

**INSPECTION UNDER SECTION 10 OF
THE SCHOOL INSPECTIONS ACT 1996**

***YSGOL CAPEL GARMON
CAPEL GARMON
LLANRWST
CONWY***

School Number: 662-2222

Date of Inspection: 6 - 8 February 2002

by

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Registered Inspector

Date: 12 April 2002

Under Estyn contract number: CT118/01P

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CURRICULUM NOMENCLATURE AND KEY STAGES

A new nomenclature to describe pupils' progress through school was introduced in 1989. This system of numbering year groups from the start of compulsory schooling to age 18 is intended to ease communication among schools, governing bodies, parents and LEAs and emphasise the importance of continuity.

The term "Reception" (R) is applied to the year group of pupils in a primary school (not a nursery class) who attain the age of 5 during the academic year. "Year 1" (Y1) is applied to the year group of pupils who attain the age of 6 during the academic year and so on to Y13, the year group who attain the age of 18 during the academic year:

	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Years	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 consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

GRADE DESCRIPTIONS

The five-point grading scale used to represent the main judgements in this report is as follows:

1. Very good: many good features, some of them outstanding.
2. Good: good features and no major shortcomings.
3. Satisfactory: good features 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

Ysgol Capel Garmon is a community primary school under the control of Conwy Unitary Authority (UA). It serves a rural area south-east of Llanrwst in the Conwy valley. There are 25 pupils on roll at the school at present, including five nursery age children who attend the school part-time. At the time of the last inspection in November 1996, there were 18 children on roll. The school is organised into two classes, one for nursery, reception and Key Stage 1 (KS1) pupils, and the other for Key Stage 2 (KS2) pupils. There are three pupils on the special educational needs (SEN) register, one of whom has a statement.

Welsh is the first language of the majority of local people and the main medium of the school's life and work. Approximately a quarter of the pupils come from homes where English is the main language; the school aims to ensure that every pupil is able to communicate naturally in Welsh and in English by the time they transfer to secondary school at 11 years of age.

According to the school, the pupils come from a residential area that is neither prosperous nor economically deprived; none of the pupils are entitled to free school meals.

The school puts considerable emphasis on serving its community and nurturing pupils' pride in the culture and traditions of their local area and country. Details concerning the school's priorities for the period 2001 to 2005 are contained in the School Development Plan (SDP) - in particular matters of curriculum, staffing, management, resources, buildings and the community.

The headteacher has been in post since September 1997.

2. MAIN FINDINGS

The main findings of the report

Standards achieved by pupils

Children under five years of age

- The general quality of the educational provision for children under five is good and appropriate to their needs. Standards in the six areas of learning are as follows:

Language, literacy and communication skills	Good
Mathematical development	Good
Personal and social development	Good
Knowledge and understanding of the world	Good
Physical development	Good
Creative development	Good

Pupils in KS1 and KS2

- In KS1 and KS2, pupils' standards of achievement in the various National Curriculum (NC) subjects and religious education are as follows:

Subject	KS1	KS2
Welsh	Good	Good
English	Not applicable	Satisfactory
Mathematics	Good	Good
Science	Good	Good
Design and technology	Good	Good
Information technology	Good	Good
History	Good	Good
Geography	Good	Good
Art	Very good	Very good
Music	Good	Good
Physical education	Good	Satisfactory
Religious education	Good	Good

Standards in key skills across the curriculum

- Standards achieved in the key skills of listening, reading, numeracy and information and communication technology (ICT) are good. Standards achieved in speaking and writing are satisfactory.

Quality of education provided

- The standard of teaching of the under-fives is consistently good. In the lessons observed throughout the school during the inspection, the teaching was very good in eight per cent, good in 68 per cent and satisfactory in the remainder (24 per cent). The good and very good teaching is characterised by introductions that build well on previous work, by the use of a variety of teaching techniques by teachers and their firm knowledge of the subject they teach. Sometimes, however, able pupils are not sufficiently stretched and planning for the development of key skills is not detailed enough.
- The quality of assessment, recording and reporting is good. The procedures for assessing and recording the progress of the under-fives are effective and there are good arrangements for assessing the progress and achievement of pupils with SEN. Teachers use very positive methods to respond to pupils' work and reports to parents refer appropriately to pupils' achievement and ways in which they might improve.
- The school provides a curriculum that is broad and balanced. There is a good programme for the under-fives to ensure progression and continuity in the six areas of learning. The schemes of work in all subjects are of good quality. Attention is given to the key skills, but there are no policies and procedures to ensure that they are promoted in a balanced way during lessons. The development of the *Cwricwlwm Cymreig* is consistent across the subjects and the curriculum is enriched by a variety of extra-curricular activities, visits to places outside the school and by visitors to the school.
- One of the school's strengths is the personal and educational guidance provided for pupils. Teachers know their pupils very well. The pupils speak freely with teaching

and non-teaching staff and confidently seek their help. The school has appropriate procedures for promoting the pupils' welfare and health and safety.

- Provision for pupils with SEN is good. Pupils receive good support and advice from both teachers and support staff.
- The partnership with parents, the community and other institutions is good. The school makes good use of parents' expertise and support both in class and for extra-curricular activities. The school has good links with the local community. On the whole, the links with industry are satisfactory.

