attainment levels of a significant percentage of pupils at the time of their admittance to school are low.
- 2 There are currently 82 pupils between 4 and 11 years of age on the school register. They are admitted in the September following their fourth birthday, but prior to that, they are given the opportunity to attend the local ysgol feithrin (nursery school) located on the site of Ysgol Bro Tegid. Over time, pupil numbers have remained relatively constant.
- 3 Eight per cent of pupils are entitled to receive free school meals – a figure that is lower than county (15%) and national (19%) averages. Twenty (24%) are designated as having special educational needs. Four pupils attend the Berwyn catchment area special educational needs unit, which is located at the school, for morning sessions. They are integrated into the mainstream of school activity in the afternoon.
- 4 A little over half the pupils come from homes where Welsh is the main spoken language, but it is adjudged that some 80% are able to use Welsh to first language standard. Welsh is the everyday language of the school and the primary medium of its teaching and learning, and the school follows the national curriculum Welsh programme of study.
- 5 The school was last inspected during the summer term of 1999. At the time of the inspection, one teacher was away on maternity leave.

The school's priorities and targets

- 6 The school's current development plan identifies a number of priorities for development under the following headlines:
 - ethos;
 - curriculum;
 - staff professional development;
 - management;
 - resources;
 - buildings;
 - the community;
 - learning and teaching;
 - special educational needs;
 - finance.

7 The following targets have been set for 2004/5:

Percentage of key stage 1 pupils attaining level 2 or above

Subject	Welsh	Mathematics	Science
Target	77%	77%	77%

Percentage of key stage 2 pupils attaining level 4 or above

Subject	Welsh	English	Mathematics	Science
Target	60%	60%	60%	60%

Summary

- 8 Bro Tegid is a highly caring and vibrant school. It has considerably improved standards since the last inspection.
- 9 The inspection team agreed with the school's judgement in its self-evaluation report in six of the seven key questions. Where there was a difference of judgement, the team has awarded a higher grade.

Table of grades awarded

- 10 The inspection team adjudged the school's work as follows:

Key question	Inspection grade
1 How well do learners achieve?	1
2 How effective are teaching, training and assessment?	2
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	1
4 How well are learners cared for, guided and supported?	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

- 11 Standards of achievement in the subjects inspected are as follows:

Subjects	Key stage 1	Key stage 2
English	-----	Grade 2
Mathematics	Grade 2	Grade 2
Design and technology	Grade 1	Grade 1
History	Grade 1	Grade 1
Art	Grade 1	Grade 1
Physical education	Grade 1	Grade 1

- 12 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.
- 13 The under-fives make very good progress in the development of their communication and mathematical skills, and in the use of their information technology skills across the six areas of learning of the Desirable Outcomes.

- 14 Pupils in both key stages also achieve high standards in the use of their communication skills across the curriculum. They make good progress in the development of their mathematical and information technology skills across the subjects.
- 15 Pupils' bilingual competence is an outstanding feature. They display increasing development as they work in Welsh and English across the curriculum.
- 16 Pupils with special educational needs make very good progress, and they achieve the targets that are set for them.
- 17 In relation to comparator schools in Wales, the school's performance in both key stages in two of the last three years has been in the lower 50%. In 2004, the school was within the upper 50%, but outside the upper 25%.
- 18 Pupils make very good progress as they move through the school, developing their knowledge, skills and understanding. They exhibit a very high level of motivation; they are enthusiastic and contribute to lessons in a mature and conscientious manner.
- 18 Pupils behave well in the classroom and during play. They have a clear understanding of the expectations and values promoted by the school. They are courteous and respectful towards everyone. The behaviour of the older pupils is an outstanding feature. They display considerable maturity and responsibility, and this has a positive impact on their progress.
- 20 Average attendance levels over the last three full terms have been slightly below 95%, and there is room to improve this further. There are few instances of unpunctuality at the beginning of the school day.

The quality of education and training

- 21 In the lessons observed, it was adjudged that the quality of education is as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
50%	31%	19%	--	--

- 22 There is a warm and happy working relationship between teachers and pupils, and this promotes their motivation and learning. Teachers have high expectations of pupil behaviour and they are able to establish their authority in a fair and firm manner. Their skilful questioning, together with their ability to sustain and extend pupils' interest are noteworthy features of the teaching.
- 23 The classroom assistants make a valuable contribution to the quality of learning and teaching.

- 24 The quality of the annual reports is good and they fulfil statutory requirements. They outline pupils' abilities and achievements in all subjects, as well as providing observations on their personal and social development.
- 25 The school responds very well to pupils' learning needs and provides a broad and balanced curriculum that is based on stimulating, challenging and relevant activities. Equal access and effective support are provided for pupils with special needs.
- 26 The school fulfils the requirements of the Cwricwlwm Cymreig and the culture and heritage of Wales feature prominently in the life and work of the school. A strong Welsh ethos permeates all aspects of the school's work.
- 27 The learning experiences provided by the school promote pupils' spiritual, moral, social and cultural development to outstanding effect.
- 28 The partnership with parents is very good and they are highly supportive of the school. There are very good links with the local community, businesses and with neighbouring schools.
- 29 The school prospectus is a high quality and comprehensive document. It contains minor shortcomings.
- 30 The provision for the development of pupils' personal and social education is outstanding. Effective use is made of Circle Time periods.
- 31 The school is a close-knit, happy and caring community where pupils are appreciated and respected. The quality of care, support and guidance is outstanding.
- 32 The quality of the school's procedures for monitoring attendance, punctuality, behaviour and pupil performance is very good.
- 33 The provision for pupils with special educational needs is very good and it fulfils the requirements of the Code of Practice. Pupils receive very good support from the teacher at the special needs unit, the class teachers and assistants. They receive full access and opportunities to avail themselves of all aspects of the curriculum.
- 34 The school is a welcoming community and its policies and procedures nurture positive attitudes amongst pupils on issues such as recognising diversity and promoting equality on the basis of race, background and gender.

