

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

**Ysgol Bro Gwydir
Watling Street
Llanrwst
Conwy
LL26 0EY**

School Number: 662/2042

Date of Inspection: 3rd-5th October 2005

by

**Goronwy Morris
W160/78283**

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Under Estyn contract number: T/016/05P

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Ysgol Bro Gwydir 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 Gwydir took place between 3-5 October 2005. An independent team of inspectors, led by Mr Goronwy Morris 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. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

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

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local educational authorities (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 governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

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Context

The nature of the provider

Ysgol Gynradd Bro Gwydir is located in the middle of the town of Llanrwst. The majority of the pupils live within the town, with a small percentage of pupils living in the surrounding rural area. The area in which the pupils reside is described by the school as being neither prosperous nor economically disadvantaged. The proportion of pupils who are entitled to receive free school meals is 19% of the school population.

At present, there are 263 pupils on the school register from reception to Year 6. In addition there is a nursery unit attended by 25 children. The school houses a special needs unit, which serves the catchment area. Twelve pupils attend this unit on five mornings a week. There are 72 pupils, 25% of the school's pupils, on the special educational needs register including 9 pupils with an SEN statement in the main stream and two children from other schools who attend the unit.

There are 15 full time teachers including the head teacher and part-time teacher. The head teacher was appointed in January 1995 and the deputy head joined the school in September 2005. The school is in the process of being remodelled with three out of four phases expected to be completed by Christmas 2005. The school was last inspected in October 1999.

The school's priorities and targets

The school's linguistic aim is to enable pupils to be confident in both Welsh and English so that they can become full members of their bilingual community. Approximately 18% of the pupils come from homes whose first language is Welsh.

The school's aims and objectives encompass the full range of the school's work. The School development Plan (SDP) includes short term and long-term priorities. The school sets targets for pupils' attainment at the end of Key Stage 1(KS1) and Key Stage 2 (KS2)

Priorities in the current year include:

- Develop the use of the ten laptop computers to reinforce aspects of the National Curriculum (NC) and to raise standards to very good in information communication technology (ICT)
- Raise the standard of pupils' writing in Welsh in Y5 and 6
- Lay the foundation for the future for the Foundation Phase
- Ecological Project: *O! Troed* (Wales Ecological Footprint).

The governors place significant emphasis on providing an enriching range of experiences for all pupils within a happy and caring environment and encourage pupils to develop their bilingualism.

Summary

1. Ysgol Bro Gwydir is a good school. It can be proud of its happy and active ethos evident throughout the school. The curriculum provision is good with some outstanding features, which meets the needs and interests of its learners. The school makes very good provision for bilingualism.
2. The findings of inspection team agree with the judgements made by the school in its self- evaluation report. The inspection team agree with the grade awarded by the school for standards achieved in the subjects inspected except for Geography in CA2, for which the team awarded a higher grade. The school has made good progress since the last inspection.
3. The inspection team judged the school's work to be as follows:

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

Standards

4. Overall, standards in the lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
5%	82%	13%	0%	0%

5. The overall quality of the provision for the under-fives is appropriate to their needs, and children make good progress towards the Desirable Outcomes for Children's Learning.
6. Standards in subjects inspected in KS1 and KS2 were as follows:

Subjects	Key Stage 1	Key Stage 2
Welsh	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Information Technology	Grade 2	Grade 2
Design and Technology	Grade 2	Grade 3
Geography	Grade 2	Grade 1
Music	Grade 2	Grade 2

7. The children under 5 and the pupils in the two key stages make good progress and reach the targets set by the school. Pupils with SEN make good progress in line with their ability.

8. The evidence provided by the school during the inspection process confirms the view expressed by the school that children under 5 make good progress in their communication, mathematical, information technology, creative personal and social skills. Although 75% of the under 5s come from homes in which Welsh is not the first language, their bilingual skills are developing well?

9. The standards and progress of pupils in KS1 and KS2 in speaking, listening and writing skills in both Welsh and English are good, as are their skills in using their mathematical skills and information technology in various curriculum contexts. The progress they make in reading skills in Welsh is not as consistent.

10. Pupils from all linguistic background make good progress in bilingual skills. The *Cwricwlwm Cymreig* is a strong feature of the school and the pupils have an outstanding knowledge and understanding of their local area.

11. Some pupils are making better progress than others in developing their problem solving and creative skills. These skills are not always included in every teacher's lesson planning

12. At the end of KS1, in 2005, according to the teachers' assessments, pupils' achievement in the NC core subjects of Welsh, mathematics and science was a little lower than the national and local averages.

13. At the end of KS2, in 2005, pupils' achievement in the NC core subjects were significantly lower than the national averages. These results were affected by the number of pupils with SEN in the cohort. When the data of the school's results are viewed over a longer period then they compare favourably with results obtained by similar schools, with the 2004 results being significantly better than the all-Wales average.

14. There is no significant difference between the performance of boys and girls in the two key stages.

15. Pupils of all ages make good progress in gaining new knowledge and skills. They respond confidently to new challenges and they have a good understanding of the tasks in hand.

16. Pupil attendance is satisfactory. It is adversely affected by a number of families who take holidays during school terms. Most pupils arrive in school on time at the beginning of the school day.

17. Pupils of all ages make good progress in their personal, social and moral development. During the inspection all pupils were courteous and friendly and, apart from a recognised minority, their behaviour is responsible and showed respect. Most work diligently on their tasks and have positive attitudes towards their work. They make good progress towards becoming independent learners and are developing the skills required to maintain lifelong learning

18. Through their work in religious education and geography lessons and various other activities such as the school's International Day, pupils come to understand the diversity of beliefs, attitudes, social and cultural traditions.

19. Pupils' understanding of the world of work and of their community is good. All pupils are proud of their community and benefit from the number of educational visits that they make. The community appreciates the pupils' contribution to a number of community projects.

Quality of the teaching and training

20. In the lessons observed the quality of the teaching was assessed as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
12%	78%	10%	0%	0%

21. Overall, the quality of the teaching is good with outstanding features in 12% of the lessons observed.

22. Teachers show good subject knowledge. They prepare thoroughly and make effective use of available resources to improve pupils' learning.

23. There are clear aims in the vast majority of lessons. Time management is good and an orderly and positive atmosphere is maintained. Teachers take great care of their pupils and ensure equal opportunities for all. They skilfully and consistently encourage the development of bi-lingual skills.

24. In the lessons deemed to be outstanding, there are energetic and vibrant introductions, clear instructions and a plenary session to consolidate pupils' understanding. The teachers possess very good questioning skills, which mean that pupils make good progress in their communication skills.

25. In the lessons observed with shortcomings, the tasks set were not planned in sufficient detail to promote the lesson's aim or to challenge pupils across the ability range.

26. Teachers assess the pupils' achievement and progress in core subjects fairly, accurately and regularly. Assessment is used effectively to ascertain which pupils' needs most support, particularly those with SEN.

27. The school recognises the need to have more thorough processes to ensure that assessment in every subject is both accurate and constructive. The system for tracking individual pupils' progress or in groups is not fully developed.

28. The assessments, including the Baseline assessments in the Early Years, meet the statutory requirements for reporting on the NC and the school fully complies with the statutory requirements in reporting to parents and other agencies.

