

**INSPECTION UNDER SECTION 10 OF THE  
SCHOOLS INSPECTION ACT 1996**

**Ysgol Bro Tryweryn  
Frongoch  
Y Bala  
Gwynedd  
LL23 7NT**

**School Number : 661 / 2214**

**Date of Inspection : 2 - 4 December, 2002**

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Date: 5 February, 2003**

**under ESTYN contract number – T/44/02P**

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## **CURRICULUM AND KEY STAGES NOMENCLATURE**

A new nomenclature to describe pupils' progress through the school was introduced in 1989. It is intended that this system of numbering year groups from the start of compulsory education until the age of 18 should facilitate communication amongst schools, governing bodies, parents and LEAs and emphasise the importance of progression.

The term "Reception" [R] refers to the year group of pupils in a primary school [not a nursery class] whose fifth birthday will occur during the academic year. "Year 1" [Y1] is used for the year group of pupils whose sixth birthday will occur during the academic year and so on until Y13 – the year group whose 18<sup>th</sup> birthday will occur during the academic year:

	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Age	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18

Key Stage [KS] 1 of the National Curriculum includes Y1 and Y2; KS2 includes Y3 to Y6; KS3 includes Y7 to Y9 and KS4 includes Y10 and Y11 [the last year of compulsory education].

## **GRADE DESCRIPTIONS**

The following five-point scale is used to represent the main opinions of the report as follows:

1. Very good: many good features, some particularly good.
2. Good: good features and no major shortcomings.
3. Satisfactory: good features that outweigh some shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

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## 1. CONTEXT

### **The school and its priorities**

Bro Tryweryn primary school is located in the small village of Frongoch near Bala and is maintained by the Unitary Authority [UA].

The school provides full-time education for 37 pupils whose ages range from 4-11 years. There are no nursery children [3-4years] in the school at the present time. Some of the pupils live in the village, but the vast majority are transported from the rural areas that lie within the school's catchment area.

The pupils are taught by two full-time and two part-time teachers. The head was appointed in September 1990. The previous inspection was carried out in May 1997.

The area is described, in general terms, as one that is neither prosperous nor economically disadvantaged. Only 8% of the pupils are entitled to receive free school meals, a percentage that is substantially lower than the national and county average. 78% of the pupils come from homes where Welsh is the main language and learners quickly achieve fluency in the Welsh language.

The pupils attending the school represent the full range of ability. Nine pupils [24%] have been identified as having Special Educational Needs [SEN], including two for whom statements of SEN have been produced.

The school's main priorities, as identified in the School Development Plan [SDP] for the year 2002 are:

- to improve standards in language, paying specific attention to the recording of factual information;
- to improve standards in mathematics by developing work based on number lines;
- to improve information technology [IT] standards throughout the school;
- to improve mapping skills in geography;
- to develop Personal and Social Education [PSE] throughout the school.

## 2. MAIN FINDINGS

### **The main findings of the report**

This is an effective school in which good or very good standards are achieved in every subject and in all whole-school aspects. A particular emphasis is placed on the pupils' spiritual, moral, social and cultural development and on important aspects of PSE. This contributes substantially to the homely and caring ethos that exists within the school and to the pupils' standards of achievement.

- Pupils' achievements across the school were good or better in 93% of the lessons observed, and satisfactory in the remainder. No lessons were observed in which standards of achievement were unsatisfactory.

- The educational provision for the children under five is appropriate and successfully promotes the desirable outcomes for the children's learning. The standards achieved by the reception class children are as follows:

<b>AREA OF LEARNING</b>	<b>RECEPTION</b>
Language, literacy and communication skills	Good
Personal and social development	Good
Mathematical development	Good
Knowledge and understanding of the world	Good
Physical development	Good
Creative development	Good

- In KS1 and KS2, pupils' standards of achievement in the various subjects are as follows:

<b>SUBJECT</b>	<b>KS1</b>	<b>KS2</b>
Welsh	Good	Good
English	-	Good
Mathematics	Good	Good
Science	Very good	Good
Design and technology	Good	Good
Information technology	Good	Good
History	Good	Good
Geography	Good	Good
Art	Good	Very good
Music	Good	Good
Physical education	Good	Very good
Religious education	Very good	Very good

- The pupils with SEN make good progress, both educationally and socially.
- In KS1, the school's results in National Curriculum [NC] assessments for 2002 are higher than the county and national averages in each subject. The tests involved only one pupil.
- In KS2, the school's results in the NC assessments are higher than the county and national averages in Welsh and science, but lower in English and in mathematics. The reasons offered by the school to explain this discrepancy are genuine and acceptable.
- In KS1 and KS2, standards across the curriculum are very good in speaking and listening and in reading, and are good in writing in Welsh and in English. Standards across the curriculum are good in ICT and satisfactory in numeracy. Although the pupils can apply their numeracy skills appropriately in many aspects of the work across the curriculum, they do not use a sufficiently wide range of graphs to record data.
- The quality of the teaching was good or better in 93% of the lessons observed, and satisfactory in the remainder. The teachers prepare their lessons with care, ensuring that their context is appropriate and that their content matches the needs of all the pupils. The aims and objectives of the lessons are clear, their pace appropriate and the manner in which they are presented interesting. The questions asked are open-ended, and challenging opportunities are provided for the pupils at the upper end of the school to consider issues in depth and to

question each other. The lessons are enriched through the effective use of artefacts, pictures and a variety of resources that help pupils to concentrate and to understand concepts.