Leadership and management

- 35 The headteacher provides a clear and purposeful sense of direction for the work of the school, undertaking her responsibilities to very good effect. It would be appropriate to re-consider some of her duties.

- 36 There is a range of management and curricular policies in place to support the work of the school. They are operated consistently and are regularly reviewed.
- 37 The governors are highly supportive and are aware of their responsibilities. They operate in an atmosphere of support, whilst acting as critical friends. Through the headteacher's reports, they are well informed about the school's performance and of the factors that have a bearing upon it, but there is room to develop further their awareness in this regard.
- 38 The school fulfils its responsibilities with regard to teaching times, but there are some minor shortcomings in the annual report of the governing body that is distributed to parents.
- 39 The school operates a systematic programme of evaluating the quality of various aspects of its provision, together with curriculum standards, undertaken by subject co-ordinators. It was seen in the self-evaluation report that it is intended to strengthen the contribution made by the co-ordinators by further developing their role. The inspection team agrees with this.
- 40 The school has a comprehensive and highly detailed development plan. It contains a significant number of priorities. It would be appropriate to reduce the number of priorities identified for action within a twelve-month period.
- 41 The self-evaluation report presented to inspectors prior to the inspection is effective in its identification of strengths, but less so in its reference to the areas that require further attention. However, the evidence within other documents relating to self-evaluation processes supports the view that the school has a very clear understanding of what is required of it and that it acts on that basis.
- 42 The school has made very good progress since the last inspection.
- 43 The governing body secures an adequate number of suitably informed and qualified teachers to teach all aspects of the school curriculum effectively.
- 44 Overall, the range of resources available to the school to support the curriculum provided for the pupils is good and is appropriate to their needs and age ranges. They are kept in a particularly orderly manner and are used effectively and efficiently. The supply of computers is satisfactory, but there is room to make additional provision in certain classes.
- 45 Across the school, the displays are impressive and they make a significant contribution to creating a stimulating environment.
- 46 The school building and grounds are well maintained. The building provides suitable disabled access.
- 47 The budget is carefully monitored and the school provides very good value for money.

Recommendations

48 In order to improve the areas inspected at the school, the staff and governors need to:

R1: maintain and build on the existing high standards and good practice;

R2: develop further the role of subject co-ordinators as identified in the school's self-evaluation documentation;

R3: re-consider the number of priorities contained in the school development plan;

R4: satisfy in full the requirements for the prospectus and the annual report of the governing body.

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 1: Good with outstanding features.

49 The findings of the inspection team are different to the school's self-evaluation to the extent that the school has awarded Grade 2 to this key question.

50 Standards of achievement in the subjects inspected are as follows:

Subjects	Key stage 1	Key stage 2
English	-----	Grade 2
Mathematics	Grade 2	Grade 2
Design and technology	Grade 1	Grade 1
History	Grade 1	Grade 1
Art	Grade 1	Grade 1
Physical education	Grade 1	Grade 1

51 The under-fives make very good progress in the development of their communication and mathematical skills, and in the use of their information technology skills across the six areas of learning of the Desirable Outcomes.

52 Pupils in both key stages also achieve high standards in the use of their communication skills across the curriculum. They listen attentively to teachers' presentations and to each other. They speak clearly, read confidently and write correctly for a range of different purposes. They make good progress in the development of their mathematical skills across the curriculum, particularly so in subjects such as science and design and technology. The development of their information technology skills is also good, as they gather information, come to understand new concepts and present their work.

53 Across the school, pupils' bilingual competence is an outstanding feature. They display increasing development as they work in Welsh and English across the curriculum.

54 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.

55 Pupils with special educational needs make very good progress, and they achieve the targets that are set for them.

56 In key stage 1 in 2004, according to teachers' assessments, 90% 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 80% (Wales 79%; Gwynedd 79%) and in 2002 it was 67% (Wales 80%; Gwynedd 79%). The school's results in 2004 were higher than national and county averages (2003)

in Welsh, mathematics and science. There is no pattern of obvious differences in the performance of boys and girls.

- 57 In key stage 2 in 2004, 90% of pupils at the school attained level 4 or higher, as determined by test/task results in the core subjects of Welsh, English, mathematics and science. In 2003 it was 64% (Wales 71%; Gwynedd 72%) and in 2002 the figure was 67% (Wales 68%; Gwynedd 71%). The results in 2004 were considerably higher than national and county averages (2003) in Welsh, English, mathematics and science. There is no pattern of obvious differences in the performance of boys and girls in this key stage.
- 58 In relation to comparator schools in Wales, the school's performance in both key stages in two of the last three years has been in the lower 50%. In 2004, the school was within the upper 50%, but outside the upper 25%.
- 59 The school sets realistic targets for its pupils, and these are achieved on a regular basis.
- 60 Pupils make very good progress as they move through the school, developing their knowledge, skills and understanding. They give of their best, working at the optimum level of their ability. They have a good awareness of their strengths and what is required of them to improve.
- 61 They exhibit very good creative and problem-solving skills.
- 62 They exhibit a very high level of motivation; they are enthusiastic and contribute to lessons in a mature and conscientious manner. They concentrate on the tasks set for them; they use their time effectively and enjoy their educational experiences.
- 63 Pupils behave well in the classroom and during play. They have a clear understanding of the expectations and values promoted by the school. They are courteous and respectful towards everyone. The behaviour of the older pupils is an outstanding feature. They display considerable maturity and responsibility, and this has a positive impact on their progress.
- 64 Average attendance levels over the last three full terms have been slightly below 95%, and there is room to improve this further. There are few instances of unpunctuality at the beginning of the school day.
- 65 Pupils have a very good awareness of equal opportunity issues and they respect diversity of beliefs, attitudes and social and cultural traditions.
- 66 Pupils' awareness of the world of work is developed to very good effect through local links and they contribute regularly to a number of different 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