29. The curriculum provides enriching experiences for the early years but at the moment on account of the remodelling work, the opportunities to develop physical skills are limited.

30. The curriculum for KS1 and KS2 is broad and balanced and meet the needs of the NC and religious education. The curriculum provision for pupils with SEN is very appropriate.
31. Planning for key skills is developing although there is insufficient structure in place to encourage pupils' reading skills in Welsh.
32. The school makes good provision for developing bilingualism and pupils' proficiency is effectively developed through everyday life at the school.
33. Pupils' awareness, understanding and appreciation of their culture and heritage are effectively promoted through a number of curriculum areas.
34. The extracurricular activities make a valuable contribution to the school's curricular provision. Pupils' experiences are enriched by appropriate visits and the visits to school by poets, drama groups and resident artists.
35. The teachers utilise every opportunity to develop pupils' personal and social skills. Throughout the school as a result of this consistent approach pupils make good progress in this aspect of their development, and some times it is very good.
36. The school-parents partnership is good. They appreciate the opportunities given to them to discuss their children's progress and development both formally and informally.
37. Good partnership arrangements exist between the school and the local primary school cluster. Transfer arrangements with the local secondary school are effective.
38. Good links exist between the school's curricular provision and the world of work. Regular visits are arranged to a number of local businesses and visitors are invited to talk to the pupils about their work.
39. The school promotes equal opportunities for all pupils. There is no discrimination on grounds of race, gender or ability.
40. The school's links with mainland European schools enriches and promotes pupils' awareness of global citizenship and broadens both their viewpoints and sensitivity to living in a multicultural society.
41. The school gives due attention to the need for the recycling of reusable resources used in the home and at school and pupils are aware of the importance of sustainable development.
42. The school has achieved 'International School' status; it has been awarded the Quality Mark of the Basic Skills Agency and has gained the recognition of the Investors in People (IIP). This reflects the school's commitment to national priorities.
43. The quality of the care, support and the guidance provided is good. There are clear policies, which ensure that appropriate procedures are available for all pupils.
44. During the inspection it was noted that a small gate which leads from the school yard

out into the street was left open during pupils' morning break. The head teacher gave an assurance that the staff on duty would keep a very watchful eye on pupils during break time and that the gate would be repaired without delay.

45. Appropriate steps are taken to monitor pupils' punctuality and attendance. Parents are aware of the school's expectations and send the school an explanation for their children's absence without delay.

46. The head teacher is the designated person with responsibility for pupils' safety. The head ensures that every member of staff is familiar with signs of child abuse they need to look out for and they know the procedure to follow if they are in any way suspicious.

47. The provision for pupils with SEN is very good. The SEN co-ordinator (SENCO) has close contacts with classroom teachers and monitors the provision made to meet the needs of individual pupils.

48. In the mornings, 11 pupils, most of whom have moderate learning difficulties, are educated in the unit where their literacy and their numerical skills are reinforced. A very good range of learning experiences is provided for the pupils. In the afternoons, two pupils return to their home schools and the rest of the class join their contemporaries in the main stream. There is effective and efficient provision at Bro Gwydir for the pupils whose names are on the SEN register.

49. The school operates the 'Positive Discipline' programme to deal with any sign of troublesome behaviour. Although the vast majority of the pupils are courteous and responsible, the school acknowledged that there is a need to further develop this aspect of its work if it is to respond more effectively to the small number of incidents of unacceptable behaviour on the schoolyard.

50. The quality of the provision for equal opportunity is good. There is a clear policy, which ensures that attention is given to the pupils' varying backgrounds. The school makes every effort to provide a broad and balanced curriculum and ensures that pupils have appropriate support and guidance.

51. The personal and social education programme, which permeates the whole curriculum, together with the school or classroom acts of worship, promotes racial and social equality. The school succeeds in creating a climate, which ensures that all pupils are treated fairly.

Leadership and management

52. The head's leadership and management style places an appropriate emphasis on teamwork and on developing a happy and caring community. The head teacher is well supported by the deputy head and a team of hard working and committed teachers.

53. The school has clear aims and values with which the pupils, staff, governors and parents are familiar. The school has succeeded in creating a positive ethos based on clear values, which promote equality for all pupils irrespective of ability, race or gender.

54. The school is well aware of Welsh Assembly Government (WAG) priorities. The school has adopted appropriate procedures for setting targets and the results of NC tests

are carefully analysed to identify weaknesses and strengths. However, the school does not currently use assessment information to track pupils' performance to ensure there is no underperformance.

55. The staff and the Governing Body (GB) are fully involved in drawing up the School Development Plan (SDP). It clearly states the school's priorities. At present these priorities and targets do not focus sufficiently on pupil attainment nor do they include clearly defined and measurable performance criteria.

56. There are effective systems in place to manage staff performance. The school undertakes effective staff reviews to promote their professional development and improve the quality of the provision.

57. The governors are very supportive of the head teacher the staff and are eager to set the school's strategic direction and to take action on whatever issue that requires attention

58. The members take an active interest in the work of the school and undertake their duties conscientiously. They perform all their statutory duties and all the required policies are in place. The school acknowledges the need to develop further the GB's role as a 'critical friend'.

59. The head teacher and staff have an appropriate understanding of the school's performance and there is evidence that elements of self-evaluation procedures have been implemented for some time. The subject co-coordinators have prepared a monitoring report identifying the strengths as well as aspects that need further development in various subjects. The school however, acknowledges that its current procedures make insufficient use of evidence gleaned from its teaching and learning processes to reach a sound judgment on standards throughout the school.

60. The SDP is a useful document, which denotes the school's priorities and actions to be taken which correspond with the school's needs. Even so, there is no clear link between the findings derived from self-assessment procedures and the SDP listed priorities.

61. The GB and the head teacher provide enough resources to address the priorities of the SDP. The recent spending, for example on laptop computers has raised pupils' standard of achievement.

62. The school has made good progress since the last inspection. The key issues have been addressed and the steps taken have had a positive effect on pupils' standard of achievement.

63. The school has an adequate number of experienced and qualified teachers to effectively meet curriculum and pupils' learning needs. The use of teachers' specialisms is effective.

64. There is close co-operation between teachers in planning, teaching and recording pupils' progress. Nursery nurses and the classroom-learning assistants play an important supporting role.

65. With the implementation of the new school workload agreement the school has

effective arrangements in force to ensure weekly periods of classroom release for all teachers.

66. Although there is evidence that the school has invested in a range of In- service Training courses, it is aware that the current system of reporting back on attended courses (cascading) needs strengthening, as does the monitoring of the effect these courses have on learning and teaching.

67. All members of staff, including the school secretary, kitchen staff and supervisors the caretaker and cleaners play a prominent and full part in school life.

68. The staff and pupils have coped well with the effect of the remodelling process, which has improved the quality of the accommodation considerably. Staff make effective and efficient use of the current facilities.

69. There is an appropriate match between the range and quality of the resources available across the curriculum and the needs of pupils. There is a good match between the resources available and the school's priorities for development.

70. The governors take their financial responsibilities very seriously. They ensure that school spending is linked with its aims and priorities and they monitor spending to ensure value for money. The school acknowledges the need to further develop its evaluation process on the main spending decisions to ascertain their effect on standards.