Pupils' spiritual, moral, social and cultural development

- Pupils' cultural and moral development is very good and their spiritual and social development is good. Some assemblies and subjects contribute well to pupils' spiritual development; there are others where the pupils are not given sufficient opportunity to reflect upon the messages presented to them. Very good moral leadership is provided by the teachers and pupils' relationship with teachers and each other is good. Pupils develop a very good awareness of their Welshness and they have an appropriate understanding of beliefs and cultures other than their own.

Management and effectiveness of the school

- The headteacher and the governors are involved in the process of self-evaluating the school's work. An analysis is made of NC test results and individual targets are set for pupils based on tests and teacher assessments. Even though the work of the school is regularly evaluated, there is no specific framework to monitor standards and evaluate the quality of education provided across the school. The headteacher and governors provide good and effective leadership. The contribution of other members of staff to the life and work of the school is both valuable and committed. Financial management is good and the school provides value for money.
- The school has an appropriate collection of policies and schemes of work. There is no Staff Handbook outlining the school's procedures and matters relating to the organisation and administration of the school.
- The school is staffed in a manner appropriate to its needs. Resources are adequate overall and they are well used to support teaching and learning. The accommodation is appropriately utilised and displays, which are of a good standard, celebrate pupils' achievements.

Efficiency in dealing with issues identified in the previous inspection

- The school has made good progress in dealing with the key issues identified in the previous inspection report. Schemes of work have been completed in every subject and are now of a good standard. Standards have been raised successfully where pupils were achieving satisfactory standards during the previous inspection with the exception of English, where standards remains satisfactory. Pupils' work is assessed in their profiles according to NC level descriptors and the policies on discipline and bullying have been completed.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards achieved in Subjects and Areas of Learning

Provision for the under-fives is good. Children make good progress and achieve good standards in every one of the areas of learning. In the lessons observed during the inspection, standards were very good in five per cent of the lessons, good in 71 per cent and satisfactory in the remainder (24 per cent).

- In KS1, standards are good in the core subjects of Welsh, mathematics and science; they are very good in art and good in design and technology, information technology, history, geography, music, physical education and religious education.
- In KS2, standards are good in Welsh, mathematics and science; they are satisfactory in English. In art, standards are very good and they are good in design and technology, information technology, history, geography, music and religious education. Standards are satisfactory in physical education.
- Since the number of pupils taking Standard Assessment Tests (SATs) in KS1 and KS2 in 2001 was less than 10, the results are not included in this report.

3.2 Standards achieved in Key Skills across the curriculum

The under-fives make consistent progress in their use of key skills across the curriculum and reach good standards in literacy and communication, numeracy and ICT. In KS1 and KS2, pupils achieve good standards in listening, reading, numeracy and ICT and standards that are at least satisfactory in speaking and writing, with some pupils achieving good standards.

- The under-fives are provided with good opportunities to apply and improve their developing skills in early literacy, early numeracy and in the use of ICT, both across the six areas of learning and within them. They are making good progress in every one of the skills.
- In both key stages, pupils listen well to teachers' introductions and respond appropriately. There are a few who do not listen carefully enough to the contributions of others during group work to be able to make a constructive contribution to discussions. The majority speak clearly and audibly. When discussing work across the curriculum, the majority of the pupils' responses tend to be short, though, given the opportunity, a number of them are prepared to answer at greater length.
- Pupils in KS1 and KS2 make good use of a range of printed materials during their studies. They gather information from a number of sources including the internet and CD-ROMs in order to extend their knowledge and understanding of the topics they study.
- Pupils in KS1 and KS2 write in a range of styles and for a variety of purposes. In their recording work, they write well in their own words, for example, when presenting information in history or explaining processes in a science experiment. On the whole, however, the ablest pupils' extended writing is insufficiently developed and roughly a quarter of the pupils in KS2 do not give sufficient attention to quality of presentation.
- Pupils in both key stages use their developing numeracy skills effectively in an appropriate range of contexts. They apply their knowledge well to their work in science and to measuring materials in design and technology.

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- In both key stages, pupils make increasing use of ICT in their work across the curriculum. The youngest pupils use information technology to sort by shape and size and by the end of KS1, are able to use the ‘mouse’ to load and select relevant programs and to print their work. These skills have been further developed with KS2 pupils who are able to combine pictures successfully with the printed word. They make effective use of the Internet to extend their knowledge and skills in, for example, language, mathematics, geography, history and art.
 - Pupils with SEN achieve standards that are generally good according to their age and ability when dealing with work across the curriculum in literacy/communication, numeracy and ICT.

4. ETHOS OF THE SCHOOL

4.1 Pupils’ spiritual, moral, social and cultural development

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

- The school meets statutory requirements for collective worship. Promotion of pupils’ spiritual awareness is good in some assemblies and in the opportunities pupils are given to reflect and consider related issues in subjects such as Welsh, history and religious education. However, pupils are not given the opportunity for reflection and to consider the significance of the messages presented within a devotional atmosphere on every occasion of collective worship.
- The school promotes high moral standards. Pupils have a very good awareness of the difference between right and wrong actions. Justice and kindness come naturally to them and they are aware of the need to show respect for others - whatever their race, background or difficulties. Humanitarian charities benefit from their own, and their parents’ generosity.
- Pupils’ social development is good. Their relationship with adults is good and they co-operate well with their peers. They are given suitable responsibilities and fulfil them sensibly. Extra-curricular activities and close links with the local community also promote their personal and social development.
- Pupils’ cultural development is very good. Pupils develop a sound awareness of their Welshness. They learn a great deal about the culture and heritage of Wales through the curriculum and extra-curricular activities. Pupils are also given an opportunity to learn about other cultures and beliefs in religious education lessons.