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

68 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
50%	31%	19%	--	----

69 There is a warm and happy working relationship between teachers and pupils, and this promotes their motivation and learning. The element of respect that exists between them has a positive impact on pupils' attitudes to work. Teachers have high expectations of pupil behaviour, and they are able to establish their authority in a fair and firm manner.

70 The school emphasises the importance of a purposeful working environment and uses a wide and appropriate range of strategies to challenge pupils. The teachers' skilful questioning together with their methods of sustaining and extending pupils' interest are noteworthy features of the teaching.

71 Teachers possess good subject knowledge and this is reflected in the way in which they provide stimulating work that satisfies the needs of all pupils, including those with special needs and the most able pupils. The school takes advantage of the opportunity to make very good use of the expertise of individual teachers through the practice of exchanging classes.

72 The planning is effective and provides breadth, continuity and progression. In the majority of lessons the learning objectives are shared with pupils at the beginning of each activity, and clear instructions are provided so as to ensure that the information is understood by all pupils. In the lessons adjudged to be grade 3, the presentations are too long and the pace of the teaching is too slow.

73 The classroom assistants make a valuable contribution to the quality of learning and teaching. They succeed in supporting the teachers in fulfilling the needs of each individual learner.

74 Equal provision and experiences are secured for all pupils. The provision for encouraging pupils to develop and use their bilingual skills in subjects across the curriculum is particularly supportive. Teachers use good quality language and they consistently set a good example to pupils.

75 The school has a clear policy and comprehensive procedures for assessing pupils' progress, which leads to accuracy and consistency across the school.

Teachers monitor and review pupils' progress on a regular basis. Individual files are kept for each pupil, containing an appropriate range of their work and attainments during their time at school. The school tracks the progress of individual pupils from the baseline assessment up to the end of key stage 2.

- 76 The results of national tests are carefully analysed, and effective use is made of the data and findings to refine the teaching in order to promote higher standards.
- 77 Following discussions between the pupils and teachers, individual targets are provided in certain subjects. There is room to continue to develop this work so as to include additional subjects.
- 78 Pupils' work is marked regularly and the quality of the comments is good. The feedback given encourages pupils to assess their own performance and to aim to improve.
- 79 The quality of the annual reports is good and they fulfil the requirements. They outline pupils' skills and achievement in every subject, whilst providing observations on their personal and social development. Parents greatly appreciate the school's open door policy, and the regular opportunities they are given to discuss their children's progress and achievements.

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

Grade 1: Good, with outstanding features.

- 80 The inspection team's findings agree with the school's judgement in its self-evaluation report.
- 81 The school responds very well to pupils' learning needs and provides a broad and balanced curriculum that is based on stimulating, challenging and relevant activities. Equal access and effective support are provided for pupils with special needs.
- 82 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. The range of experiences offered to them leads naturally to the national curriculum programmes of study. In key stages 1 and 2, the school succeeds in planning and providing a curriculum that develops pupils' knowledge, understanding and skills to particularly good effect. Sound procedures are administered in the area of curriculum co-ordination in order to provide continuity and progression between classes.
- 83 The school has an effective policy and procedures for developing pupils' basic and key skills. There are appropriate plans for co-ordinating and monitoring its provision.
- 84 The emphasis placed on and the provision made for promoting pupils' bilingual skills are outstanding. The school fulfils the requirements of the Cwricwlwm Cymreig and due prominence is given to Welsh culture and heritage in the life and work of the school. A sound Welsh ethos permeates all aspects of the school's work.
- 85 Pupils' curricular experiences are promoted through their involvement with extra-curricular activities such as the sports clubs, the Urdd and their residential visit to Plas Tan y Bwlch. They receive numerous opportunities to participate in a range of competitions, and with considerable success. Appropriate visits are arranged to a number of different nearby locations, and members of the community, including poets, authors and artists, are invited to school on a regular basis. These arrangements enhance and promote pupils' personal and social skills.
- 86 The learning experiences provided by the school promote pupils' spiritual, moral, social and cultural development to outstanding effect. Pupils' spiritual and moral development are promoted in the daily services. They receive opportunities for reflection and to contribute in a devotional atmosphere. Local clerics make effective contributions to the life and work of the school. The periods of collective worship are carefully structured and planned, and they satisfy the requirements in full. They make a very good contribution to pupils' understanding of moral issues, such as the need to respect truth and justice.