Recommendations

In order to move the school forward, the teachers and the GB need to:

- R1 raise standards of achievement further by addressing the shortcomings detailed in the subject reports;
- R2 raise the standard of reading in Welsh by consolidating and enriching pupils' experiences;
- R3. make further use of the information gained from assessments to:
 - ensure pupils are more aware of what they need to do to improve their work;
 - track pupils' performance to guard against underachievement;
- R4. develop further the role of the management team and the subject co-ordinators to gauge pupils' standard of achievement throughout the school;
- R5. extend and strengthen the self-evaluation process and planning by:
 - ensuring a closer link between the outcomes of the self evaluation process and the SDP priorities;
 - establishing priorities and targets which are clearly focussed on pupils' achievements and identify clear and measurable criteria in order to assess the results; and
- R6. respond without delay to the safety matter discussed during the inspection.

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings.

71. The inspection team's findings match the school's judgement in its self-evaluation report.

72. The standards of achievement in the lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
5%	82%	13%	0%	0%

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

73. In KS1 and KS2 the standards on achievement in the subjects inspected were as follows:

Subject	Key Stage 1	Key Stage 2
Welsh	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Information technology	Grade 2	Grade 2
Design and Technology	Grade 2	Grade 3
Geography	Grade 2	Grade 1
Music	Grade 2	Grade 2

74. The children under 5 and the pupils in the two key stages make good progress by achieving targets set by the school. Individual pupils succeed in their work, irrespective of their ability or social or linguistic background. Pupils with special education needs (SEN) are making good progress in line with their ability.

75. The evidence provided during the inspection period confirms the school's judgement that children under five years old make good progress in their communication, mathematical, information technology, creative and personal and social skills.

76. The standards achieved and progress made by KS1 and KS2 pupils in their speaking, listening and writing in Welsh and English and their mathematical competence within different curricular contexts are good. They make less sustained progress in their reading skills in Welsh. Although the use of information technology is not always consistent, pupils nevertheless make good progress in developing their skills, knowledge and understanding in relation to their age and ability.

77. Although 75% of the children under 5 years old come from non-Welsh speaking homes their bilingual skills are developing well. In KS1 and KS2 pupils respond positively and pupils of all linguistic background make experience make good progress in bi-lingual competence. The Cwricwlwm Cymreig is a strong feature in the school. Pupils have a

good knowledge and understanding of their local area. They are aware of aspects of Welsh culture both in the past and the present day.

78. Some pupils make better progress than others in developing their problem solving and creative skills. These skills are not always included in the teachers' lesson plans.

79. At the end of KS1 in 2005, according to the teachers' assessments, pupils' standards of achievement on the NC core subjects of Welsh, mathematics and science were slightly lower than the national and local averages.

80. At the end of KS2, in 2005 pupils' standard of achievement in NC core subjects were significantly lower than the national averages. . The number of pupils with SEN within the cohort affected these results. When school data is considered over a longer period the results compare favourably with similar schools with the 2004 results being significantly higher than the average for the whole of Wales

81. There is no significant difference between the performance of boys and girls in the two key stages

82. Pupils of all age groups make good progress in learning by gaining new knowledge and skills. They respond confidently to new challenge and have a good understanding of the tasks undertaken.

83. Pupils of all ages have a good and positive attitude to their work and are always ready to share and co-operate. Most of the pupils work diligently on their set tasks. The school succeeds in creating a happy atmosphere in which all pupils are encouraged and assisted in reaching their full potential.

84. Pupils of all ages and ability make good progress in developing their personal, social and moral skills. During the inspection all pupils were courteous and friendly towards each other and to staff and visitors. With the exception of a recognised small minority, pupils behaved responsibly and showed respect. The school is a very orderly community. The older pupils take good care of the younger pupils and their sense of community responsibility is developing well.

85. Pupils' attendance is satisfactory .The attendance figures for the three terms prior to the inspection indicate an average attendance of 93%. Pupils' attendance rates are adversely affected by the fact that a number of families take their holidays during school terms. Most pupils arrive punctually at the beginning of the school day. .

86. Pupils are developing their ability to work independently and the skills required to sustain life long learning are developing well. Most of the pupils have a positive attitude to their education and concentrate well on their given tasks.

87. Pupils are ably assisted to recognise and respect diversity of religions, attitudes and social and cultural traditions through their work in religious education, geography and various school activities such as their 'International Day'.

88. Pupils' awareness of the world of work and of their local community is good. All of the pupils are proud on their community and benefit from the numerous local educational visits arranged by the school. . The community, in turn, shows its appreciation of the pupils'

valued contribution to community projects and activities.

The quality of education and training

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

Grade 2: Good features with no important shortcomings

89. The inspection team's findings match the school's judgement in its self-evaluation report.

90. In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
12%	789%	10%	0%	0%

91. Overall the quality of the teaching is good with 12% of the lessons having outstanding features. In lessons judged to be outstanding included:

- very good questioning skills which ensured that pupils made good progress in developing their communication skills; and
- presentations which were energetic and dynamic with clear instructions and plenary sessions which consolidated pupils' understanding.

92. The lessons judged to have good features and no important shortcomings included:

- clear aims and good time management;
- orderly and positive atmosphere with teachers caring and supporting pupils;
- equal opportunity for all pupils from whatever background. As a result, many pupils report that they feel secure and happy in the school and adopt a responsible attitude to their education;
- good subject knowledge. Good use was made of staff specialisms by changing over classes e.g. in music at KS2;
- thorough preparation, good co-operation and well prepared medium and long term planning ;
- constant and skilful promotion of pupils' bi-lingual skills; and
- effective use of the available resources to improve pupils' learning including effective use of the interactive whiteboard to support presentations and to encourage pupils to participate

93. In the lessons with shortcomings the planning was not sufficiently detailed to:

- ensure that the teaching methods promoted the lesson's aim;
- provide sufficient challenge for pupils of all abilities; and
- promote independent learning skills among the pupils.

95. Teachers' assessments of pupils' achievements and progress in the core subjects are fair, accurate and undertaken regularly. However, the school recognises the need to implement more thorough processes to ensure that assessment is accurate and comments are constructive in every subject.

96. The assessments, including the Baseline assessments of the early years, fulfil statutory requirements for assessing and reporting on the NC.

97. The assessments are sufficiently rigorous to ensure identification of the areas in which pupils most require support, especially the pupils with SEN. Nevertheless, the system for tracking the progress made by individual pupils or identified groups is not fully developed.

98. There are subject portfolios available in all areas of the curriculum. These are valuable documents that include exemplars of good quality work. In the best of these, e.g. in technology, exemplars are recorded in line with the NC levels. The school recognises the need to expand its use of portfolios as a means of improving the quality of teaching and learning.

99. Although each pupil is supplied with individual targets to assist them raise their own standards, pupils play too limited a role in setting their own targets. Consequently not all pupils, especially those in KS2, are aware of what they need to do in order to improve their work and ensure progression.

100. The school complies fully with statutory requirement regarding reporting to parents and other agencies. The school offers many opportunities for parents to discuss their children's progress and the annual reports to parents on pupils' progress are of good quality. Teachers make positive statements regarding pupils' achievements in skills, knowledge and understanding. They offer clear guidance to pupils and parents as to what should be their next steps.

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
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101. The inspection team's findings match the school's judgement in its self-evaluation report.