- Pupils' spiritual development is good and their moral, social and cultural development is very good. They show respect for their fellow pupils, to teachers and other members of staff and to persons visiting the school. They are very ready to offer each other advice and to listen to the opinions of their peers. The personal and social development of the pupils is very good.
- Pupils' attendance is good and their behaviour and attitudes very good.
- The broad and balanced curriculum that is provided meets all the requirements of the Desirable Outcomes, the NC and religious education. The work is planned methodically and cross-curricular aspects are successfully interwoven. Aspects of PSE are taught successfully within a number of subjects and the Cwricwlwm Cymreig receives very good attention in every aspect of the work of the school.
- Educational visits enrich the curricular provision and provide valuable experiences for the pupils. Nevertheless, some parents feel that the visits are too expensive and that the distances travelled are too great at times.
- Homework is set regularly and the school ensures that the tasks involved reinforce the work introduced in class. A substantial majority of parents are happy with the provision although some others feel that the demands made of their children are sometimes excessive and provide balanced evidence to support their views.
- The quality of the support and guidance provided to ensure the pupils' welfare is very good. All the pupils are given equal access to the curriculum and good quality additional support is provided to ensure the development of some pupils. The provision made for pupils with SEN is good. These pupils make good progress in their educational and social development.
- The arrangements made for assessment, recording and reporting to parents are good.
- The leadership and efficiency of the school is very good and the quality of its self evaluation process and planning for improvement is good. The head and governors provide clear guidance in relation to philosophy, expectations and methods of working and all members of staff work together conscientiously as members of a team to ensure the success and development of the school.
- Effective arrangements have been made to analyse the results of NC tests and to evaluate pupils' work across the curriculum in order to identify strengths and weaknesses. To date, the arrangements made to evaluate the quality of the teaching are informal; they do not provide opportunities for good practice to be identified and shared, nor do they include procedures for setting targets to improve the teaching.
- The school has responded effectively to all the key issues identified in the previous report and good progress has been made.

### **3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS**

### **3.1 Subjects achieved in subjects and areas of learning**

- Pupils' standards of achievement were good or better in 93% of the lessons observed, and satisfactory in the remainder. No lessons were observed in which standards of achievement were unsatisfactory.
- The educational provision for the children under five is appropriate and it successfully promotes the desirable outcomes for children's learning. The standards achieved by the reception class children are good in the six areas of learning.
- Standards of achievement across the school are very good in religious education and are good in reading and writing in Welsh, in mathematics, design and technology, information technology, history, geography and music.
- In KS1, standards are very good in science and good in speaking and listening in Welsh, in art and in physical education.
- In KS2, standards are very good in speaking and listening in Welsh, art and physical education, and are good in speaking and listening, reading and writing in English and in science.
- In KS1, the school's results in NC assessments for 2002 are higher than the county and national averages in each subject. The tests involved only one pupil.
- In KS2, the school's results in the NC assessments are higher than the county and national averages in Welsh and in science, but lower in English and in mathematics. The reasons offered by the school to explain this discrepancy are genuine and acceptable.
- The pupils on the SEN register make good progress, both educationally and socially.

### **3.2 Standards in the key skills**

The standards and progress achieved by the early years' children in the key skills are good. In KS1 and KS2, standards across the curriculum are very good in speaking and listening and in reading and good in writing in Welsh and in English. Standards across the curriculum are good in ICT and satisfactory in numeracy.

- Throughout the school, pupils listen intently to their teachers' presentations in both Welsh and in English. They contribute fluently to discussions in both languages and by KS2 they offer spontaneous and relevant comments. They use a wide range of vocabulary as they describe, explain, hypothesise and analyse confidently.
- They make effective use of books and other sources to research and study in a variety of subjects. They read aloud with accuracy, varying their voice and intonation in response to a range of subjects and audiences. They use the Internet confidently to seek information. Y5 and Y6 pupils read factual material in English and reproduce the relevant sections in Welsh.
- Throughout KS1 and KS2, the pupils write extensively and regularly in Welsh. KS2 pupils produce extended pieces of writing in English in a variety of contexts. They produce a range of creative and factual writing and successfully adapt their writing style to meet the

requirements of differing contexts.

- Pupils' ability to apply their numeracy skills across the curriculum is good in KS1 and satisfactory in KS2. KS1 pupils use their number skills effectively and have a good understanding of standard and non-standard measures. They interpret and handle data effectively and record their conclusions in the form of block graphs. In KS2, the pupils use units of time and length correctly and accurately in science and measures of temperature appropriately in geography lessons. Use is made of some suitable methods for collecting, analysing and communicating data in various subjects across the curriculum. However, they do not make sufficient use of different kinds of graphs and do not include accurate measurements in their designs in their design and technology work
- The use pupils make of ICT in the various subjects is good in both key stages. The younger pupils use computers confidently to search for information and to identify activities that reinforce their skills in literacy and numeracy. In KS1 and KS2, pupils make effective use of the computer to present their work appropriately and make regular use of the Internet and of CDROMs seeking information. They make good use of a computer programme when producing musical compositions. They use a computer-linked microscope to reinforce their studies in science. With support, pupils can use IT programmes to successfully produce movement in their design and technology models.

#### **4. ETHOS OF THE SCHOOL**

##### **4.1 Pupils' spiritual, moral, social and cultural development**

Pupils' spiritual development is good and their moral, social and cultural development very good.

- The school conforms with the statutory requirements by arranging a joint act of worship on a daily basis. In most instances, an atmosphere of worship and meditation is successfully created in these services.
- The pupils show much respect for their peers, their teachers, other staff members and visitors to the school. They are very ready to offer each other advice and to listen to each other's opinions. Very good use is made of circle time to develop pupils' self-respect and their respect for others. The provision made for PSE and the standards achieved by the pupils are very good.
- Pupils' social skills are very good. Lunch-time arrangements mean that a civilised atmosphere is created where the whole school is brought together as a family unit. The older pupils support and assist their younger counterparts very well and the fact that they formally express their appreciation and thanks to the kitchen staff helps to create a close-knit community within the school.
- The school has established a culture that encourages pupils to challenge each other; the arrangements by which they offer suggestions as to how they can improve one another's work is a positive influence across the curriculum. In this context, pupils display their ability to take the initiative.

- The school curriculum makes much use of authors, musicians and artists and this gives the pupils a deep understanding of their background and traditions. Urdd activities also feature prominently in the life of the school.
- The school has produced a policy on racial equality as well as a related action plan; pupils' understanding of the need for racial harmony is developing.

## **4.2 Behaviour and attitudes**

Pupils' behaviour and attitudes are very good.

- The school's high expectations are met in full. The pupils carry out their tasks with diligence and enthusiasm and this has a positive effect on their standards of achievement.
- The school has challenging policies and firm procedures for maintaining pupils' behaviour and attitudes. The pupils respect and respond courteously to their teachers, support staff and visitors to the school. Their environment is also important to them and they display the same appreciation of school property.
- Maturity, a readiness to oblige and a firm sense of responsibility, characterise Y5 and Y6 pupils.
- No instances of bullying or threatening behaviour were observed during the inspection. Social inclusion is part of the school's ethos and values.

## **4.3 Attendance**

Pupils' attendance is good.