- 87 The partnership with parents is very good and they are highly supportive of the school. The home-school agreement has been supported by all parents, and very positive responses were received in the pre-inspection questionnaires returned to inspectors. A number of parents and other volunteers from the local community assist the school on a daily basis. There are very good links with the local community and businesses, and with neighbouring schools.
- 88 The school prospectus is a high quality and comprehensive document. It contains minor shortcomings.
- 89 The provision for the development of pupils' personal and social education is outstanding. The co-ordinator ensures that the programme of work is linked into the thematic work. Effective use is made of the Circle Time periods. The school has completed the third stage in the Healthy Schools Initiative.
- 90 The school has very good equal opportunity policies that reflect the school's firm commitment to equal access and opportunity for all.
- 91 Pupils' learning experiences enable them to nurture and promote their understanding of sustainable development and global citizenship. They study a range of issues related to sustainability, such as the initiative based on environmental improvement in the school grounds and the school's recycling procedures. Their awareness of global citizenship is developed during their curricular studies and through the school's commitment to the Comenius project. This is an outstanding feature of the life and work of the school.
- 92 Pupils receive regular opportunities to develop their enterprise skills, including organising and running stalls to raise funds for good causes. The school encourages all pupils to take greater responsibility for their own learning so that they may develop into independent learners, laying the foundations for lifelong learning.

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

Grade 1: Good, with outstanding features.

- 93 The inspection team's findings agree with the school's judgement in its self-evaluation report.
- 94 The school is a close-knit, happy and caring community where pupils are appreciated and respected. The quality of the care, support and guidance is outstanding.
- 95 The school's planning and management of its care arrangements and services are very good. The teachers know the individual needs of each pupil and provide supportively for them. The school's ancillary staff make a valuable contribution.
- 96 There is very effective communication and co-operation between the school and parents.
- 97 The programmes for welcoming the reception children are well established. An evening is held to welcome parents and the children from the nearby Cylch Meithrin are invited to join the reception class prior to attending school on a full-time basis.
- 98 The teachers know the pupils well. The pupils are able to talk freely with staff and are confident in approaching them for support and guidance. This view was supported during the inspectors' discussions with representatives of the School Council.
- 99 The quality of the school's procedures for monitoring pupils' attendance, punctuality, behaviour and performance is very good. The registers are correctly administered and in accordance with the requirements of Welsh Assembly Government circular 3/99. The school development plan targets a 1% improvement in pupils' attendance levels.
- 100 The school has comprehensive policies and effective systems to secure pupils' wellbeing, health and safety. The school's links with specialist agencies such as the police and the road safety officer, are particularly effective.
- 101 The school's policy on child protection is well structured and is known to everyone employed at the school.
- 102 The provision for pupils with special educational needs is very good and fulfils the requirements of the Code of Practice. Pupils receive very good support from the teacher at the special needs unit, the class teachers and assistants. They receive full access and opportunities to avail themselves of all aspects of the curriculum. The individual education plans provide useful guidance to teachers on how best to focus their work in order to fulfil the needs of each pupil. Pupils in the special needs unit receive stimulating experiences and they

make good progress within the unit and in the mainstream classes during the afternoon sessions. Pupils' progress is monitored and tracked through regular reviews. The school funds additional provision for special needs education, and this is commendable.

- 103 The school's policies and practices nurture positive attitudes amongst pupils towards issues such as acknowledging diversity and promoting equality on the basis of race, background and gender. The older pupils' study of fair trade is a means of developing their understanding of equal opportunities and of coming to appreciate the contribution of others.
- 104 The school has taken reasonable steps to ensure that disabled pupils are not treated less favourably.

Leadership and management

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

Grade 2: Good features and no important shortcomings

- 105 The findings of the inspection team match the judgement made by the school in the self-evaluation report.
- 106 The headteacher provides a clear and purposeful sense of direction for the work of the school, undertaking her responsibilities to very good effect. It would be appropriate to re-consider some of her duties. With the willing co-operation of all, the school operates in an environment of agreed values and high expectations. All members of the school community are utterly dedicated to its wellbeing.
- 107 The staff handbook is a very useful document. Regular staff meetings are held to discuss management and curricular issues, and to share information.
- 108 There is a range of management and curricular policies in place to support the work of the school. They are operated consistently, and are regularly reviewed. Equality is provided for all and this is well reflected in its daily work.
- 109 Due consideration is given to county priorities and to the guidance provided by the Welsh Assembly Government. Teachers have a good awareness of current issues in the world of education.
- 110 Evidence was seen that the school co-operates well with small schools in the neighbourhood, and in one case in particular, innovative arrangements are in place to make the most of teachers' expertise.
- 111 The school has gained the Quality Mark of the Basic Skills Agency.
- 112 Self-evaluation processes are one of the features of continuous development in the school's management strategies. Subject areas and aspects of provision are monitored and evaluated, and the findings are shared in staff meetings.
- 113 All members of the school community, adults and pupils are aware of the agreed expectations and targets set for them. The support for individuals at the school is good and all of this has a positive impact on quality and standards. The school's procedures for performance management conform to national requirements.
- 114 The governors are highly supportive and are aware of their responsibilities. A number of governors are in regular and close contact with the school. They meet regularly in sub-committees as well as a full governing body. They operate in an atmosphere of support, whilst acting as critical friends. Through the headteacher's reports, they are well informed about the school's performance and of the factors that have a bearing upon it, but there is room

to develop further their awareness in this regard. The headteacher greatly appreciates their contribution.

- 115 The school fulfils its responsibilities in relation to teaching time requirements, but there are minor shortcomings in the annual report of the governing body that is distributed to parents.