102. The school can be justifiably proud of the happy and active ethos evident in the school. This is achieved by ensuring that pupils feel appreciated and by providing good, and sometimes outstanding, curricular learning experiences.

103. The curriculum provides enriching experiences for early years children to develop their communication, mathematical, creative, personal and social skills and their knowledge and understanding of the world. At present, the opportunities afforded to them to learn physical skills are limited on account of the school's remodelling work. The school is making very imaginative changes to its environment for children and pupils in the nursery and reception by providing, for example, new resources and an adventure playground.

104. The curriculum provision for pupils with SEN is most appropriate to their individual needs. The decision to appoint a SEN teacher for two days a week to support pupils and a full-time nursery assistant has ensured that SEN pupils make good progress, in line with

their ability.

105. The curriculum for KS1 and KS2 is broad and balanced and meets the needs of the NC and religious education. Individual subjects have suitable time and there are good links are established between them when drawing up the term's themes. There is detailed planning for NC subjects and religious education which give clear outcomes and take full account of pupils' previous learning experiences. The subject co-ordinators are aware of the further fine-tuning which is required.

106. Planning for key skills is developing but, as yet, there is not a sufficiently robust structure in place to extend their use across the whole curriculum. In addition, the structure for promoting pupils' reading skills in Welsh, needs further strengthening. Recently there has been a significant increase in the use of ICT.

107. The extra curricular activities, including the school clubs, make a valuable contribution to the school's curricular provision. Pupils' experiences are enriched by appropriate visits to the local community and beyond, including residential visits to Nant Bwlch yr Haearn and Pentrellyncymer. Pupils' experiences are further enriched by the visits made to the school by poets, drama groups and resident artists.

108. The deputy head teacher, who was recently appointed, has been given the responsibility to develop a more structured provision to enhance the school's personal and social development programme. Teachers take advantage of every opportunity offered by the curriculum to develop pupils' personal and social skills. As a result of this consistent whole school approach, pupils are making good, and on occasions, very good progress in these aspect of their learning. Teachers encourage pupils to think about their lives in a world in which there is much inequality and sadness and to pursue constructive ways of improving their environment. Both the whole-school and individual class acts of collective worship develop the chosen theme throughout the week and this provides pupils with an opportunity to extend their personal development further. Pupils give generously of their money and their time to a wide range of charities and support their local community by going out to sing in various locations. The school places much emphasis on encouraging healthy eating.

109. The partnership that exists between the school and the parents is good. The responses made by parents in the questionnaire distributed before the inspection was very supportive of the school. The Parents' Association works hard and raises significant amounts of money used towards school activities. Parents receive a good range of information through the school prospectus and newsletters; they much appreciate the opportunities afforded to them to discuss their children's progress and development formally and informally. Both the school prospectus and the GB's annual reports to parents meet statutory requirements.

110. There are good links between the curriculum provided by the school and the world of work. There are regular opportunities for pupils to visit local businesses and visitors are invited into the school to discuss their work. These visits are usually linked to themes the pupils are studying that term. Local businesses and companies show their support to the school by making monetary contributions or by supplying equipment to support curricular projects. The head teacher, as part of a Careers Wales initiative, is supported by Welsh Water to produce classroom resources and these packs of colourful photographs are available on disks and on the Internet to facilitate their use by other schools.

111. The school makes very good provision for developing pupils' bilingualism and their proficiency in the language is effectively developed through every day life at the school. The teachers adopt a flexible approach to pupils' linguistic needs and translate when the need arises. The *Cwricwlwm Cymreig* is a strong feature of the school. Pupils' awareness, understanding and appreciation of their own culture and heritage are effectively promoted through various curriculum areas such as history, geography and numerous school educational visits.

112. The school promotes equal opportunities for all pupils. There is no discrimination on grounds of race, gender or ability. The class acts of worship and the personal and social education programme encourage pupils to respect other pupils and to recognise and respect diversity. Equal opportunities are assured for both boys and girls by making all curricular activities and extra curricular activities equally available to both sexes.

113. The school has been accredited as an 'International School'. The school's links with other schools in mainland Europe promotes pupils' awareness of global citizenship. The school's involvement in the Comenius project, which develops close links with schools overseas, involves several pupils and broadens their points of view and sensitivity to a multicultural society. The school is very successful in this educational aspect.

114. There is a good partnership with the local cluster of primary and secondary schools. Effective arrangements are implemented in transferring pupils from the primary to the secondary phase. The school plays a prominent role in planning to establish the Wales Ecological Footprint project '*Ôl troed Ecolegol*' which includes both the secondary school and other associated primary schools. The school provides secondary pupils with work experience placements and welcomes students from local colleges.

115. Pupils study organic farming methods and take part in a small project, which compares the waste produced by their own school compared with that of other schools in South Wales and in Botswana. The school places a strong emphasis on recycling of re-usable materials in the home and at school.

116. Pupils are made aware of the importance of sustainable development by participating in a project, which involves sowing seeds on an organic farm. As part of their education in sustainable development and global citizenship pupils are involved in an ecological project '*O! Troed Ecolegol*' (Wales Ecological Footprint) which enables schools in Wales to share experiences with each other and the wider global community.

117. Pupils make progress in their learning about the world of work and enterprise. For example, pupils from one class run a school shop selling fruits to other pupils. On other occasions, pupils bring own provisions and stock their own stalls in the school's Summer Fair.

118. Pupils have suitable opportunities to arrange various money raising activities for the school fund.

119. The experiences which pupils gain across the curriculum provides them with a good foundation to develop n a range of skills, which will prepare them well for life long, learning. This includes bi-lingual, ICT skills, numeracy and personal and social skills.

120. The fact that the school has been awarded International School status, has gained the Quality Mark of the Basic Skills Agency, and has been recognised by the 'Investors in People' agency, reflects the school's commitment to national priorities.

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

Grade 2: Good features and no important shortcomings

121. The inspection team's findings match the school's judgement in its self-evaluation report.

122. The quality of care, support and guidance offered to all learners is good across the school. Policies and arrangements are in place to ensure support is available for every pupil. Effective use is made of the LEA's support services, for example, to promote reading, special educational needs, and behaviour improvement. Other agencies used by the school include social services and the health authority.

123. The school's partnership with the parents works well. The school gives due regard to parental viewpoints in relation to the way pupils are support and guided. The school operates an open door policy for parents. They are regularly informed about their children's development and are kept up-to-date with details of any proposed activities within or outside the school. A most useful diary has been compiled which invites parents co-operation and support with the development of the pupils' reading skills and spelling. However, the use made of the diary throughout the school lacks consistency.

124. There are effective integration programmes for new pupils. Meetings are held with new parents and a booklet provides information explaining and discussing details of school life. Children in the nursery are invited to attend the school for short periods to have a foretaste of school life. They are invited to stay on for school lunches before progressing to full time attendance in the reception class.

125. The inspection revealed evidence of the care and the good level of support afforded by the school, with three children from abroad who have only recently started attending. Because of their communication difficulties additional support has been provided to ensure success in coping successfully with school life. Details included in the School Prospectus confirm the support made available for new pupils. There is a home-school contract, which gives details of the responsibility of pupil, home and the school.