- Registers are maintained in accordance with the requirements of the National Assembly. They are marked tidily and accurately and procedures are effectively carried out.
- The vast majority of parents are familiar with the school's requirements and send prompt explanations for any absences by their children. Prompt enquiries are made when instances of unauthorised absences occur periodically.
- Punctuality at the beginning of the school day is very good and this ensures that the school day commences promptly.

# **5. QUALITY OF EDUCATION**

## **5.1 Quality of the teaching**

The quality of teaching was satisfactory or better in all the lessons observed, including about 93% where the teaching was good or better. No instances of unsatisfactory teaching were observed.

- The teachers have a good understanding of the NC. They plan their lessons with great care, having regard for the range of ages and abilities in their classes.
- By varying their teaching methods, which include whole-class, group and individual work, the teachers establish firm classroom control.
- All lessons have clear aims and objectives and careful preparation ensures that the context is meaningful to the pupils. The good or better lessons are typified by appropriate pace, open-ended questioning that challenges the pupils and opportunities for pupils at the upper end of the school to think and to question each other
- All teachers respect the pupils. They display kindness and warmth when talking to pupils during lessons and this, in turn enhances the pupils' confidence as they engage in discussions with their teacher.
- Teachers presentations are consistently interesting and invariably engage and maintain pupils' interest. Lessons are further enhanced by the effective use of artefacts, pictures and a variety of resources that help the pupils to concentrate and to understand concepts.
- At the end of each lesson, teachers and pupils have an opportunity to consider and to reflect on what they have learnt. This enables them to plan for the further progress of the pupils.
- In a few rare instances, pupils' errors are not exploited as a means of advancing their learning.

## **5.2 Assessment, recording and reporting**

The quality of assessment, recording and reporting is good.

- The school's assessment policy is of good quality and is implemented by the teachers. There is a close relationship between the teachers' knowledge of the pupils' achievements and their forward planning in order to improve the quality of individuals' work.
- The progress of the children under five is closely monitored and appropriate and suitable targets are set to help them to progress.
- Teachers respond regularly and thoroughly to pupils' work. Positive comments are consistently used, and guidance is offered as to how pupils' work may be improved. Nevertheless, in mathematics there are some instances of careless marking.
- A language portfolio, containing work that has been evaluated, is maintained with care; strengths and aspects that require attention are identified. This document ensures that there is continuity and progression in the pupils' work.
- Assessment records are updated regularly and provide a clear picture of pupils' attainments and achievements.
- Good use is made of national tests and assessments to identify aspects that need to be improved.

- The arrangements made for recording the progress of pupils with SEN are effective. Detailed and thorough records are maintained in accordance with the requirements of the Revised Code of Practice.
- The quality of the annual reports to parents is good; they summarize pupils' achievements effectively and fully meet statutory requirements. Meetings are arranged between parents and teachers to discuss and expand upon the reports.
- The termly parents' meetings provide pupils with an opportunity to respond to their work and for parents and class teachers to respond to the child's achievements and attitudes and formally record progress.

### **5.3 Curriculum**

The school provides a broad and balanced curriculum which meets all the requirements of the Desirable Outcomes, NC and religious education.

- The curriculum provided for the children under five is good and meets the requirements of the 'Desirable Outcomes for Teaching Children'.
- The curriculum provided for pupils with SEN is good. Differentiated tasks are prepared, according to their individual needs.
- The whole-school schemes of work and the termly thematic plans are comprehensive and useful. They identify the language medium to be used for the various activities, opportunities to develop the key skills and aspects of PSE that are to receive attention. The planning effectively integrates cross-curricular aspects as the work is introduced.
- Aspects of PSE are taught successfully in a number of subjects, such as religious education, language, music and geography.
- The attention given to the Cwricwlwm Cymreig in every aspect of the work of the school is very good.
- Highly effective strategies have been adopted for developing the key skills and are implemented consistently in the vast majority of classroom activities.
- Homework is set regularly and the school ensures that the tasks involved reinforce the work introduced during lessons. A substantial majority of parents are happy with the provision although some feel that the demands made of their children are sometimes excessive and provide balanced evidence to support their views.
- The school has made effective arrangements to invite individuals into the school to share their specialisms with the pupils. The school also benefits from the valuable contribution made by some parents and friends of the school who act as reading volunteers.
- Effective use is made of the specialisms offered by permanent and temporary staff members by arranging for them to exchange classes.

- Educational visits enrich the curricular provision and provide valuable experiences for the pupils. Nevertheless, some parents feel that the visits are too expensive and the distances involved too great at times.
- All pupils are given equal access to the curriculum and good quality additional support is provided in order to ensure the development of some pupils.

#### **5.4 Support, guidance and pupils' welfare**

The quality of the support, guidance and attention paid to pupils' welfare is very good.

- The governing body has adopted a wide range of management policies relating to support, guidance and pupils' welfare, and these are implemented purposefully by the teachers.
- Teachers and support staff know the pupils well and are aware of their individual needs. Pupils turn confidently and readily to members of staff whenever they require assistance. The younger children settle well in school as staff members create a warm and welcoming environment for them.
- Effective child protection procedures have been established; all members of staff are aware of these arrangements and understand what is required of them. The school takes appropriate and suitable steps to ensure the safety and welfare of pupils in every aspect of their work. The school conforms with the statutory requirements in relation to sex education.
- Appropriate arrangements have been made to ensure equal opportunities, pastoral care and racial equality for each pupil in every aspect of the work of the school.
- Safety is a priority within the school. Although a lack of space on the school yard makes it difficult to supervise pupils during playtimes, the teachers carry out their duties carefully and consistently.

#### **5.5 Provision for pupils with special educational needs [SEN]**

The provision made for pupils with SEN is good.

- Nine pupils have been identified as having SEN. Four of them receive internal support from the school, three receive support from the school and additional support from outside agencies and two pupils have statements of SEN.
- The school's policies and procedures fully conform with the requirements of the Revised Code of Practice.
- The school has effective arrangements for identifying pupils' needs. Appropriate Individual Education Plans have been produced for each pupil. On the basis of these plans, Individual

Education Programmes are produced which set out clear targets for each individual. These programmes are reviewed regularly.