4.2 Behaviour and attitudes

Pupils’ behaviour and attitudes are good.

- In class and around the school generally, pupils are pleasant, courteous, and friendly towards each other, towards staff and towards visitors.
- Pupils of all ages relate well to their work and are willing to share and co-operate.
- Older pupils care for the younger ones.
- The school has a clear policy on behaviour and anti-bullying, and succeeds in creating a happy, caring atmosphere.

4.3 Attendance

Attendance rates are satisfactory.

- The attendance figures for the three terms prior to the inspection show an average attendance of over 92 per cent.
- The registers are kept correctly in accordance with statutory requirements.
- Where appropriate, the school provides work to be done at home for pupils who are absent for a period of time.
- Pupils are eager to attend school and arrive on time.

5. QUALITY OF EDUCATION

5.1 Quality of Teaching

The quality of teaching is generally good across the school. In the early years, the quality of teaching is consistently good. In the lessons observed across the school, teaching was very good in eight per cent, good in 68 per cent and satisfactory in the remainder (24 per cent).

- Teachers' presentation of lessons is clear and linked effectively with work done previously.
- Teachers constantly encourage pupils to build on existing knowledge and skills.
- Teachers use a good range of teaching methods, and make good use of a variety of resources, including consistent use of information technology.
- In the early years and KS1, the teacher arranges all the activities for children and pupils of different ages and abilities very effectively. The contribution of the nursery assistant and SEN assistants is very valuable and has a positive influence on pupils' standards of achievement.
- Teachers' knowledge of the subjects they teach is good. The work is well presented and organised and appropriate use is made of homework to promote learning.
- Teachers' method of responding to pupils' work is very positive and promotes higher standards of achievement.
- In the majority of lessons, teachers give good attention to providing differentiated tasks for pupils of different ages and abilities. In some lessons however, the most able pupils are not stretched sufficiently.
- At times, insufficient attention is given to developing the key skills.

5.2 Assessment, Recording and Reporting

The quality of assessment, recording and reporting is good.

- The school's assessment policy reflects the county policy and outlines clearly the procedures for assessment and recording to be adopted at the school.
- Assessment methods in the early years are good and consistent and take into account the child's development in the six areas of learning. Baseline assessment is carried out on the four-year-olds in accordance with the requirements of the UA and appropriate use is made of the results for early identification of pupils with specific

needs. The reports to parents at the end of this period are complete and conform to the requirements of the Desirable Outcomes.

- In KS1 and KS2, the long and short-term schemes of work identify opportunities for assessing pupils' progress and development. This ensures continuity and progression in pupils' education both within and between the two key stages.
- Specific assessments are held twice a year in the core subjects and once a year in the foundation subjects.
- The school has personal profiles for every pupil. In these are kept samples of pupils' work in the core subjects for each school year. The samples do not always note the reasons why pieces of work are set at different levels. The present system has not been extended to include examples of assessments in the foundation subjects.
- Key Stage 1 and KS2 pupils' SATs results are analysed and the process is used to promote improvements and to raise standards.
- The school sets targets for every pupil at the start of each term and these are very prominently displayed in the classrooms.
- Pupils' work is marked regularly and the school has very positive methods of responding to their work. The comments are useful and constructive and show the pupil the way forward.
- Pupils with SEN are assessed appropriately according to the requirements of the Code of Practice.
- The annual reports to parents conform to statutory requirements and provide parents with useful information and comments on their child's development.

5.3 Curriculum

The school offers a curriculum that is broad, balanced and of good quality.

- A good quality curriculum is provided for the under-fives. The programme of work is carefully organised and ensures that the Desirable Outcomes are successfully promoted.
- The curriculum in KS1 and KS2 is of good quality and conforms to statutory requirements; religious education is taught according to the UA's agreed syllabus.
- Pupils are organised into two classes of mixed-aged groups. The exchanging of classes for teaching music and design and technology makes good use of staff expertise.
- Policies and schemes of work of good quality have been formulated. They lay down clear guidelines to ensure continuity and progression in the work across the school. The planning of each term's work and the preparation of individual lessons is detailed and purposeful and refers appropriately to NC programmes of study.
- The curricular provision for pupils with SEN is good.
- Attention is given to the development of key skills across the curriculum but the school has not developed a policy and procedures for their balanced inclusion in lessons.

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- The *Cwricwlwm Cymreig* is developed well in whole-school activities and within subjects such as history, geography, art and music.
 - A good range of extra-curricular activities is organised by the school for the benefit of all pupils and this enriches the curriculum. External educational visits and visitors to the school such as artists and authors extend and support the school's work very effectively.

5.4 Support, guidance and pupils' welfare

The quality of support and guidance given to pupils is very good and is one of the school's strengths.