126. Positive relationships exist between the school and those outside agencies that promote pupils' health and safety. The local community constable calls at the school regularly either to give talks either within classrooms or on the school playground. The school nurse makes regular visits and has special responsibility for delivering health education to Y5 and Y6 girls. The school co-operates closely with the social services department who are involved with the families of some of the pupils. The school acknowledges the quality of support and guidance given by LEA educational psychologists on SEN and behavioural matters.

127. Great efforts are made to ensure the welfare and health of pupils. Pupils from the SEN unit are responsible for selling fruits during the morning break. Pupils are

encouraged to bring bottled water daily and there is a water fountain available for their use on one corridor. The pupils are discouraged from bringing sweets with them to school the governors monitor the food menu to ensure that the food prepared is health and uses local produce whenever possible. The school is about to start the accreditation process for the 'Healthy Schools' initiative and many of its requirements are already being met.

128. The head teacher is the member of staff who has been fully trained in First Aid and it is the school's intention to train one more member of staff in this field. Most of the members of staff attend a short course of First Aid training every three years.

129. During the inspection it was observed that one small gate leading from the school yard to the street was left open during the pupils' morning break. The inspectors were assured by the head teacher that the staff on yard duty would be very vigilant during break times and that the gate would be repaired without delay.

130. The head teacher has taken appropriate steps to monitor pupils' punctuality and attendance, the importance of which are appropriately emphasised in the school's prospectus and in the text of the home-school contract. Good attendance is promoted by presenting end of year certificates to pupils whose attendance has been consistently good. Parents are aware of the school's expectations and are quick in sending in explanatory absence notes. When there is cause for concern or there is an absence without adequate reason the school benefits from the ready co-operation of the educational welfare officer.

131. The head teacher is the named person with the responsibility for child protection and receives regular updated training from the LEA. The head ensures that every member of staff is familiar with possible signs of child abuse and is aware of the procedure to operate if there is any doubt.

132. The provision for pupils with SEN is very good. There are clear aims stated in the policy to ensure that all pupils have access to a broad range of opportunities and learning experiences in every aspect of the NC. There are 71 pupils on the SEN register, eight of whom have statements. Twenty-five are on the School Action Plus. The SENCO keeps in close touch with the class teachers and monitors the provision made for the individual needs of the pupils.

133. Eleven of the pupils, with moderate learning difficulties, are taught in the mornings in the SEN Unit where literary and numeracy skills are reinforced. There is specific and relevant information provided in the IEPs to promote individual educational needs of the pupils. Pupils' progress is recoded daily and the assessments are good.

134. The range of educational experiences provided for pupils in the Unit are very good. The PSE provision is good. Good use is made of laptops computers, the interactive white board and various computer programs. Pupils are members of the Urdd (*Welsh League of Youth*) and have been successful in its national art competition. Pupils gain in self-confidence by taking part in the Welsh Dragon athletics festival for small schools and in activities arranged by the Development Officer for Disability Sport Wales. Pupils have an opportunity to visit open-air educational centres, and to supervise the school's fruit shop. The take part in the Comenius Project (European Cooperation in School Education) by creating a puppets show, which is video recorded for viewing by other schools taking part in the project in other countries.

135. Two pupils return to their home schools for afternoon sessions and the others from the SEN Unit join their peers in mainstream classes. There is effective and efficient provision for these pupils at Bro Gwydir and for those who are on the SEN register. The assistants and classroom learning support staff give good support and are fully aware of the pupils' individual needs. Appropriate resources are prepared and the tasks are suitably differentiated. Any occurrence of unacceptable behaviour is dealt with appropriately. Every individual pupil has an opportunity to join in confidently in classroom work.

136. The school operates the Positive Discipline Policy when dealing with any sign of troublesome behaviour. In order to raise awareness and ensure an effective and consistent approach to discipline the staff attends behaviour management training sessions. Pupils are familiar with this discipline strategy. Although the vast majority of the pupils are courteous and have a responsible attitude, the school acknowledges a need to further develop a more effective response to the unacceptable level of misbehaviour displayed by a small number of pupils on the schoolyard. An example of the successful implementation of this approach to deal with the rare occurrence of misbehaviour was seen during the inspection. This strategy ensures that there is appropriate support available to pupils and prevents such behaviour from affecting the progress of the individual or that of other pupils. Both the School Council and the timetabled circle time play a crucial part in the whole school approach to personal and behaviour management.

137. The provision made for equal opportunities is good. There is a clear policy in place, which ensures that pupils' diverse backgrounds are recognised. The school makes every effort to provide a broad and balanced curriculum and offer pupils appropriate support and guidance.

138. The PSE programme which pervades the whole curriculum, together with the school and classroom acts of worship succeed in promoting racial and social equality. The school succeeds in creating a climate which ensures fair play for all pupils. The parents confirm that the school deals appropriately with any case of oppressive behaviour and contacts the relevant parents without delay.

Leadership and Management

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

Grade 2: Good features and no important shortcomings

139. The inspection team's findings match the school's judgement in its self-evaluation report.

140. The head teacher's style of leadership and management places appropriate emphasis on team work and on creating a happy and caring school. He is well supported by the deputy head teacher who was recently appointed and by a team of hard working and dedicated teachers. The school day runs effectively and efficiently and there are appropriate arrangements in place to deal with any problems that might arise. The team leaders and subject co-ordinators perform their duties conscientiously and make a valuable contribution to the management of the school. However, their role in monitoring subjects has not been fully developed.

141. The school had clear aims and values of which the pupils, staff, governors and parents are aware of them. The school has succeeded in creating a positive ethos based on clear values, which promotes the equality of all pupils of whatever ability, race or gender. There is a warm and friendly atmosphere, which is immediately evident to school visitors.

142. Appropriate attention is given to Welsh Assembly Government (WAG) priorities. The school has succeeded in gaining the Investors in People award and the Quality Mark of the Basic Skills agency and has been recognised by the British Council as an International School. A close and effective link has been established with the local secondary school and the school cooperates well with other schools in the local cluster.

143. The school has an appropriate scheme for setting targets and the results of the NC results are carefully analysed to identify strengths and weaknesses. Nevertheless, the school does not currently make sufficient use of the information gained from assessments to track pupils' performance and seek to eliminate underachievement.

144. The staff and GB are fully involved in the preparation of the SDP which is based on information gained through the three yearly audits. It clearly states the school's priorities. The head teacher gives the SDP targets due attention in his report to the GB. However, the SDP priorities and targets are not sufficiently defined in terms of pupils' achievement, nor do they include clear and measurable evaluation criteria.

145. An efficient scheme is in place for staff performance management; these duties are shared between the head teacher and the team leaders. The school has an effective staff review procedure, which promotes their professional development and improves the quality of the curricular provision.

146. The governors are very supportive of the head teacher and staff. They decide on the strategic direction the school needs to take and take prompt action whenever an issue needs to be addressed. The governors take an active interest in the school's work and perform their responsibilities conscientiously.

147. The GB supervises the work of the school. Some members of the governing body visit the school regularly and by means of the head teacher's reports and attending presentations by subject co-ordinators they are well informed about the work of the school.

148. The governors meet all the statutory requirements and all the required policies are in place. The school acknowledges a need for governors to further develop their role as 'critical friends'.

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

Grade 3: good features outweigh shortcomings

149. The inspection team's findings match the school's judgement in its self-evaluation

report.

150. The head teacher and staff have appropriate knowledge on the school's performance. The school's self evaluation report is precise and clear and closely linked the current inspection framework. During its formulation process, meetings were held with members of staff and the GB.