- Appropriate support is arranged for pupils during mainstream lessons; tasks are planned that match their needs. Nonetheless, there are no apparent links between the one-to-one work that is planned on a weekly basis, and the language work undertaken in the mainstream classes.
- During the one-to-one sessions, relevant and appropriate activities are organised that encourage the pupils to think of ways of improving their work. Pupils make good progress during the course of a term.
- The member of the governing body with responsibility for SEN is aware of her role and of the arrangements made by the school for pupils with SEN. In addition, a SEN sub-panel maintains a general but effective overview of the provision.

## **5.6 Partnership with parents and the community, schools and other institutions**

The partnerships with the parents and the community, schools and other institutions, is good.

- The school is one of the main centres of the village and the locality and has strong family and community links. Parents and other members of the community are very supportive of the school and a good number volunteer to offer practical support to the school according to their specialisms and interests.
- The range and content of the letters, reports and meetings provided for parents are good and are appreciated by them. Although there is no formal parent/teacher association, the friends of the school meet regularly to arrange social functions. These events are well supported and are the source of generous financial donations to the school.
- The school handbook conforms with statutory requirements and the Home/School Contract is a practical and useful document.
- Pupils contribute generously to charities and are active in the community. They visit a home for senior citizens and participate in religious services, concerts and other community functions.
- The partnership established between the school and other primary schools in the catchment area and beyond is good. Appropriate pastoral and curricular links have been established for pupils transferring to the secondary school.
- Effective links have been established with the various services of the local UA. The officers and advisers are very supportive and the relationships between them and the school are good. Effective links have been established with other agencies, such as the fire service and police service, and they provide the school with valuable support.

- Pupils and students from other educational institutions benefit from the use they make of the school for work experience. The school also provides professional training for student-teachers from the University of Wales, Bangor.

## **5.7 Partnerships with industry**

The school's partnerships with industry are good.

- The school has adopted effective procedures for developing partnerships with business and industry. These have a positive effect on the school curriculum.
- The teaching and learning are reinforced through visits to local businesses and industries. These visits lead to specific projects back in school. Visits to an oil-producing company and to electricity stations have stimulated a study of the various aspects of energy. A good and productive partnership has been established with a local tourism centre.
- The pupils develop a good awareness of the world of work and business by establishing a school based enterprise for the production of goods and by opening a related bank account. They produce goods to be sold, and Y5 and Y6 pupils are responsible for producing a business plan and an appropriate balance sheet. The profits are donated to good causes.

## **6. MANAGEMENT**

### **6.1 Quality of self-evaluation and planning for improvement**

The quality of self-evaluation and planning for improvement is good.

- A Performance Management policy has been produced and is implemented in conjunction with the school's self-evaluation arrangements.
- A timetable of aspects to be monitored and evaluated is produced. Members of staff pay particular attention to the evaluation of standards as well as to resources. The findings of the self-evaluation process are used to set targets in the SDP.
- NC test results are carefully analysed, and aspects to be developed on an individual and whole school basis, are identified.
- The school has initiated a process of evaluating the quality of teaching across the school; at present it is undertaken on a fairly informal basis. There is no formal procedure for identifying good practice or for setting further targets to improve the teaching.
- Pupils' work is evaluated and analysed across the curriculum in order to identify strengths and weaknesses. This information is used to improve the school's provision and the pupils' standards of achievement.

- The school has adopted a procedure for setting targets for individual pupils; in general, these targets are challenging. The targets set are based on previous performance and on individual teachers' knowledge of the pupils.
- The SDP is an effective and useful document. It identifies suitable priorities which are carefully costed along with outcomes that can be used to measure the success of the work. The document anticipates the number of pupils who will be attending the school over the next few years and the effect this will have on the budget. The school's forward planning is based on this information.

## **6.2 Leadership and efficiency**

The quality of the school's leadership and efficiency is very good.

- The head and governing body provide clear leadership in terms of philosophy, expectations and methods of working. The head is industrious and enthusiastic and provides consistent and supportive leadership. All staff members co-operate conscientiously as a team to ensure the success and development of the school.
- A good number of relevant policies have been produced which focus on the needs of pupils in order to ensure that they are given equal opportunities in every aspect of the work of the school.
- Curriculum responsibilities are shared appropriately between staff members and detailed job descriptions have been produced. The curriculum leaders carry out their responsibilities conscientiously.
- The governors are very supportive of the school and participate fully in crucial decision-making processes. They attend a good range of relevant training courses in order to update their knowledge and understanding of curricular and management issues.
- In co-operation with the head, the finance sub-committee carefully controls the school's finances. Expenditure involving surplus funds is carefully planned and linked to the priorities in the SDP. The governors monitor the effects of any decisions made and related expenditure in order to secure value for money.
- The governors' annual report to parents fully conforms with the current requirements of the National Assembly.

## **6.3 Staffing, accommodation and teaching resources**

Staffing, accommodation and teaching resources are good.

- Staffing levels are adequate for the number of pupils on the school register. Teachers update their skills regularly through training and involvement in working parties. All staff members have made considerable efforts to improve their ICT skills.
- The head's managerial skills are also developed through her work for the UA as a link head and through her work as a link teacher with responsibility for numeracy.
- The one-to-one teaching assistant works very effectively with the pupil for whom she is responsible. She also contributes to the development of the under fives and to the life of the school in general.
- All the staff members share the work of supervising pupils during the morning and afternoon breaks, and pupils are well supervised during the dinner hour.
- By utilising their specialisms, the part-time teachers contribute well to the standards achieved in the school.
- The building is comfortable and warm and good use is made of all available space. The building is maintained in a clean and tidy condition.
- The displays in the classrooms and foyers are of good quality and are used effectively to support pupils' learning.
- The extensive land and playing fields adjacent to the school are used, most especially during the summer, for games and athletics. The hard-surfaced playground is rather limited in size. There is no designated play area for the under fives.
- The resources available are adequate for the whole of the curriculum.

## **7. SUBJECTS AND AREAS OF LEARNING**

### **7.1 Standards achieved by pupils**

#### **Provision for the under fives**

The under fives are educated in the same classroom as KS1 pupils. The educational provision made for them is appropriate and successfully promotes the desirable outcomes for children's learning. The standards achieved by the under fives are good in the six areas of learning.

#### **Good features**

- The children's personal and social development is good. For most of the time they play happily and share toys and other resources. From the outset, they are taught to respect each other and property. They are courteous when trying to attract their teacher's attention and are very willing to express their thanks.
- The children's literacy development is good. They talk confidently about their homes and families. They enjoy looking at books, can tell a story in a simple form by following a

sequence of pictures and can express opinions about the kinds of stories they like. The one learner in the class is developing well in his understanding and use of Welsh.