- All the school's staff contribute regularly in the process of monitoring pupils' academic progress, their personal development, their behaviour and their attendance.
- The school is a safe and caring community where pupils are happy and contented, as verified by the parents in the completed questionnaires and in the pre-inspection meeting.
- The relationship between the school's staff and pupils and among the pupils themselves is close. The school staff know the pupils well and deal with any problems that arise wisely and sensitively. Pupils have no difficulty in approaching the staff of the school for help or advice.
- Appropriate policies and procedures have been created to ensure the welfare and health and safety of pupils and also in matters related to bullying and child safety.
- The headteacher recently attended a course to update his first aid qualifications.
- The quality of personal and social education is good. The school makes appropriate use of Qualifications, Curriculum and Assessment Authority for Wales' (ACCAC) guidelines on personal and social education.

5.5 Provision for pupils with SEN

The provision for pupils with SEN is good and conforms to the requirements of the Code of Practice.

- The school has an appropriate policy for SEN which is applied consistently.
- There are three pupils on the school's special needs register, one because of his medical condition and two because of SEN. One pupil is the subject of a statement and the NC has been adapted for him.
- Individual Education Plans have been drawn up for the two SEN pupils. These include specific learning objectives which match their needs. Differentiated tasks or activities are provided within the school's organisation for these pupils when they undertake work in the mainstream. They achieve standards consistent with their age and ability.
- Two part-time assistants (equivalent to one full-time) are employed to help the statemented pupil. Both work closely with the class teacher, who is also the school's SEN co-ordinator (SENCO). The contribution made by both to the pupil's development is very special and they care for his needs intelligently and sensitively.
- Review meetings are held on a regular basis and the relationship between the school and the parents is good.
- The member of the governing body with responsibility for SEN keeps close contact with the SENCO and shows a keen interest in the field.
- There are good links between the school and outside support agencies.

5.6 Partnership with parents and community, schools and other institutions

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

- Information about the administration of the school and the variety of activities it organises is provided for parents in the prospectus and in regular newsletters. A home-school agreement has been adopted in accordance with statutory requirements.
- The parents appreciate the information they receive, particularly the comprehensive reports on their children's progress and achievements.
- The school makes good use of the talents of parents in the classroom and of their readiness to help with extra-curricular activities such as sports, the Urdd and educational visits.
- The Friends of Ysgol Capel Garmon are active in raising substantial sums of money which are used to support various school activities.
- The school has good links with the community, which supports events such as the school concert and the Thanksgiving Service in local chapels. It is also supportive of pupils' efforts to raise money for good causes.
- The educational visits, and visitors to the school such as artists and authors, make a good contribution to the school's life and work.
- There are good links with the village playgroup. Links with other primary schools in the area are thriving as was shown recently in the theatrical production 'Ffrwst Llanrwst'. The transfer arrangements with the secondary school to which the pupils transfer, are good.
- The school receives good support from the UA's advisors and officers and there are good links with outside agencies.

5.7 Partnership with industry

The partnership with industry is satisfactory overall.

- The school occasionally organises visits to local businesses and industries. These extend pupils' awareness of the world of work.
- Members of the community are invited to the school to talk about their work within the context of different termly themes and aspects of the curriculum.
- Local businesses and companies show their support for the school with financial contributions, sponsorship or goods.

6. MANAGEMENT

6.1 Quality of self-evaluation and planning for improvement

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

- The school has appropriate procedures for self-evaluation and planning for improvement. The process of dealing with the key issues raised in the last inspection was well planned.

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- The school works well with advisors and officers from the UA in the process of self-evaluation.
 - The targets set for improvement are realistic and effective arrangements are in place for the regular review of pupils' progress as they strive to achieve their targets.
 - The school analyses pupils' performance in NC tests and identifies the steps necessary for improvement.
 - The governors take an active part in the school's evaluation of its own performance. Individual members are linked with the core subjects, they visit the classes and report back to the full governing body.
 - The SDP is well planned and contains appropriate methods to evaluate the plans.
 - Although there are informal arrangements for monitoring pupils' standards of achievement and the quality of education provided, there is no framework set in the SDP to achieve the work within a specific time-scale.

6.2 Leadership and efficiency

The school is a close-knit family community, which encourages good relationships, supports strong values and promotes good standards.

- The headteacher provides good leadership for the school. He has high expectations and receives good support from the assistant teacher in realising them. He also appreciates the contribution of other members of staff to the life and work of the school.
- The governors are very enthusiastic in their support for the school. The members are very aware of their responsibilities and undertake them conscientiously.
- There are appropriate procedures for setting targets for improvement.
- Both staff and governors are involved in producing the SDP. The plan is an effective management tool and includes all the appropriate steps for planning for the future.
- The school budget is well managed. Spending priorities are set by the governors' finance sub-committee in accordance with the educational aims and are approved by the full governing body. The county's internal audit in May 2001 noted that financial arrangements at the school are good.
- An appropriate collection of management and administration policies has been prepared but it is not sufficiently accessible for every member of staff to be aware of its location and contents.
- The school runs smoothly from day-to-day.

6.3 Staffing, accommodation and learning resources

The quality of management of staff, accommodation and learning resources is good.

- The school is adequately staffed for the number of pupils on roll and teachers' qualifications are appropriate for the age groups they teach.
- Teachers benefit from the in-service training provision offered by the UA in order to update their curricular knowledge and to develop their professional skills.