151. Elements of the self evaluation process have been analysed in the school for some time. Evidence of pupils' standards of achievement is obtained by scrutinizing work in pupils' books, analysing test results and assessments, and through taking advantage of the assistance offered to the school by LEA advisers. Over a period of time the subject co-ordinators have produced a monitoring report on subjects which details strengths and areas which require further development. These reports are shed with members of the GB.

152. The staff have high expectations and co-ordinators have been engaged in preparing a portfolio, which indicate the level of work achieved within every subject. However, the school acknowledges the fact that not enough has been done to date to standardise the work, which could help the process of improving teaching and learning.

153. Although there is evidence that team leaders and subject co-ordinators have had opportunities to observe lessons, the school's evaluation procedures do not use a wide enough range of direct evidence, based on teaching and learning, in order to come to a firm conclusion on whole school standards.

154. The school tries to ensure that all personnel involved in the school are aware of their role in self- evaluation. Parents meetings are held regularly to give parents an opportunity to give their points of view and opinions. However, there are no prescribed arrangements to ascertain the views of either parents or learners.

155. The SDP is a useful document which states the school's priorities and the action are in line with the school's needs. However, the link between the self-evaluation process and the priorities listed in the SDP is not evident.

156. The GB and head teacher provide sufficient resources to implement the school's priorities as detailed in the SDP. The school's recent expenditure on laptop computers has succeeded in raising pupils' standards of achievement.

157. The school has made good progress since the last inspection. All the matters requiring action in the previous report have been addressed and these steps have had a positive effect on pupils' standards of achievement.

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

Grade 2: Good features and no important shortcomings

158. The inspection team's findings match the school's judgement in its self-evaluation report.

159. The school has enough qualified and experienced teachers to meet the curriculum

and pupils' learning needs effectively. Good use is made of teachers' specialisms in areas such as SEN, music and information technology.

160. The Nursery Nurses and classroom assistants play an important role in supporting pupils with SEN or those whose behaviour is unacceptable. There is close cooperation between staff in planning, teaching and recording pupils' progress.

161. With the implementation of the new school workload agreement the school has effective arrangements in force to ensure a weekly period of classroom release for all teachers.

162. The school has invested in various In-Service training programmes. There is evidence that these courses have had an effect on the school's provision in some areas, for example, design and technology. The school is aware that, when any member of staff has attend an external course, the process of reporting back to other members of staff (cascading) needs strengthening, as is the need to measure the effect of such a course on the school's teaching and learning processes.

163. The role of the co-ordinators is developing and has already led to the sharing of information. The use of teacher specialisms by exchanging classes has had a positive effect on, for instance, music at KS2.

164. All members of the school's staff including the secretary, the kitchen staff and supervisors, the caretaker and cleaners play a prominent and full part in school life. The school is kept in clean condition and orderly.

165. The staff and pupils have coped well with the effects of the remodelling work which will make a substantial improvement to the quality of the accommodation. Prominence is given to the health and safety of pupils who are treated with great care. Two out of three parts of the remodelling process has now been completed and this has given the school new classrooms, which are spacious enough to meet the curricular needs of the pupils.

166. The staff make efficient and effective use of the current facilities. There are colourful and orderly displays across the school celebrating pupils' efforts.

167. The range and quality of the resources are appropriate to match the needs of the pupils' learning experiences across the whole curriculum. There are sufficient opportunities within classrooms for pupils to use books and equipment. These consolidate and support pupils learning and contribute towards raising standards of achievement.

168. Effective use is made of the locality as a resource to enrich pupils' learning. This is further enhanced by the contributions made by local visitors to the school.

169. The governors take their responsibilities seriously. They ensure that school spending is linked to its educational aims and priorities. Spending is monitored to ensure value for money.

170. The school was commended for their financial management in the last report by the financial auditors. Some minor recommendations were made and the school has already implemented all the recommendation.

171. The school acknowledges the need to further develop the process of evaluating what effect its main spending decisions have on standards.

Standards achieved in subjects and learning areas

Welsh

KS1: Grade 2: Good features and no important shortcomings

KS2 :Grade 2: Good features and no important shortcomings

Good features

172. Across the school the pupils' listening and speaking skills are developing well with pupils from non-Welsh background making very good progress.

173. Pupils in KS1 listen carefully to the presentations and stories and are eager to respond and take part in discussions. The youngest pupils in KS1 are eager to relate their news and, by the end of the key stage, their confidence is increased and their enlarged vocabulary helps them to respond to each other.

174. Pupils are developing good phonic reading skills which enable many of them to adequately interpret print. Pupils in Y2 are able to express empathy with the characters that feature in the 'Big Books' which they read together with their teacher.

175. They make good progress in developing their writing skills. A scrutiny of work completed by pupils during the school year indicated that they are able to express themselves clearly and use complete and complex sentences accurately. They understand the need for punctuation and use it appropriately.

176. In Y3 and Y4 pupils make rapid progress in their understanding and their use of spoken Welsh. This makes them gain more confidence when they use the language to speak to each other and to teachers. Many are confident speakers, whether they are conversing in a small group or in front of the class and, by the end of the key stage, several pupils can express their own ideas and can ably explain their work. The more confident pupils have mastered a wide range of sentence patterns and creative sayings and creative sayings, which they can use competently.

177. Pupils' reading skills make better progress in the first two years of the key stage than in Y5 and Y6. The paired reading schemes and the additional support that has recently been introduced gives assistance to the less able pupil to improve. Although pupils make good use of the available reading material it is only a minority who have a good knowledge of books. Several pupils can recognise authors and artists. Some can interpret the meaning of book covers adequately.

178. Pupils in KS2 regularly write in a variety of forms using a wide range of Vocabulary. Their use of punctuation is appropriate and by the end of the key stage most of the pupils make good use of paragraphs. Some pupils produce a wide range of styles in their written work including poetry. The most able produce extended pieces of writing for various purposes such as persuading, amusing or presenting information.

Shortcomings

179. Although pupils have a good grasp of phonics many often cannot fully understand the meaning of their texts. Several pupils read mechanically and devoid of expression. This shortcoming limits their understanding and ability to enjoy stories.

180. Discussion with the pupils and members of staff revealed that many of the pupils do not read a sufficiently broad range of books for their own pleasure. They are too content to confine their reading to the texts of their reading scheme. Consequently, too many pupils fail to develop their individual creative writing skills adequately.

Mathematics

KS1: Grade 2: Good features and no important shortcomings

KS2: Grade 2: Good features and no important shortcomings

Good features

181. Pupils at KS1 can recall a wide range of previous work including number facts up to 100. The more able have a sound knowledge of number patterns up to 20.

182. They respond well and enthusiastically to rapid questioning especially with exercises, which consolidate mental work such as reciting, two and ten times tables. They respond well and make an effort to work accurately.

183. They enjoy the opportunity to use practical exercises to develop their knowledge and understanding of different shapes. By the end of KS1, pupils can recognise 2-D shapes. They describe and name various shapes and discuss their properties of, e.g. the circle, triangle, square and pentagon. They understand the concepts of small, medium and large.