- Their mathematical development is good. They can identify and name simple two-dimensional [2-D] shapes and a few familiar 3-D shapes. They can count orally up to at least ten objects accurately and the vast majority can identify all the numerals.
- When taking part in activities involving KS1 pupils, their knowledge and understanding of the world is enhanced. They can discuss the characteristics of the various seasons and understand that magnets can lift and move some objects.
- The children's physical development is good. Their physical development is promoted during play sessions with large apparatus and when they join KS1 pupils for physical education sessions. They can control their movements well. They handle small apparatus, such as pencils and crayons, skilfully and can construct elaborate models using construction kits.
- The children's creative development is good. They participate enthusiastically in music lessons involving KS1 pupils. They sing a good range of lullabies and simple songs and successfully maintain rhythm when playing untuned instruments. They enjoy art lessons; they can identify colours and colour-in successfully.

### **Shortcomings**

- The pupils are unable to talk confidently when participating in role-play activity.

### **Welsh**

In KS1, standards are good in speaking and listening, reading and writing. In KS2, standards in speaking and listening are very good, and standards in reading and writing are good.

### **Good features**

- In KS1, pupils listen very well to a wide range of presentations.
- The quality of pupils' oracy is good. Most of them talk, discuss and express opinions with ease and fluency in group and whole-class sessions. In social contexts they talk freely with each other, with their teachers and with visitors, using vocabulary and idioms with ease.
- In KS1, the pupils read a good range of books and other documents for various purposes. The vast majority come to read with fluency and obviously enjoy their contact with the printed word. They use the characters they come across in books to create and write about characters of their own.
- In KS1, the pupils produce extended pieces of writing in a variety of contexts. The quality of the work is good. In Y1, they use the concise form of the verb regularly, and by Y2 the range of writing introduced ensure that the pupils vary the nature of their presentations.
- During the course of a school year, the pupils' handwriting develops well.

- In KS2, pupils play a prominent role during oral activities in small groups and in whole class sessions. When listening to the contributions of other pupils they show respect for the opinions of others, but they are also ready to offer their own opinions in response.
- Idioms, constructions and sayings characterise their talk; their grasp of syntax is very secure.
- In KS2, pupils read a wide range of printed material across the curriculum and work independently when seeking information.
- The most able pupils review books at several levels; they read and interpret words at a mechanical level, but they can also read between the lines, enter into the feelings of the characters and respond to an author's suggestions.
- Following a visit to the school by Elgan Philip Davies, the pupils have read the author's work extensively. They can come to a rational conclusion regarding the book that appeals to them most.
- Pupils produce extended pieces of writing in a good variety of forms. They analyse poetry maturely and in depth, and utilise this experience to produce their own effective poems.

### **Shortcomings**

- In KS1, the less confident pupils do not take part in a sufficiently wide range of role-play activity to develop their oral skills.
- A small number of KS2 pupils do not read with sufficient fluency.
- In KS2, less able pupils do not make sufficient progress in their writing skills.

### **English**

The school is not required to teach English formally in KS1. However, the pupils are introduced to English through stories and through involving them in oral exercises early in Y1. By Y2, they are given regular opportunities to practise the language in shared reading activities, and through their involvement in group discussions sessions using simple work-cards. By the end of the key stage, the vast majority read simple books independently and write basic sentences. They make good progress.

In KS2, standards in oracy, reading and writing are good.

### **Good features**

- In KS2, pupils converse confidently in a good variety of contexts, using a wide vocabulary. They are able to reason and justify their ideas effectively, using extended and meaningful

sentences. They confidently discuss the features of various poems, referring to form, pattern and rhyme.

- The vast majority read fluently and confidently, varying the tone of their voice to create effect. They discuss books and authors, expressing their likes and dislikes and drawing attention to their favourite characters. The vast majority read aloud fluently and accurately. They make effective use of the Internet and of reference books when reading to seek information.
- In KS2, pupils produce a good range of different forms of writing, including letters, imaginative stories, newspaper articles, poems and diaries. By Y5 and Y6 they make consistent use of paragraphs and punctuate correctly when they produce extended pieces of creative writing. They do well when writing to express opinions, to present a case for or against a particular issue, or when writing persuasively. They make effective use of language exercises in appropriate contexts.

### **Shortcomings**

- In KS2, syntax and spelling errors have a negative effect on the written work of a small minority of the pupils.

### **Mathematics**

Standards are good in both key stages.

#### **Good features**

- In KS1 and Y3, pupils respond accurately and rapidly during mental arithmetic exercises. They can calculate with numbers up to at least 20, count on and count back, and count in tens from random points on the number scale. By Y2 and Y3, they recite and use the two, three and five multiplication tables and use number bonds including tens.
- They identify simple 2-D and 3-D shapes and describe their attributes in detail.
- They identify all the coins and use them correctly when making simple calculations. The younger pupils in Y1 tell the time to the nearest half hour and by Y2 and Y3 they read the time correctly on an analogue and digital clock to the nearest five minutes.
- Pupils collate and organise various data and present them appropriately in the form of tables or block graphs. They can interpret graphs intelligently and come to sensible conclusions in their oral and written work.
- In KS2, the pupils use a good range of strategies to facilitate their thinking during mental exercises, and the majority can answer questions accurately and rapidly. They can make effective use of numbers and successfully apply their knowledge and understanding when dealing with mathematical investigations and problem solving exercises. They have a secure understanding of place value.

- They can add, subtract, multiply and divide three digit numbers with accuracy and use negative numbers correctly in suitable contexts.
- Pupils count on and count back confidently in a variety of steps. The vast majority have a secure grasp of the multiplication tables. They succeed well when investigating patterns in number sequences and when explaining the methods they have used. They understand the concept of square numbers and how to identify the next square number in a sequence.
- They can calculate the area and perimeter of shapes, using the appropriate formulae. They understand the relationships between the different metric units and can convert from one to another with ease. Their understanding of angles is good.
- Pupils collate different kinds of data and record them in the form of block graphs and the occasional line graph.

### **Shortcomings**

- KS2 pupils do not use a sufficiently wide variety of graphs when collating and recording data.

### **Science**

Standards are very good in KS1 and good in KS2.