- The school was recently awarded an ‘Investors in People’ certificate because of its commitment to developing the professional skills of the staff. Job descriptions have been produced for the staff.
- The nursery assistant and the class assistants are a great asset to the school, and contribute sensitively to the care and experiences enjoyed by pupils. They also attend training courses relating to their work at the school.
- The support staff - the kitchen staff, supervisors and cleaners - make an effective contribution in ensuring the smooth day to day running of the school.
- The school has an adequate supply of resources for delivery of the NC and, on the whole, they are in good condition.
- Pupils’ work is displayed in class in a tasteful and attractive way.
- The building is in good condition and the classrooms are at the moment sufficient to meet the educational requirements.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

The educational provision for the under-fives is appropriate and successfully promotes the Desirable Outcomes for teaching children. The part-time nursery group and the full-time reception class are taught side by side with KS1 pupils. A balanced curriculum is provided for them and good standards are achieved in each of the six areas of learning.

Good features

- Children make good progress in their **language and communication skills**. They enjoy looking at books, following the pictures and words in big books such as Bili Broga. Older children come to recognise letters and simple words and to look at books independently. They know that the print under the pictures has meaning. The most confident among them use good spoken language and show a readiness to answer the odd question and to make short comments. They come to write over and then beneath the teacher’s writing.
- Their **personal and social skills** are developing well. They have adapted fully to school life and understand that they must take their turn in activities and when playing games together. Their behaviour is good and they are beginning to show self-control. They are courteous in their dealings with others.
- Their **mathematical skills** are developing well. They are able to count forward, match and sort and recognise two-dimensional shapes. They can differentiate between ‘biggest/smallest’, ‘tallest/shortest’ and have an understanding of location such as ‘under’ and ‘behind’. Older children are beginning to recognise coins.
- Children’s **knowledge and understanding of the world** around them is developing well. They can speak enthusiastically about their homes and about some of the buildings in the village. They can refer to the difference between living and non-living things and they have a basic understanding of the passage of time in relation to

their own growth since infancy. They can talk about the happiness of celebrating the baptism of a small baby. They use computers appropriately.

- Children's **creative development** is good. They sing a variety of songs and simple rhymes and can express themselves creatively using media such as pencils, crayons, paint and clay. They use their imagination in role play in the wendy house.
- Promotion of the children's **physical development** is good. They can walk and run confidently and in physical education sessions they can follow instructions to create different shapes. They can push, pull and pedal when using large play equipment and they handle small items such as crayons, scissors and pencils with appropriate dexterity.

Shortcomings

- There are no significant shortcomings.

Welsh

Standards of achievement are good in both key stages.

Good features

- Key Stage 1 pupils listen well to introductions and the most able of them show confidence when responding verbally to group and class discussions. There are individuals who can speak eloquently about the class displays, using language of a very high standard.
- Pupils in KS1 have a good knowledge of the alphabet, and during Y1 they master basic reading skills. In Y2, the majority of pupils come to read correctly and meaningfully.
- In KS1, pupils are given the opportunity to write for different purposes. The most able succeed in producing work of a good, and sometimes very good, standard using a varied vocabulary and a variety of sentence patterns. They spell the majority of familiar words correctly and use basic punctuation appropriately and consistently.
- In KS2, standards in listening and speaking are good. Pupils can take part in a dialogue using correct and very effective language. By the end of the key stage, they can discuss the content of books and express opinions in a mature manner.
- In KS2, pupils make satisfactory progress in their reading skills with a percentage of the pupils at the top end of the school becoming confident and intelligent readers. They make appropriate use of dictionaries to support their reading and writing work. They gather information from different sources such as reference books and the Internet.
- Pupils in KS2 make good use of literature to promote their written work. They present their work in a variety of forms including stories, dialogues and poetry. Their awareness of the skill of writing grows from year to year and they make appropriate use of paragraphs and punctuation. The majority present their work neatly and tidily.

Shortcomings

- Key Stage 2 pupils' skills in extended personal and imaginative writing have not been developed sufficiently.

English

Standards of achievement are satisfactory.

Good features

- In KS1, some elements of the programme of study are introduced to pupils according to their linguistic development. They begin to build their vocabulary by means of purposeful activities such as word games and reading captions. The best pupils possess good vocabulary and expression.
- In KS2, pupils listen well to introductions, such as in the work dealing with the use of instructional language.
- When responding verbally, the more able pupils converse with increasing fluency and confidence. In this context, their language is extending and developing.
- Overall, standards of reading are satisfactory. A number of pupils show an interest in books and specific authors. They have an understanding of what they are reading and can give brief opinions on the contents. Able pupils read correctly and meaningfully.
- Pupils' standards of writing are satisfactory across the key stage. They write in a variety of forms such as descriptive and creative pieces, poetry, narrative and instruction. They respond to a variety of literary stimuli, with the most able pupils achieving good standards.

Shortcomings

- Generally, pupils' verbal responses are not sufficiently extended in class discussions or during group activities.
- There is a minority of pupils who do not read with a fluency and expression that corresponds to their age and ability.
- The achievement of a minority of pupils as regards their spelling, syntax and punctuation is unsatisfactory.

Mathematics

Standards in mathematics are good in both key stages.