184. When they start in KS2, pupils build on their previous understanding of mathematics. Their standards in multiplying, doubling and halving are good. The work completed in their books indicates that there has been real progress. Pupils cooperate willingly and work diligently. They can discuss their work confidently and respond well. They can complete tasks on the interactive white board by placing numbers in order up to thousands and form numbers by using their own calculating methods to arrive at accurate answers.

185. They recognise and describe shapes using an appropriate vocabulary. They are able to categorize shapes and can explain their logic. Through good use of the available high quality resources, pupils extend their understanding and vocabulary linked to 3-D such as side, vertical and face. They understand the properties of the cube, cuboids, cone and hemisphere. They are eager to learn and listen carefully. Their progress in understanding the properties of 3-D shapes is evident.

186. In the SEN Unit, pupils are working towards achieving individual targets within the scheme of work. On account of their difficulties with numeracy and their lack of

concentration they need considerable support to keep on task and complete their work. They can count up to 10 in both English and Welsh and, by making use of suitable equipment such as Numicon materials (materials for teaching number skills and mathematics), they can add correctly e.g. $4+6=10$. Some can count up to 20 and respond well. Pupils enjoy the opportunity to demonstrate they have achieved the correct answers on the interactive white board. They do their best with work sheets and one or two pupils are proficient in using a calculator. The progress made by Unit pupils in their standards and understanding is evident and they benefit from the very good opportunities they have to cooperate in small groups.

187. The older pupils in KS2 are making progress in problem solving. Most pupils can rehearse the 4 times table well and can confidently create a number pattern using the interactive white board. Some of the pupils have mastered the 6 times table and indicate that they have a good understanding of the application of the rules of adding and subtracting using mental processes.

188. Good progress was observed in pupils' understanding of rounding up to the nearest ten or the nearest 100. They build on work done previously, such as even and uneven numbers, and can make good estimates. By moving on to the nearest 100, most pupils can round up with some speed, responding quickly and writing down the answer on their white boards.

189. Across both key stages good use is made of suitable computer programs to extend and consolidate pupils' mathematical concepts and skills. They are assisted by their efficient use of calculators.

Shortcomings

190. There are no significant shortcomings.

Information Technology

KS1: Grade 2: Good features and no important shortcomings KS2: Grade 2: Good features and no important shortcomings
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Good features

191. Pupils' confidence in using both hardware and software is developing well in both key stages and this effectively supports their learning across the whole curriculum.

192. At KS1 pupils make increasing use of ICT to consolidate their language and numeracy skills using a range of programs linked to NC requirements.

193. Their ability to load and print independently is beginning to develop. They make good progress in their general ability on the keyboard and they can skilfully manipulate the mouse to select submenus and utilise paint programs to design and reproduce pictures. They make efficient use of a variety of aids to vary line thickness, select and infill areas with colour and to add shapes and text.

194. They know how to plan a series of commands to instruct a 'roamer' to follow a pre-arranged path. Pupils appreciate the importance of feeding correct information and directions.

195. At KS2, most can operate equipment and ICT software to communicate, to share and exchange ideas and knowledge, in differing forms such as graphs and pictures.

196. Pupils show evidence of increasing word processing skills. Pupils in Y3 and Y4 can change the size of print and fonts proficiently and insert images to illustrate their work. In Y5 and Y6 most pupils' skills in communicating different types of knowledge are good. They make effective use of the program '*Publisher*', making appropriate use of the screen icons. Some of the oldest pupils can use the commercial program '*Powerpoint*' to prepare a presentation.

197. Pupils make effective use of CD ROMs and the Internet to locate appropriate information to support their work in subjects other than ICT.

Shortcomings

198. Some pupils have not consolidated their skills sufficiently in saving and recalling their work.

199. KS2 pupils' use of databases and spreadsheets has not been sufficiently developed and they are not sufficiently familiar with sending and receiving messages on e-mail.

Design and Technology

KS1: Grade 2:	Good features and no important shortcomings
KS2: Grade 3:	Good features outweigh shortcomings

Good features

200. Most of the pupils are aware of the planning process. They convey their ideas through drawings and detail the required materials and list the steps in the construction process.

201. At KS1, pupils respond appropriately to their set tasks according to their age and ability. They build on competences they have achieved at an earlier stage. They understand that materials can react in different ways and use their knowledge to make simple products. They research products, express their views and share their ideas with others as they did in planning before making a pairs of slippers.

202. Pupils are able to choose materials appropriate to the task in hand. They can measure, mark, cut and shape a range of materials using appropriate instruments and techniques. They have a good understanding of the bonding together of materials and suggest various techniques to use to achieve their aim.

203. Most are able to record their ideas making use of appropriate vocabulary, sketches and pictures.

204. At KS2, pupils research a range of materials before getting started on designing their own products. Pupils in Y3 and Y4, for example, enhance their knowledge of materials by researching different types of felts, while Y5 and Y6 study many types of boxes before embarking on making containers for healthy sandwiches.

205. Most pupils understand design processes are able to discuss the elements of design such as research, planning, designing and making. They are aware that plans may have to be modified once planning the product has begun.

206. Pupils are capable of using a range of materials and engage in measuring, marking, cutting, shaping and joining. They demonstrate that they can use tools and equipment safely.

207. While studying the construction of different types of bridges, pupils in Y5 and Y6 came to understand that there was a possibility that structure might fail when loaded unless strengthen and reinforced.

Shortcomings

208. Pupils' ability to undertake independent research, to plan and record the construction process and evaluate their products, have not been sufficiently developed.

209. The older pupils in KS2 are not adequately aware of the use of control technology. In addition, they make insufficient use of simple mechanisms to enhance their understanding of different types of movement.

Geography:

KS1: Grade 2: Good features and no important shortcomings KS2: Grade 1: Good with outstanding features

Good features

210. At KS1, pupils have a good knowledge of their local area and can describe its main features. They can locate places in their area on an all-Wales map and identify Wales on a map of the UK.

211. Pupils keep a record of weather conditions and know the features of weather from day to day. They understand seasonal climatic change and are confident when discussing clothes suitable for summer and winter wear.

212. By comparing two contrasting localities, pupils appreciate that life in Jamaica differs from their own lives in Wales and they can enumerate some of the differences.

213. At KS2, pupils have a very good knowledge and understanding of their local area. Y3 and Y4 pupils use a wide range of relevant geographical terms to describe physical and human features. By undertaking effective fieldwork, pupils in Y5 and Y 6, further develop their understanding of their locality, including the Gogarth area in Llandudno.

They are capable of discussing their work intelligently.

214. Pupils' use of mapping and atlas skills are progressing appropriately throughout the key stage. They can read and interpret a range of maps making an ever increasing use of symbols, keys, co-ordinates and grid references. Pupils in Y3 and Y4 use co-ordinates correctly in their study of Conway Valley, while Y5 and Y6 make effective use of aerial photographs to enhance their study of Llandudno.

215. By studying areas in the Eryri National Park and other local parks and forests, pupils gain an increasing awareness of the influence of human activities on the environment.

216. Their study of a less developed country, namely Botswana, enables pupils to research and compare the nature of that country's environment, economy, lifestyle and climate effectively with those found in Wales.

217. Pupils make effective use of ICT to search for information related to their tasks.

218. The project, which was linked to international education with its emphasis on providing world wide experiences, which led to the school gaining British Council accreditation as an 'International School', has been remarkably effective in extending pupils' geographical skills and providing them with additional knowledge and deeper understanding of the world.