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

Grade 2: Good features and no important shortcomings

- 116 The findings of the inspection team match the judgement made by the school in the self-evaluation report.
- 117 The school's self-evaluation procedures ensure that the headteacher and staff have a good awareness of pupil performance and of the school's work in general. A culture of self-criticism has existed at the school for a good number of years.
- 118 The school operates a systematic programme of evaluating the quality of various aspects of its provision, together with curriculum standards, undertaken by subject co-ordinators. This is done thoroughly at all times, and the information is used effectively to make improvements, as in the case of the decision to improve pupils' spoken language.
- 119 It was seen in the self-evaluation report that it is intended to strengthen the contribution made by the co-ordinators by further developing their role. The inspection team agrees with this.
- 120 The school operates in a climate of openness and parents, pupils and governors are given good opportunities to voice their views and opinions.
- 121 The school has a comprehensive and highly detailed development plan. It contains priorities to be implemented within a two year period and is carefully costed, and identifies outcomes that will, or are likely to, lead to improvement. The plan contains a large number of priorities. It would be appropriate to reduce the number of priorities identified for action within a twelve-month period.
- 122 The school sets targets for the core subjects at the end of both key stages for a period of three years. These are appropriate, realistic and are achieved on a regular basis.
- 123 The self-evaluation report presented to inspectors prior to the inspection is effective in its identification of strengths, but less so in its reference to the areas that require further attention. However, the evidence within other documents relating to self-evaluation processes supports the view that the school has a very clear understanding of what is required of it and that it acts on that basis.
- 124 The inspection team agreed with the school's judgement in its self-evaluation report in six of the seven key questions. Where there was a difference of judgement, the team has awarded a higher grade.
- 125 The school has made very good progress since the last inspection. There has been a considerable improvement in pupils' standards of achievement.

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

Grade 2: Good features and no important shortcomings

- 126 The findings of the inspection team match the judgement made by the school in the self-evaluation report.
- 127 The governing body secures an adequate number of suitably informed and qualified teachers to teach all aspects of the school curriculum effectively.
- 128 Good use is made of the classroom assistants to assist teachers and pupils.
- 129 The job descriptions provided for all members of staff give a clear outline of their responsibilities, including the subjects for which they are responsible.
- 130 The school is well supported by the specialist services provided by Gwynedd County Council.
- 131 The lines of communication and daily procedures are good, and they ensure that the work is undertaken with ease.
- 132 Overall, the range of resources available to the school to support the curriculum provided for the pupils is good and is appropriate to their needs and age ranges. They are kept in a particularly orderly manner, and are used effectively and efficiently. The supply of computers is satisfactory, but there is room to make additional provision in certain classes.
- 133 Pupils benefit from the contribution of visitors who share their experiences, and from the educational visits that enhance their learning. Very good use is made of the local community for a range of activities.
- 134 There is an adequate number of rooms for teaching purposes. At least one room is of limited size. Good use is made of the hall, which is also used as a refectory.
- 135 Across the school, the displays are impressive and they make a significant contribution to creating a stimulating environment.
- 136 The school building and grounds are well maintained. The building provides suitable disabled access.
- 137 Teachers attend a good range of training sessions and this has a positive impact on their skills and understanding. They work effectively as a team to share information.
- 138 The school's expenditure decisions are effectively linked to the plans for development. The sums currently held in reserve have been appropriately earmarked. The budget is carefully monitored and the school provides very good value for money.

Standards achieved in subjects and areas of learning

English

- 139 English is introduced to pupils in key stage 1, but they do not follow the programme of study on a formal basis until key stage 2.

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

Good and outstanding features

- 140 In key stage 2, pupils listen purposefully and participate confidently in role-play activities and discussions. They are eager to express their opinions in small groups and before the class as a whole, answering and asking questions pertinently and with confidence.
- 141 The majority read fluently and accurately, with a good level of understanding and expression. They display the ability to cast their voice and to modify their tone, pace and style as they read pieces from a book of poetry such as “The Broken Toys”. They evaluate what they read by writing book reviews.
- 142 Pupils are able to write in a range of styles, including descriptions, reports, letters of complaint, slogans and dialogues. They understand the difference between formal and informal language. They make regular use of similes and idioms to enhance their work. They are able to create and present highly effective storybooks for pupils at the lower end of the school.
- 143 Pupils’ poetic skills are developing well. They exhibit growing confidence in playing with words that mutate and alliterate. They are aware of the difference between literal and figurative language.
- 144 They display a sound understanding of regular paragraphing and punctuation in their current work. They present their work in a neat and tidy manner.
- 145 Pupils make good use of dictionaries, thesauri and a range of other sources, including the Internet, in order to retrieve and collate information.

Shortcomings

- 146 There are no significant shortcomings.

Mathematics

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

- 147 Pupils in key stage 1 have a good understanding of bonds and number patterns, including odd and even numbers. They make accurate use of addition and subtraction processes.
- 148 Through practical experiences with real money, they have come to be able to handle money very well. They can name all the items of coinage, counting them correctly. They gain considerable pleasure from these tasks.
- 149 They recognise a range of two and some three-dimensional shapes such as a cuboid, cube, cone and cylinder.
- 150 Pupils move on quickly to make accurate use of standard measures such as litres and millilitres. They have good estimating skills.
- 151 They use analogue and digital clocks to correctly read the time to the nearest half hour and hour.
- 152 They come to be able to collect data on colours, recording it correctly.
- 153 In key stage 2, pupils' grasp of the four rules of number and their understanding of the relationship between them are developing well. They are able to handle large numbers confidently and accurately.
- 154 They understand the relationship between decimal, fractional and percentage forms.
- 155 It was seen from pupils' previous work in this key stage that they make good progress in their work on the measures. For example, they are able to estimate the mass of a range of objects, correctly rounding them off to the nearest 100 gram. They read clocks accurately to the minute.
- 156 They have a good understanding of the characteristics of various quadrangular shapes. They are able to accurately calculate their area.
- 157 Through practical work, pupils' understanding of symmetry is developing well.
- 158 Across the key stage, pupils handle data well. They successfully produce a range of different graphs.