Good features

- In KS1, pupils have a good understanding of number bonds, and of place value. The more able understand the place value of every digit in a number and use this to order numbers up to 100; their understanding of number patterns is developing well. They can add, subtract and double numbers with considerable proficiency.
- They recognise two and three-dimensional shapes well and can describe their characteristics correctly and confidently. Their understanding of symmetry is developing appropriately through practical activities.
- In practical activities and in the context of their thematic work, they select and use basic measuring equipment appropriately to complete their tasks.
- Their mathematical vocabulary is developing well.
- In KS2, pupils can work with large numbers and use the four rules successfully.
- Older pupils' knowledge and understanding of area and perimeter is good.

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- Pupils in Y3 and Y4 are able to estimate the length of a minute and a second successfully and are beginning to understand the relationship between analogue and digital clocks.
 - Pupils at the top end of the school recognise the properties of rectangles and can classify triangles using the appropriate criteria and vocabulary. They are able to visualise three-dimensional shapes and recognise different nets for an open cube.
 - Their understanding of fractions, decimals, and percentages is developing appropriately. By means of practical activities, they are beginning to understand rotational symmetry.

Shortcomings

- Key Stage 2 pupils do not respond quickly enough in mental arithmetic exercises.

Science

Standards of achievement are good in both key stages.

Good features

- Key Stage 1 pupils can name the main external parts of the human body correctly and know that human beings need food and water to survive.
- They can sort living things into groups according to basic characteristics. They can differentiate between living and non-living things.
- They give clear explanations when a test or comparison is unfair. They make simple predictions in their work such as in their experiment to discover which materials are transparent.
- They give clear verbal and written descriptions of their work using appropriate language.
- Key Stage 2 pupils' understanding of living things in their environment is developing well. They investigate the variety of plant and animal life in different habitats including the local area.
- They understand how animals and plants in two different habitats are suited to their environment.
- They explain concisely the results of their current investigation on the growth of beans, namely the effect of changing their conditions on the growth of plants.
- They use simple apparatus and equipment to discover how air pushes in the opposite direction to gravity. Before coming to a conclusion, they understand the importance of checking their observations and measurements by repeating them.
- They use a variety of methods to record and present information in an appropriate manner. Their scientific vocabulary is developing well.

Shortcomings

- There are no significant shortcomings.

Design and technology

Standards are good in both key stages.

Good features

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- In KS1, pupils are aware of the stages in the process of designing and making.
 - They talk sensibly about their designs and use pictures and words to make a simple record of their ideas.
 - Pupils work with a variety of materials and their measuring, cutting, folding and gluing skills are developing well.
 - They discuss and make good choices as regards the most suitable material for making a model of a house and the furniture in it. Their making skills are of a high standard and the quality of the finished photo frames is good.
 - In KS2, pupils have a good understanding of design processes. They are able to offer a number of ideas in response to the set task.
 - They make appropriate use of the planning sheets to outline their initial ideas and list the necessary materials and resources, together with measurements. They are able to consider the strengths and weaknesses of the design and propose improvements to the original plan.
 - Their measuring, marking, cutting, sawing, shaping and joining skills are developing well and pupils have thoroughly investigated how to make and use axles and wheels.
 - Pupils are aware of the safety measures that are necessary when working with various tools and materials.
 - They evaluate their products and, if necessary, adapt them. Overall, the vehicles, as yet unfinished, are of a good standard.

Shortcomings

- There are no significant shortcomings.

Information technology

Standards of achievement are good in both key stages.

Good features

- Key Stage 1 pupils make regular and confident use of the computer to support their work across the curriculum.
- They control the mouse effectively and are developing good early keyboard skills. They use a painting program to create a variety of colourful and imaginative pictures.
- Pupils' word processing skills are developing well and they use a variety of publishing techniques to improve the quality of presentation of their work.
- They are able to follow instructions as to how to load their work, how to change the font, its colour and size and how to print and save it.
- Key Stage 2 pupils make increasing use of ICT across the curriculum. Their communication and information handling skills are developing well.
- Their work in producing a pamphlet giving information about the local area shows that they have a good range of ICT skills to organise, reorganise and present information.
- The colourful Christmas cards produced by pupils show their ability to scan pictures and juxtapose picture and text.

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- They use a simple database to store information before publishing the results in the form of graphs.
 - They make effective use of the internet and CD-ROMs to gather information to support their work in a variety of subjects.

Shortcomings

- The pupils' modelling skills are not sufficiently developed. They do not investigate the effects of changing variables in simulation packages.

History

Standards of achievement are good in both key stages.

Good features

- Key Stage 1 pupils' awareness of the passage of time is developing well. They can refer to some differences between the present and the past in their own lives and in the lives of others.
- They are able to put events and objects in sequence by making regular reference to a time-line which represents the period extending back to the time of their parents and grandparents. They also use the appropriate terms relating to the passage of time.
- Pupils make sensible comparisons in referring to aspects of life today and in times past when handling different items used in the homes of today and yesterday.
- They communicate their knowledge in an orderly way by means of pictures, labels and a simple record.
- Key Stage 2 pupils have a good awareness of how to discover information about the past from a range of historical sources.
- They know the significance of the *cromlech* in the village and the purpose of the burial place. They present the knowledge they have collected clearly in their own words. They make good use of visual sources including computer programs.
- Pupils also research secondary sources as they investigate the lives of the Celts and the way they organised their life and celebrations.
- They use appropriate vocabulary in their written work, which is presented neatly in a variety of ways.

Shortcomings

- There are no significant shortcomings.

Geography

Standards of achievement are good in both key stages.