### **Good features**

- In KS1, pupils carry out investigations of good quality. They record their work in a methodical fashion and provide firm proof to reinforce their findings.
- When investigating the maximum height to which different balls can bounce, the pupils discuss confidently, and show that they have a good awareness of purpose and how to ensure a fair test. They understand the importance of consistency as they locate and start different vehicles on a slope in order to fairly and accurately measure the distance they travel.
- KS1 pupils show that they have a good knowledge and understanding of life processes as they record their investigations of the way in which seeds grow.
- They show that they have a good understanding of the concept of force and energy; they intelligently discuss the effect of wind on the sails of a ship and the effect of friction in a bicycle brake.
- Pupils come to understand the strength of magnets and carry out independent investigations as they try to decide which is the strongest. They undertake this work scientifically and fairly.
- In KS2, pupils undertake a wide range of investigations. In their project on water, they show that they have a good knowledge and understanding of scientific concepts.

- Pupils work independently when forming hypotheses, arranging fair tests and collating and recording scientific data.
- The pupils repeat their measurements of the result of an experiment for a second and third time in order to ensure that their results are reliable.
- Pupils' understanding of plants is good. They use appropriate scientific language and can explain the functions of various parts of a flower.

### **Shortcomings**

- Although KS2 pupils make appropriate use of line graphs, they do not predict the likely outcome if their investigation were to be continued.
- Although KS2 pupils repeat their scientific measurements, they do not always understand the significance of inaccurate measurements and do not use information appropriately when analysing results.

### **Design and technology**

Standards are good in KS1 and KS2.

### **Good features**

- In KS1, pupils discuss their work sensibly with each other and show that they have a good understanding of the stages of the designing and making process.
- They make decisions within a limited range of materials, but their measuring, cutting, folding and gluing skills are good.
- They learn to evaluate their work on a simple level.
- They can discuss how a framework can be strengthened by attaching triangles at its corners.
- KS2 pupils plan, produce designs of good quality and evaluate their work at the end of the process. The oldest pupils in the school evaluate their work to a very high standard, and suggest ways of improving.
- In KS2, some of the objects produced are of a very high quality. The work on fairground wheels is well structured and appropriately finished. Pupils show that they have a good understanding of how cogwheels transmit movement and they use electrical circuits to provide motive power.
- The work involving the production of fashionable dresses is of good quality. The pupils have selected a range of interesting materials to create a variety of clothes.

### **Shortcomings**

- Y5 and Y6 pupils do not show detailed measurements in their drawings.

- Neither Y3 and Y4 pupils nor the most able pupils in Y2 identify possible improvements to their work in sufficient detail.

### **Information technology**

Standards are very good in KS1 and KS2.

#### **Good features**

- By the end of KS1, pupils have become skilful and confident users of ICT software and hardware across the curriculum.
- In KS1, pupils successfully open programmes, save their work in a file, retrieve and print their work independently. They can modify the font, underline and edit their work; they produce pictures confidently by selecting a suitable programme.
- They can input data, select a block graph and print it. They discuss their work with confidence, modify the data and predict what is likely to happen to the graph as a result of those changes.
- They gain access to the Web confidently and know where to locate suitable literacy programmes. They are willing to investigate programmes that they have not accessed previously.
- They successfully produce a simple logo procedure before inputting it into the computer and manipulating it on screen.
- In KS2, the pupils are very confident users of the medium and a small number of pupils can type very quickly.
- They have personal files which they can open, add to, save, print and store data in quickly and confidently. They can set out their work very well by changing fonts, download frames into their work, use bullet points, vary colours and centre the text.
- They can access the Web, select appropriate pictures and import them into their personal files. They can also find information by investigating programmes either on the Web or on CD-Rom software.
- They collate data and produce graphs to a satisfactory standard. They successfully transfer graphs into a word-processing programme, can add a title and respond to and analyse the graph on that programme. They use a simple spreadsheet to summarize information.

#### **Shortcomings**

- In KS1, the pupils do not fully understand the use that is made of ICT in the wider community.
- In KS2, some pupils cannot successfully select suitable graphs when working independently.

## **History**

Standards are good in both key stages.

### **Good features**

- In KS1, the pupils have a good awareness of various historical periods. They can locate some events on a time line and use words and phrases such as ‘thousands and thousands of years ago’ and ‘a long time ago’ when discussing the passage of time.
- They describe the living conditions that existed in the Stone Age with confidence and make intelligent comparisons between some of the characteristics of life in Victorian Britain with life in the present day.
- They remember well and can re-tell stories about characters from the history of Wales such as St. David and Gerallt Gymro. [Geraldus Cambrensis]
- As part of their work in connection with the ‘Travel’ theme, pupils describe in detail the first bicycle ever built and can express opinions about its advantages and disadvantages in comparison with present day bicycles. They have been gathering information about the first trains and Y2 pupils can describe them intelligently and in detail.
- In KS2, the pupils identify and describe some of the main events within and across periods in history. They talk confidently about the effects of translating the Bible into Welsh on life in Wales and about the effects of the importation of goods on life in Wales during the Tudor period.
- They make effective use of a variety of sources as they investigate events in the past. They talk maturely about various pictures, newspaper articles and reports dealing with the period during which the first railway lines were built in Wales. They have a secure understanding of the difference between primary and secondary evidence when interpreting the past.
- They organise and record their work in a variety of ways, including pictures, different forms of writing and by using IT.

### **Shortcomings**

- In KS1, pupils do not carry out historical investigations based on asking and answering questions about the past.
- In KS2, the pupils’ understanding of chronology and of the terms used to describe the passage of time is not secure enough.

## **Geography**

Standards are good in both key stages.

### **Good features**

- In KS1, pupils have a good awareness of the features of their locality. They can discuss the features of their village and understand and use basic geographical terms when describing the area.
- They produce and use maps and simple plans, using appropriate colours and symbols to represent the various features. They have a good understanding of how terms such as ‘left’, ‘right’ and ‘straight on’ should be used when following directions.
- They can locate Wales on a globe with ease and by Y2 they can also locate a number of other countries. They have a good knowledge and understanding of features such as land and sea and islands, they know about the links between Ynys Môn and Ireland and can describe different ways of travelling from one place to another.
- The pupils’ awareness of the wider world is developed through cross-curricular studies relating to the class theme. They know how to locate Assisi in Italy on a map and can describe some of the features of that country with confidence.
- In KS2, the pupils make careful observations of some of the geographical features and issues that are pertinent to their own locality and compare them with those of a country that is developing economically. They ask appropriate questions when carrying out investigations and collate and record evidence to answer them.
- When drawing maps to various scales, they interpret and use symbols and keys effectively. They confidently use six-figure co-ordinates to locate geographical features on a map.
- They can make detailed comparisons between the human and physical features of an area in Wales with an area in Botswana. They successfully identify with the people of Botswana and express opinions and display empathy when making comments. They collate valuable statistics when comparing rainfall and temperature levels in the two countries. A small number of pupils record their findings appropriately, using block and line graphs.
- When involved in a journey on foot in the mountains of Snowdonia and when studying the National Botanical Garden of Wales, the pupils carefully examine of the effects of time and man-made developments on the various areas. They express opinions confidently and fluently, and offer valid reasons to support their opinions.