Shortcomings

- 159 There are no significant shortcomings.

Design and technology

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

Good and outstanding features

- 160 In key stage 1, pupils work with a range of suitable materials in order to produce a wide variety of objects. Their original ideas are developing to outstanding effect as a result of their discussions and research. They produce highly detailed designs and are able to talk intelligently about their work and what is required to improve it.
- 161 The new jackets that have been made recently for Teddy reflect good quality research that has led to a range of ideas and manufacturing quality of outstanding standard. They display highly accurate measuring and cutting skills, and their stitching is of the highest order.
- 162 Pupils come to understand about mechanisms at an early age as they begin to produce puppets with moving parts. They work with considerable pride and satisfaction.
- 163 In key stage 2 also, pupils have a clear understanding of the importance of research as a key element of their work, prior to embarking upon the design and making processes. Without exception, this is undertaken thoroughly, as in the case of their recent work on different types of shoes.
- 164 Their various projects exhibit a strong link with problem-solving tasks, as in the case of their work on producing a belt for Henry VIII, a bag to hold presents and a buggy to travel on the surface of the moon. They use a wide range of sources to assist them to gain a better understanding of the brief set for them. They are able to discuss and justify their work very well.
- 165 The older pupils at the school have a very good awareness of mechanisms, axles and wheels, together with structures. Their work on buildings in the town of Bala shows outstanding dexterity.
- 166 They display great maturity when evaluating their work and suggesting improvements.

Shortcomings

- 167 There are no significant shortcomings.

History

Key Stage 1 - Grade 1: Good with outstanding features

Key Stage 2 - Grade 1: Good with outstanding features

Good and outstanding features

- 168 Following the school's centenary celebrations, pupils have an outstanding awareness of the history of the school over the years. Through their research work, they are able to talk with considerable authority about education at the beginning of the last century.

- 169 In key stage 1, pupils develop a sound understanding of chronology. They use various terms when referring to the passage of time and can place a collection of toys in the correct chronological order. Pupils display a good awareness of the artefacts associated with playtime in days gone by.
- 170 They are able to compare the lifestyle of a child such as Jane Pritchard with their own lifestyles today. They are able to identify and compare the difference between the equipment and furniture in Llancaiach Fawr and the equipment found in their own homes today.
- 171 Pupils know that lighting methods have changed over time. They are able to talk with considerable interest about their work and when discussing the collection of artefacts associated with it. Their understanding and knowledge of their recent studies are outstanding.
- 172 In key stage 2, they exhibit a very good understanding of the chronology of key periods in history and they confidently use conventions describing the passage of time such as BC, AD, century and decade.
- 173 They are well informed about life in the Age of the Celts, including their hill forts, houses, clothing, jewellery and lifestyle.
- 174 Their awareness of events and characters in the history of Wales such as O M Edwards and Thomas Charles is an outstanding element of their history work. They study their own locality in depth, and are able to give highly detailed accounts of the drowning of Cwm Celyn.
- 175 They understand the difference between primary and secondary sources of evidence. The range of methods they use to record their work is again an outstanding factor in their history work.
- 176 Pupils' historical skills and understanding in both key stages are extended and enhanced by the contributions of visitors and regular visits made by the school to museums and places of historical interest.

Shortcomings

- 177 There are no significant shortcomings.

Art

Key Stage 1 - Grade 1: Good with outstanding features

Key Stage 2 - Grade 1: Good with outstanding features

Good and outstanding features

- 178 In key stage 1, pupils practise and experiment confidently in their sketchbooks. They are able to discuss intelligently elements such as shape and line as they work on their studies of shapes in class. They receive opportunities to undertake research and to conduct detailed observations of

various objects, such as a range of toys. The objects they produce exhibit an outstanding level of skill.

- 179 It was seen from their previous work that they have mixed primary colours to create warm and cold colours. They display a very high degree of skill and understanding as they work practically in various media and on a range of materials. The standard of their finished work is commendable.
- 180 They come to understand the methods employed by famous artists by studying and imitating their work. The work based on “Starry Night” by Van Gogh is highly effective. They are familiar with the process of responding to their own work and that of others.
- 181 In key stage 2, pupils continue to use their sketchbooks for experimental and investigative work. This is a practice that improves their progress as they move through the school.
- 182 They use their imagination as they create a three-dimensional mobile, using wire and silk paper.
- 183 They are totally at ease when discussing and evaluating landscapes produced by various artists. They use appropriate language and terminology to express their feelings and opinions. They have a very good awareness of perspective, and their work on drawing the teddy bears’ picnic is detailed and highly skilled.
- 184 Pupils are able to experiment and work effectively in a wide range of media, including pencil, paint, clay, charcoal and pastels. They can produce detailed observations of the work of artists as diverse as Ogwyn Davies, Cefyn Burgess, Glyn Baines and Claude Monet. Their work in the style of Mary Lloyd Jones is outstanding. Pupils’ work is enhanced by the school’s good practice of inviting professional artists, craftspeople and designers from the locality to work with pupils.

Shortcomings

- 185 There are no significant shortcomings.

Physical education

Key Stage 1 - Grade 1: Good with outstanding features

Key Stage 2 - Grade 1: Good with outstanding features

Good and outstanding features

- 186 Pupils in both key stages work with great energy. They listen very attentively to instructions, concentrating very well as they work.
- 187 They make effective use of space during their warm-up sessions. They work safely and are careful of each other.