Good features

- In KS1, pupils' knowledge of their local area is developing well. They are able to describe local physical and human features.
- They make good use of maps and plans. Their mapping skills are reinforced by making a plan of the village naming the main buildings and describing a journey from one place to another.
- They come to understand the way features are represented on a map by means of symbols. They are skilful in their use of information technology to produce their own plans and symbols.
- Pupils make increasing use of geographic terms and vocabulary across the key stage.
- In KS2, pupils' mapping skills are developing well through their regular use of atlases, aerial photographs, Ordnance Survey maps and maps from the Internet.
- Pupils have a good knowledge of their local area and a firm knowledge of its nature and character.

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- They are able to describe the nature of the area and its recognisable geographical features, such as the slope of the land and physical and human characteristics.
 - Pupils use Internet programs skilfully to refine their geographical skills, particularly in their work on maps and plans.
 - They collect weather data on a daily basis and interpret well satellite pictures depicting the weather forecast. As a result of these studies, their geographical vocabulary is developing well.

Shortcomings

- There are no significant shortcomings.

Art

Standards of achievement are very good in KS1 and KS2.

It was not possible to observe art lessons during the inspection. Judgements are based on discussions with pupils about their experiences, on inspecting the art portfolio and the work on display and on subject documentation and teachers' planning.

Good features

- In KS1, pupils experience a broad range of art and craft activities and make good progress in painting and drawing using crayons and paint. They display a very good awareness of tone and colour and have used the appropriate techniques in order to show how to portray feelings through the use of different colours and shades. Their finished work, which is of a very good standard, is displayed around the classroom.
- In KS2, pupils' experiences in art are extended and they are able to speak confidently about their work. They have co-operated with more than one well-known artist and have created a delightful ceramic plaque, a number of colourful tapestries on Welsh subjects and some very skilful three-dimensional work in papier mâché. Following their study of the work of artist Aneurin Jones, they have succeeded in copying his technique to create their own pictures, which are of a high standard.
- The experience of co-operating with well-known artists working in different media has had a positive effect on standards and has greatly enriched pupils' artistic experiences. Their work has been displayed skilfully around the school.

Shortcomings

- There are no shortcomings in the work seen.

Music

Standards of achievement are good in both key stages.

Good features

- Pupils in KS1 and KS2 know a variety of songs including fun songs, hymns and nursery rhymes. They enjoy singing and produce very pleasant vocal sounds.
- In KS1, pupils are able to do impromptu work, producing sounds using their voices and bodies. Following a sound trail, they can use symbols on a graphic score to recreate their journey. By listening to sounds, they can differentiate between high and low notes and by following simple notation are able to use percussion instruments to express the sounds.

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- In KS2, pupils know the difference between rhythm and beat and can create simple tunes using four notes. Through watching a video, they evaluate the sounds produced by pupils working with members of the Welsh National Orchestra. As a follow up, they succeed in creating their own rhythmic patterns using a large variety of percussion and non-percussion instruments to produce sounds heard in a kitchen or on a farm. They use their imagination, and work successfully in groups. They display the ability to evaluate each other's contributions.

Shortcomings

- There are no significant shortcomings.

Physical education

During the inspection, gymnastics lessons were observed in KS1, where standards were good and in KS2 where standards were satisfactory.

The evidence shows that pupils follow a varied programme, which fulfils the requirements of the NC. Swimming lessons are provided for all pupils at the school, they play a variety of team games, take part in the area games activities and achieve considerable success. The village hall is used for gymnastics and dance.

Good features

- Key Stage 1 pupils can move around the hall in different ways showing increasing control over their bodies and movements.
- They work diligently and respond appropriately to the set tasks. They strive hard to complete the movements in an appropriate manner.
- They observe each other's performances and are encouraged to think of ways of improving their previous performance.
- Key Stage 2 pupils have an increasing awareness of space as they move around the hall and understand the importance of warming up before starting exercises.
- They work in an effective and orderly manner in groups, on the floor and on apparatus as they practise and repeat a sequence of activities which emphasise changes in shape, level and direction.
- Some individuals display good body control as they transfer weight from feet to hands, as they balance, roll and reach a good finishing position.
- Pupils have appropriate opportunities to evaluate their performances.

Shortcomings

- There are a number of pupils in KS2 who do not control their bodies and movements with good posture as they take part in an activity. Their balancing, jumping and landing skills, and ability to construct a sequence of movements with a suitable finish have not been sufficiently developed.

Religious education

Standards of achievement are good in both key stages.

Good features

- In KS1, the pupils are familiar with a variety of Bible stories and are aware of the main Christian festivals. They know about the local places of worship and about a

number of the religious customs associated with them. They are able to refer to the main features of a baptism and to the symbols that are used. They are able to discuss the difference between the baptism of a baby today and the baptism of Jesus Christ.

- They have an appropriate knowledge of the Jewish religion and can talk about the festival of Hanukah. They also know that light is important for the Christian at Christmas.
- In KS2, pupils know about a number of familiar characters in the Bible. They have visited the local chapels and know about the importance of religious festivals to the Christian. They have had the opportunity to listen to a minister talking about his work and they understand the meaning and pattern of worship.
- They have some awareness of other religions such as Judaism, Islam and Hinduism and are beginning to investigate the customs and artefacts associated with these religions.
- All pupils are aware of the pattern of local society and of the importance of belonging to a family and a community. They also know about their responsibilities when trying to help others less fortunate than themselves.