### **Shortcomings**

- KS1 pupils’ ability to compare their local area with other places is underdeveloped.
- In KS2, the pupils do not make sufficient use of different kinds of graphs to analyse and interpret geographical data.

### **Art**

Standards are good in KS1 and very good in KS2.

### **Good features**

- In KS1, pupils' ability to experiment with a variety of media is good. In Y1, they mix paints effectively and select their own colours independently.
- Their investigative work, based on 'Wheels', has led to simple sketching activity using pencils and felt pens. Observations of wheels from various angles have resulted in good quality collage work. The work of John Thirsk was used to stimulate the pupils.
- The printing work based on the use of paints is of good quality. Y1 pupils have used various circular artefacts in their classroom and Y2 pupils have used circular shapes made of polystyrene to print shapes. Their appropriate choice of colours has helped them to produce prints that are aesthetically pleasing.
- In KS2, the pupils have investigated the work of various artists, including Monet, Van Gogh and Iwan Bala. The techniques used by these artists have been emulated to produce a wide variety of work using various kinds of paints and crayons. The quality of this work is very good.
- Pupils produce drawings by experimenting with tone and light and using a water wash over work in ink. By using a variety of materials, including wax and ink, they successfully create a variety of textures. All these aspects are combined to produce works that are full of atmosphere.
- The 3-D work undertaken comprises of a variety of masks of different shapes and a wide variety of soft toys and puppets. The quality of this work is good.
- Pupils use a variety of textiles to produce needlework of good quality; the work is appropriately decorated.

### **Shortcomings**

- The 3-D work in KS1 is insufficiently developed.

### **Music**

Standards are good in both key stages.

### **Good features**

- Pupils throughout the school sing a good range of different kinds of songs in a lively and enthusiastic manner. The vast majority sing in tune and with accurate intonation, displaying appropriate control over breathing and dynamics.
- KS1 pupils know the difference between instruments that are shaken and percussion instruments and can identify some instruments by name. They maintain beat correctly and the vast majority can identify and repeat a simple rhythmic pattern. They differentiate between high and low notes when composing a simple accompaniment in response to a specific stimulus.
- They listen intently to their own music and to the music of others and express simple opinions by referring to some musical elements.
- KS2 pupils produce impromptu compositions in response to various stimuli. They use a wide range of sound sources and successfully recreate the atmosphere and nuances that typify countries

such as Ireland and the Caribbean in their compositions. They co-operate in groups to plan a 'sound journey' to record work so that they can repeat, appraise and improve their presentations.

- They identify the value of various musical notes and use this knowledge effectively when composing simple melodies using a computer programme.
- When listening to each other's music and to the work of other composers, they express sensible opinions and suggest improvements. They make confident use of the correct terminology when discussing various musical elements.

### **Shortcomings**

- The pupils do not listen to a sufficiently wide range of music from different periods and different cultures.

### **Physical education**

A dance lesson was observed in KS1 and a gymnastics lesson in KS2. Standards are good in KS1 and very good in KS2.

### **Good features**

- Pupils, in both key stages, display a good level of physical control. By Y5 and Y6, some pupils display a very good level of physical control.
- In KS1, pupils listen carefully to instructions and respond appropriately to musical stimuli.
- They model their movements on patterns suggested by the teacher and this ensures that their movements develop and are enhanced.
- They successfully produce heavy and light movements of good quality and can combine these movements to create a story through the medium of dance.
- They respond enthusiastically to teamwork in dance and the older pupils in KS1 demonstrate that they can help their younger counterparts to take part socially in dance activity.
- KS2 pupils show that they have good self-discipline when moving apparatus into position and storing it; they are very aware of safety considerations.
- They respond to the challenging tasks set for them and can consider and evaluate each other's work effectively, offering suggestions as to how improvements may be made.
- They co-operate maturely to produce paired movements of an aesthetic quality and display a high level of skill. They work at low and high levels, travel in an imaginative manner, support shapes firmly and are very aware of tension in their bodies.
- All the pupils work very hard during physical education lessons and both boys and girls strive to produce movements of an aesthetic quality.
- All pupils in Y3 and Y4 can swim a distance of at least five metres, and all pupils in Y5 and Y6 can swim 25 metres with a number of them swimming distances substantially in excess of this. One Y6 pupil competes very successfully at national level.

- Pupils across the school are very aware of bodily health and of the link between physical education lessons and a healthy life.

### **Shortcomings**

- During dance activity, KS1 pupils do not produce a sufficiently wide range of movements.

### **Religious education**

Standards are very good in both key stages.

### **Good features**

- KS1 pupils understand that the Bible is a sacred book and can name and retell a wide range of Bible stories accurately and confidently.
- They understand Jesus' plea for us to love on another and care for others. While referring to the parable of the Good Samaritan, they can make intelligent contributions to a discussion about the characteristics of a good friend. When discussing how we can contribute to the care of the environment, they put forward sensible suggestions.
- They have a good level of knowledge and understanding of different forms of worship and of the significance of the various Christian festivals and celebrations. They compose simple prayers which express their opinions and aspirations effectively.
- They can discuss, at an elementary level, some elements of the Jewish religion.
- In KS2, pupils have a good knowledge and understanding of worship and meditation. They understand the difference between a journey and a pilgrimage and the reasons why people travel to sacred sites. This work is successfully linked with the story of the journey to Zambia undertaken by the Reverend Dafydd Rees. The pupils express their opinions intelligently about the need to care for others and have a good awareness of the concept of being members of a worldwide community.
- When investigating some aspects of Islam the pupils display a firm grasp of religious symbols and conventions, including the custom of going on a pilgrimage to Makkah.
- The pupils record their work in an interesting and effective manner, and use a wide range of writing forms. When discussing the followers of Jesus, they identify with the characters in question, express their opinions intelligently and put forward sensible arguments in favour and against their way of life.
- When investigating the history of the Quakers and their emigration to America, the pupils become aware of different creeds. They ask questions of a religious nature and display maturity and empathy when involved in discussions.