- 188 In their dance work, pupils in key stage 1 display outstanding standards. In a short period of time, they are able to create a simple dance, imitating Spanish dances. They work effectively within specific criteria, discussing and practising the various stages, combining them into one slick movement.
- 189 They work in an orderly manner, conducting effective evaluations of their own work and that of others, making modifications and improvements as required. They gain considerable pleasure from their performances.
- 190 Pupils in key stage 2 possess highly mature and positive attitudes towards the subject. As in key stage 1, they exhibit great enthusiasm and enjoyment in their activities.
- 191 Their ability to work to a high standard in their dance lessons is an outstanding feature of the work of the older pupils. They are aware of the effects of working at various levels on the quality of performance and of the importance of using the body as a whole. It was seen that they are particularly active in responding creatively to the stimulus to create a dance imitating a toy factory. They are at all times anxious to refine their performances to the best of their ability, and their evaluation of each other's work is particularly analytical.
- 192 Evidence was seen that pupils have a good awareness of the eight basic shapes in gymnastics, and that they use apparatus, placing good emphasis on balance and on landing safely.
- 193 Pupils are very well informed of the importance of exercise and of its effects on the body.

Shortcomings

- 194 There are no significant shortcomings.

School's response to the inspection

The Governors and staff take pride in the fact that the inspectors adjudged:

- i) Ysgol Bro Tegid to be a highly caring school where pupils are valued and respected.
- ii) that standards have improved considerably since the last inspection.
- iii) that pupils achieve high standards as they use their communication skills across the curriculum and that their bilingual skills are an outstanding feature.

Most importantly, the inspection report highlights the elements that make Ysgol Bro Tegid what it is. Emphasis is placed on providing broad-based experiences to promote pupils' spiritual, moral, social and cultural development, through close partnership with parents, the community and local businesses.

The Governing Body will modify the current School Development Plan in order to address the recommendations in this report.

The school will strive to the best of its ability to maintain high standards and its existing practices by developing the sound self-critical culture that exists.

In the context of further developing the role of subject co-ordinators identified in the school's self-evaluation documentation, further in-depth attention will be given to this issue.

The Governing Body accepts the need to re-consider the priorities outlined in the Development Plan. This will be considered in staff discussions and will be included on the agenda of Governing Body meetings.

It is intended to re-consider Circulars 14/01 and 15/01 in order to ensure that we fully satisfy the requirements for the prospectus and the annual report to parents.

Finally, the Governors and staff wish to express their gratitude to the Inspection Team for the thoroughly professional manner in which they conducted the inspection, whilst showing courtesy and respect towards all members of the school community.

Appendix A

Basic information about the school

Name of school	Ysgol Bro Tegid
School type	Community School
Age-range of pupils	4-11 years
Address of school	Heol Tegid Bala Gwynedd
Post-code	LL23 7BN
Telephone number	(01678) 520278
Headteacher	Mrs D A Jones
Date of appointment	January 2004
Chair of governors/ Appropriate authority	Mr Bryn Williams
Reporting inspector	Mr D M Cray
Dates of inspection	1-3 February 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		13	15	7	10	11	15	11	82

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	4	2	4.3

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	20.5:1
Pupil: adult (fte) ratio in nursery classes	
Pupil: adult (fte) ratio in special classes	5:1
Average class size, excluding nursery and special classes	20
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	R	KS1/KS2	Whole School
Autumn 2004	87%	95.1%	95.7%
Summer 2004	93%	96.9%	95%
Spring 2004	91%	95.9%	93.5%

Percentage of pupils entitled to free school meals	8%
Number of pupils excluded during 12 months prior to inspection	0

Appendix C

National Curriculum Assessment Results: End of Key Stage 1

National Curriculum Assessment KS1 Results 2004	Number of pupils in Y2	9
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	90%	In Wales	79%

National Curriculum Assessment Results: End of Key Stage 2

National Curriculum Assessment KS2 Results 2004		Number of pupils in Y6	10									
Percentage of pupils at each level												
			D A F W 1 2 3 4 5 6									
English	Teacher assessment	School						30	70			
		National				1	6	16	45	31		
	Test/Task	School							30	70		
		National		2	2			5	12	38	40	
Welsh	Teacher assessment	School							40	60		
		National	1			1	1	4	18	51	25	
	Test/Task	School							40	60		
		National	1	1	2			3	15	50	28	
Mathematics	Teacher assessment	School							10	60	30	
		National						4	19	46	30	
	Test/Task	School							10	70	20	
		National		2	1			4	18	42	33	
Science	Teacher assessment	School							40	60		
		National						2	13	49	35	
	Test/Task	School							40	60		
		National		2				1	9	48	39	

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	90%	In the school	90%
In Wales	70%	In Wales	71%

- 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

- 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;
- thirty 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;
- sixteen parents were present at the pre-inspection meeting and 40 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; design and technology; physical education.
Mrs SA Taylor	Team	Key questions 2; 3 and 4.	English; history; art
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 BRO TEGID

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Ysgol Bro Tegid 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 Bro Tegid took place between 1-3 February 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:

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

Bro Tegid is a highly caring and vibrant school. It has considerably improved standards since the last inspection.

The inspection team agreed with the school's judgement in its self-evaluation report in six of the seven key questions. Where there was a difference of judgement, the team has awarded a higher grade.

Table of grades awarded

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

Key question	Inspection grade
How well do learners achieve?	1
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?	1
How well are learners cared for, guided and supported?	1
How effective are leadership and strategic management?	2
How well do leaders and managers evaluate and improve quality and standards?	2
How efficient are leaders and managers in using resources?	2

Standards

Standards of achievement in the subjects inspected are as follows:

Subjects	Key stage 1	Key stage 2
English	-----	Grade 2
Mathematics	Grade 2	Grade 2
Design and technology	Grade 1	Grade 1
History	Grade 1	Grade 1
Art	Grade 1	Grade 1
Physical education	Grade 1	Grade 1

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.