Shortcomings

219. There are no significant shortcomings.

Music

KS1: Grade 2: Good features and no important shortcomings KS2: Grade 2: Good features and no important shortcomings
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Good features

220. Pupils make good progress in both key stages. They develop their knowledge, skills and understanding and they are eager to perform, compose and evaluate their work.

221. Pupils make good use of the wealth of musical experiences which the staff provide.

222. In both key stages, pupils develop good listening skills and are confident when making distinctions within various musical elements.

223. Across the school pupils use correct musical terms to describe music which they listen to as well as the music they themselves perform.

224. At KS1 pupils manage certain musical elements well in their singing, clapping and while playing untuned percussion instruments. They are able to create very imaginative sound pictures.

225. Pupils in KS2 use their knowledge of different musical elements in their performances and compositions.

226. They perform using a wide range of musical instruments and maintain their individual instrumental parts confidently in a group piece.

227. Pupils in both key stages can sing, and on occasions sing well. They have good breathing control and can often accurately maintain both rhythm and melody well.

228. A number of pupils benefit from their individual instrumental tuition and make a valuable contribution to class work at KS2.

Shortcomings

229. Pupils, especially those at KS2 do not adopt appropriate postures while singing and this can create tension in their voices when they sing loudly.

School's response to the inspection

The governors and staff of Ysgol Bro Gwydir wish to thank the inspection team for their thorough attention to detail and their professional attitudes during the school inspection. We are confident that their findings accurately reflect the school's character, that they are based on sound evidence and that they provide us with an invaluable basis, which will assist us in moving the school forward.

We believe that the key statement, which appears in the first paragraph of the report, correctly summarises the nature of Ysgol Bro Gwydir.

"Ysgol Bro Gwydir is a good school... The curriculum provision is good with some outstanding features ... The governors, the head teacher and staff welcome the inspectors' judgement that the school provision for developing bilingualism is very good.

We are also proud of the fact that the learning experiences, which meet the needs and interests of the learners and the wider community, were deemed to have outstanding features.

We are particularly proud to note that a significant percentage of the lessons observed were judged to be of good or very good standard.

Specific references are made to the school's strengths and areas needing further develop. We constantly make an effort to improve our school and we are confident that we can take on the key issues (recommendations) effectively in both the short and medium term.

A copy of the school's response to the recommendations will be sent to every parent. The annual governors' report to parents will note the progress made in implementing the action plan.

The governors and staff welcome the positive findings of the inspection team, and consider their recommendations to be both fair and constructive. The school looks forward

to working as team to move us forward even further.

Appendix A

Basic information about the school

Name of the school	Ysgol Bro Gwydir
School type	Primary
Age –range of pupils disgyblion	3-11
School address	Heol Watling Llanrwst Conwy
Post-code	LL26 0EY
Telephone number	01492 640342
Head teacher	Mr R A Williams
Date of appointment	January 1995
Chair of governors	Mr Gordon Williams
Registered Inspector	Mr Goronwy Morris
Date of Inspection	3-5 October 2005

Appendix B

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	12.5	31	28	41	48	43	36	36	275.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	15	1	15.6

Staffing information	
Pupil: teacher (fte)ratio (excluding nursery and special classes)	20:1
Pupil: adult (fte) ratio in nursery classes	6:1
Pupil: adult (fte) ratio in special classes	6:1
Average class size, excluding nursery and special classes	22:5
Teacher (fte): class ratio	24:1

Percentage attendance for three terms prior to inspection				
Term	R	KS1	KS2	Whole School
Autumn 2004	90.45%	94.6%	94.85%	93.3%
Spring 2005	91.55%	92.1%	93.16%	94.27
Summer 2005	92.7%	93.5%	93.05%	93.08%

Percentage of pupils entitled to free school meals	19%
Number of pupils excluded during 12 months prior to inspection	0

Appendix C

National Curriculum Assessment KS1 Results 2005			Number of pupils in Y2					47
Percentage of pupils at each level								
			D	W	1	2	3	4
Welsh	Teacher Assessment	School	0	0	28	49	23	0
		National	1	2	10	63	25	0
We: oracy	Teacher Assessment	School	0	4	26	49	21	0
		National	1	2	11	63	24	0
We: reading	Teacher Assessment	School	1	4	21	51	23	0
		National	1	2	16	59	22	0
We: writing	Teacher Assessment	School	0	4	21	66	12	0
		National	1	3	19	66	12	0
Mathematics	Teacher Assessment	School	0	2	11	68	21	0
		National	0	2	11	68	21	0
Science	Teacher Assessment	School	0	0	11	68	21	0
		National	0	2	10	65	23	0

Percentage of pupils attaining at least level 2 in mathematics science and Welsh (first language) according to teacher assessments			
In the school	72%	In Wales	80%

- D Pupils who have been disapplied from the statutory arrangements
W Pupils who are working towards level 1

National Curriculum Assessments KS2 Results 2005			Number of pupils in Y6					30				
Percentage of pupils at every level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher Assessment	School	0	0	0	0	0	6	20	54	20	0
		National	1	0	0	1	1	5	16	46	30	0
	Test /Task	School										
		National	1	1	3	0	0	4	13	42	37	0
Welsh	Teacher Assessment	School	0	0	0	0	0	5	22	56	17	0
		National	1	0	0	1	1	3	17	49	28	0
	Test /Task	School										
		National	1	1	1	0	0	2	15	49	30	0
Mathematics	Teacher Assessment	School	0	0	0	0	0	6	20	64	10	0
		National	0	0	0	0	1	3	17	46	31	0
	Test /Task	School										
		National	1	2	1	0	0	3	15	43	36	0
Science	Teacher Assessment	School	0	0	0	0	0	0	20	57	23	0
		National	0	0	0	0	0	1	11	50	37	0
	Test /Task	School										
		National	1	1	0	0	0	1	8	51	39	0

Appendix D

Evidence base of the inspection

Four inspectors spent ten inspection days at the school and met as a team prior to the inspection.

These inspectors visited:

- 50 lessons or part lessons;
- every class;
- collective worship; and
- a range of extra curricular activities.

Meetings were held between members of team of inspectors and:

- staff, governors and parents prior to the inspection; and
- senior managers, teachers, support and administrative staff and groups of pupils during the inspection period.

The team also considered:

- the school's self evaluation report;
- 38 questionnaires completed by parents;
- comprehensive documentation prepared by the school prior and during the inspection period; and
- a wide range of pupils' work completed in the past and currently.

Post- inspection meetings were held with the staff and governors

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Goronwy Morris Registered Inspector	Context, Summary, Recommendations, Key questions 1, 5, 6 and 7. Design and Technology, Information Technology, Geography.
Mrs E Edwards Lay Inspector	Contributions to key questions 1, 3, 4, 5 and 7.
Mr I G Jones Team inspector	Key Question 4 and contributions to 7. Mathematics, SEN
Mrs M Meredith-Jones Team inspector	Key Questions 2, 3. Welsh, Music.

Acknowledgement

The inspection team would like to thank the governors, head teacher, staff, pupils and parents of the school for their cooperation during the inspection.

Contractor: Baker-Phillips Educational Communications Ltd., Oaks Lea, Higher Knolton, Overton, Wrexham. LL13 0LP