### **Shortcomings**

There are no significant shortcomings.

## **8. SCHOOL IMPROVEMENT**

## 8.1 Progress since the last inspection

Following the inspection carried out during the summer term, 1997, the report identified the following key issues for action:

*The need to:*

1. *raise standards in English and in mental mathematics;*
2. *improve the quality of marking and the recording of pupils' progress, and to improve the reports to parents;*
3. *improve the provision for the children under five, most especially the play equipment;*
4. *integrate newcomers more effectively;*
5. *give the governors a more active role in setting targets and in matters relating to the curriculum;*
6. *meet the current requirements in respect of the annual report to parents and the school handbook.*

Since the previous inspection, the school has responded well to all the key issues identified by the inspectors in their report.

1. Standards in English have improved from satisfactory to good. Extensive use is made of oral English in a variety of contexts. The pupils can now communicate effectively and confidently and this has had a positive effect on standards in writing. A great deal of attention has been given to the improvement of work in mental mathematics throughout the school and this has had a positive effect. By Y5 and Y6, the pupils achieve good standards in mental mathematics.
2. Pupils' work is now marked regularly and thoroughly in every subject, with the exception of mathematics where there are some instances of careless marking. In responding to pupils' work, appropriate use is made of constructive comments which set a clear sense of direction for improving the work. Detailed records are maintained which provide a clear account of the achievement and attainment of each pupil. The annual reports to parents fully conform with statutory requirements. Parents' meetings are held which provide opportunities to discuss the pupils' work in detail and to enlarge on the information provided in the reports.
3. The provision for children under five is now good. A good range of equipment has been purchased which is used effectively during structured play sessions.
4. Special attention is given to non-Welsh speaking newcomers to the school in order to help them become fully integrated into the life and work of the school.
5. Members of the Governing Body have attended a good range of training courses in order to update and reinforce their knowledge and understanding of the target-setting process and the curriculum in general. They now play a more active role when these matters are discussed.
6. The handbook and the annual report to parents now fully conform with the current requirements of the National Assembly.

## **8.2 Key issues for action**

The school needs to:

- maintain standards in the subjects and aspects in which standards are good or very good;
- develop and extend the use of different kinds of graphs when recording data in mathematics and in other aspects across the curriculum;
- further develop the self-evaluation process by formalising the arrangements for evaluating the teaching and learning, in order to identify and share good practice and to set targets for improvement.

## APPENDIX

### School data

#### A. Basic information about the school

Name of the school	Bro Tryweryn
Type	Primary
Age range of pupils	3 to 11 years of age
School address	Frongoch, Y Bala, Gwynedd
Postcode	LL23 7NT
Telephone number	01678 520740

Name of head	Mrs Jano Owen
Date of appointment	September 1990
Chair of governors	Mr Richard Lee
Registered Inspector	Mrs Jean Marshall
Date of inspection	02.12.02 – 04.12.02

#### B. School data and indicators

<i>Number of pupils in each year group</i>								
Year group	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	4	6	6	1	9	4	7	37

<i>Number of teachers</i>			
	Full-time	Part-time	Equivalent to full-time
Number of teachers	2	2	2.4

<i>Staffing information</i>	
Pupil: teacher ratio: apart from nursery and special classes	15:1
Size of classes on average, apart from nursery and special classes	18.5
Teacher: class ratio	1:1

<i>Percentage of attendance for three whole terms preceding the inspection</i>				
	Reception	KS1	KS2	Whole school
Spring Term	95.1		95.5	95.3
Summer Term	93.4		95.1	94.5
Autumn Term	95.5		95.9	95.8

Number of pupils excluded during the 12 months prior to the inspection	0
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### C. Results of National Curriculum Assessments

#### NATIONAL CURRICULUM ASSESSMENT KS1 RESULTS

<b>National Curriculum Assessment KS1 results: 2002</b>	Number of pupils in Y2: 1
As the number of pupils who were eligible to be assessed at the end of KS1 was smaller than five, it is not necessary to include this information.	

#### NATIONAL CURRICULUM ASSESSMENT KS2 RESULTS

<b>National Curriculum Assessment KS2 results: 2002</b>	Number of pupils in Y6: 6
As the number of pupils who were eligible to be assessed at the end of KS2 was more than four but fewer than 10, only performance indicators are included.	

Percentage of pupils achieving at least level 4 in mathematics, science and either Welsh [first language] or English			
By teacher assessment		By test	
In the school:	66.7	In the school:	66.7
In Wales:	68	In Wales:	68

### D The evidence base of the inspection

The school was inspected over a period of two and a half days by a team of two professional inspectors and one lay inspector. During the inspection:

- 30 sessions were observed with the time being shared fairly equally between classes;
- discussions were held with the pupils, the head and all staff members;
- pupils were questioned about their knowledge and understanding of their work;
- the vast majority of the pupils were heard reading in both languages;
- samples of pupils' work were examined;
- the school's policy documents and plans, including the teachers short-term and long term schemes of work, were inspected and analysed;
- the attendance registers, pupils' records and teachers' assessment notes were examined;
- detailed attention was given to the school budget;
- formal meetings were held with the governing body, before and after the inspection;
- 14 parents attended a pre-inspection meeting and 15 parents' questionnaires and four letters were received for analysis.

**E. Composition and responsibilities of the inspection team**

<b>Name</b>	<b>Role</b>	<b>Sections of the report</b>	<b>Subjects (section 7)</b>
Jean Marshall	Registered inspector	1.0 2.0 3.1 3.2 5.3 6.2 8.1 8.2	Children under five, English, Mathematics, History, Geography, Music, Religious education
Gareth Williams	Professional inspector	4.1 5.1 5.2 5.5 6.1 6.3	Welsh, Science, Design and technology, Information technology, Science, Design and technology, Information technology, Art, Physical education
William Owen	Lay inspector	4.2 4.3 5.4 5.6 5.7	

*The inspectors wish to express their thanks to the school governors, head, staff, pupils and parents for their willing co-operation during the inspection.*