The under-fives make very good progress in the development of their communication and mathematical skills, and in the use of their information technology skills across the six areas of learning of the Desirable Outcomes.

Pupils in both key stages also achieve high standards in the use of their communication skills across the curriculum. They make good progress in the development of their mathematical and information technology skills across the subjects.

Pupils' bilingual competence is an outstanding feature. They display increasing development as they work in Welsh and English across the curriculum.

Pupils with special educational needs make very 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 in two of the last three years has been in the lower 50%. In 2004, the school was within the upper 50%, but outside the upper 25%.

Pupils make very good progress as they move through the school, developing their knowledge, skills and understanding. They exhibit a very high level of motivation; they are enthusiastic and contribute to lessons in a mature and conscientious manner.

Pupils behave well in the classroom and during play. They have a clear understanding of the expectations and values promoted by the school. They are courteous and respectful towards everyone. The behaviour of the older pupils is an outstanding feature. They display considerable maturity and responsibility, and this has a positive impact on their progress.

Average attendance levels over the last three full terms have been slightly below 95%, and there is room to improve this further. There are few instances of unpunctuality at the beginning of the school day.

The quality of education and training

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
50%	31%	19%	--	--

There is a warm and happy working relationship between teachers and pupils, and this promotes their motivation and learning. Teachers have high expectations of pupil behaviour and they are able to establish their authority in a fair and firm manner. Their skilful questioning, together with their ability to sustain and extend pupils' interest are noteworthy features of the teaching.

The classroom assistants make a valuable contribution to the quality of learning and teaching.

The quality of the annual reports is good and they fulfil statutory requirements. They outline pupils' abilities and achievements in all subjects, as well as providing observations on their personal and social development.

The school responds very well to pupils' learning needs and provides a broad and balanced curriculum that is based on stimulating, challenging and relevant activities. Equal access and effective support are provided for pupils with special needs.

The school fulfils the requirements of the Cwricwlwm Cymreig and the culture and heritage of Wales feature prominently in the life and work of the school. A strong Welsh ethos permeates all aspects of the school's work.

The learning experiences provided by the school promote pupils' spiritual, moral, social and cultural development to outstanding effect.

The partnership with parents is very good and they are highly supportive of the school. There are very good links with the local community, businesses and with neighbouring schools.

The school prospectus is a high quality and comprehensive document. It contains minor shortcomings.

The provision for the development of pupils' personal and social education is outstanding. Effective use is made of Circle Time periods.

The school is a close-knit, happy and caring community where pupils are appreciated and respected. The quality of care, support and guidance is outstanding.

The quality of the school's procedures for monitoring attendance, punctuality, behaviour and pupil performance is very good.

The provision for pupils with special educational needs is very good and it fulfils the requirements of the Code of Practice. Pupils receive very good support from the teacher at the special needs unit, the class teachers and assistants. They receive full access and opportunities to avail themselves of all aspects of the curriculum.

The school is a welcoming community and its policies and procedures nurture positive attitudes amongst pupils on issues such as recognising diversity and promoting equality on the basis of race, background and gender.

Leadership and management

The headteacher provides a clear and purposeful sense of direction for the work of the school, undertaking her responsibilities to very good effect. It would be appropriate to re-consider some of her duties.

There is a range of management and curricular policies in place to support the work of the school. They are operated consistently and are regularly reviewed.

The governors are highly supportive and are aware of their responsibilities. They operate in an atmosphere of support, whilst acting as critical friends. Through the headteacher's reports, they are well informed about the school's performance and of the factors that have a bearing upon it, but there is room to develop further their awareness in this regard.

The school fulfils its responsibilities with regard to teaching times, but there are some minor shortcomings in the annual report of the governing body that is distributed to parents.

The school operates a systematic programme of evaluating the quality of various aspects of its provision, together with curriculum standards, undertaken by subject co-ordinators. It was seen in the self-evaluation report that it is intended to strengthen the contribution made by the co-ordinators by further developing their role. The inspection team agrees with this.

The school has a comprehensive and highly detailed development plan. It contains a significant number of priorities. It would be appropriate to reduce the number of priorities identified for action within a twelve-month period.

The self-evaluation report presented to inspectors prior to the inspection is effective in its identification of strengths, but less so in its reference to the areas that require further attention. However, the evidence within other documents relating to self-evaluation processes supports the view that the school has a very clear understanding of what is required of it and that it acts on that basis.

The school has made very good progress since the last inspection.

The governing body secures an adequate number of suitably informed and qualified teachers to teach all aspects of the school curriculum effectively.

Overall, the range of resources available to the school to support the curriculum provided for the pupils is good and is appropriate to their needs and age ranges. They are kept in a particularly orderly manner and are used effectively and efficiently. The supply of computers is satisfactory, but there is room to make additional provision in certain classes.

Across the school, the displays are impressive and they make a significant contribution to creating a stimulating environment.

The school building and grounds are well maintained. The building provides suitable disabled access.

The budget is carefully monitored and the school provides very good value for money.

Recommendations

In order to improve the areas inspected at the school, the staff and governors need to:

- R1: maintain and build on the existing high standards and good practice;
- R2: develop further the role of subject co-ordinators as identified in the school's self-evaluation documentation;
- R3: re-consider the number of priorities contained in the school development plan;

R4: satisfy in full the requirements for the prospectus and the annual report of the governing body.

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.