Shortcomings

- There are no significant shortcomings.

8. SCHOOL IMPROVEMENT

8.1 Progress since the last inspection

Overall, the school has made good progress in acting upon the key issues identified in the previous inspection report.

During the last inspection held in the autumn term of 1996, the following key issues were identified for action:

- 1. Continue to implement the intentions of the SDP as regards producing schemes of work, according to the timetable set out in the Plan.**
 - Action has been taken to complete the schemes of work identified in the post-inspection Action Plan in accordance with the timetable. The work schemes have now been completed and are of good quality.
- 2. Continue to strive for higher standards in the subjects where pupils are achieving satisfactory standards at present.**
 - In this inspection, standards in art in KS1 were judged to be very good and standards in design and technology and information technology good. Standards of reading in Welsh in both key stages are good and the standards in music in KS2 are also good. Standards in English remain satisfactory.
- 3. Assessment of some of the children's work in their profiles in the light of NC level descriptors, and relating these to the achievements targeted by the school for seven, nine and 11 year old pupils.**
 - By now, work in the core subjects which is kept in the pupil profiles has been assessed according to NC level descriptors. The reason for the level set is not given in every case.
- 4. Complete their policies on discipline and bullying so that, should a case arise, it could be dealt with in the context of formal policies.**
 - The policies on discipline and bullying have been completed.

8.2 Key issues for action

The school should:

- address the weaknesses in those subjects where the pupils are achieving satisfactory standards;
- identify, in planning, the opportunities to develop the key skills across the curriculum in a balanced way;
- create a framework and timetable within the SDP to monitor pupils' standards of achievement and the quality of education across the school;
- provide a Staff Handbook which includes policies and details of the day-to-day administration and management arrangements at the school.

APPENDIX

A. Basic Information about the school

Name of School	Ysgol Gynradd Gymunedol Capel Garmon
School type	Community
Age-range of the pupils	4-11
Address of school	Capel Garmon Llanrwst Conwy
Post-Code	LL26 0RL
Telephone number	01690 710287

Headteacher	Mr Len Brookes
Date of appointment	September 1997
Chair of Governors	Mr Huw Roberts
Registered Inspector	Mr D Gwynfor Evans
Dates of inspection	6-8 February 2002

B. School data and indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	2.5	1	3	4	5	1	2	4	22.5

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	0.1	2.1

<i>Staffing information</i>	
Pupil: teacher ratio, excluding nursery and special classes	10:1
Average class size, excluding nursery and special classes	10
Teacher: class ratio	1.05:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
Term	R	KS1	KS2	Whole school
Autumn 2000	95	95	90.7	92.8
Spring 2001	94	94	93.2	93.6
Summer 2001	94	94.2	94.5	94.3

<i>Number of pupils excluded during 12 months prior to inspection</i>	0
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C. Results of National Curriculum Assessments and Public Examinations

NC ASSESSMENT RESULTS:

National Curriculum Assessment KS1 results: 2001	Number of pupils in Y2: 5
As the number of pupils eligible for assessment at the end of KS1 was greater than 4 but less than 10, performance indicators only are included.	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language), according to teacher assessment			
In the school:	100	In Wales:	81

National Curriculum Assessment KS2 results: 2001	Number of pupils in Y6: 3
As the number of pupils eligible for assessment at the end of KS2 was less than 5, a summary of the information is not included.	

D. The Evidence Base of the Inspection

- The school was inspected by a team of three inspectors who were present for five inspector days.
- Twenty-five lessons or parts of lessons were inspected.
- Inspectors heard a sample of pupils from both key stages reading. Inspectors spoke to a number of pupils and questioned them about aspects of their work in the NC subjects and religious education.
- A sample of written and practical work in every subject was inspected.
- School policies and documents were scrutinised prior to the inspection.
- The inspectors held discussions with the teachers during the inspection period on a wide range of topics relating to their responsibilities and the work of the school. Consideration was given to the school's planning documents and various files and records.
- Attendance registers were scrutinised.
- The inspectors were present for every act of collective worship.
- Seven parents were present at the pre-inspection meeting and seven questionnaires were completed.
- The Registered Inspector met with the governors before and after the inspection.
- A pre-inspection meeting was held with the staff and a post-inspection report was given to them.

E. Composition and responsibilities of the inspection team

Inspector	Type	Aspect Responsibilities:	Subject Responsibilities:
Mr D G Evans	RgI	1. Context 2. Main findings 3. Educational standards achieved by pupils 5.1 Teaching 5.3 Curriculum 5.4 Support, guidance and pupils' welfare 6.1 Quality of self-evaluation and planning for improvement 6.2 Leadership and efficiency 8. School improvement	English science information technology history geography physical education
Miss J Davies	Team	4.1 Pupils' spiritual, moral, social and cultural development 5.2 Assessment, recording and reporting 5.5 Provision for pupils with SEN 6.3 Staffing, accommodation and learning resources	Welsh mathematics design and technology music art religious education under-fives
Miss E Edwards	Lay	4.2 Behaviour and attitudes 4.3 Attendance 5.6 Partnership with parents and community, schools and other institutions 5.7 Partnership with industry	

The inspectors who visited the school would like to thank the governors, the headteacher and the staff for the co-operation and courtesy they received during the inspection.