

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

**YSGOL CAPELULO
FFORDD TREFORRIS
DWYGYFYLCHI
PENMAENMAWR
LL34 6RA**

School Number: 662/2023

Date of Inspection: 27-29 September 2005

by

**Mr Wil Williams
Registered Inspector WO/67644**

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Under Estyn contract number: T/002/05/P

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Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain the age of 18 during the academic year.

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The national curriculum covers four key stages as follows:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

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

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

There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

Estyn decides the kind of inspection that a school receives, mainly on the basis of past performance. Most schools receive a standard inspection. All special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a standard inspection.

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Context

The nature of the provider

1. Ysgol Capelulo is located in the village of Dwygyfylchi near Penmaenmawr. In the main it serves the village of Dwygyfylchi, although a good number of pupils come from Penmaenmawr and neighbouring areas. It provides an education for pupils between 3-11 years of age.
2. There are 103 full-time pupils and 17 part-time nursery children on the school register. English is the language spoken in the homes of all pupils. The school teaches Welsh Second Language Programmes of Study.
3. Children are admitted to school on a full-time basis in the September following their fourth birthday. The school's pupils represent the full range of ability and their levels of attainment vary greatly when they are admitted to school.
4. The school's natural catchment area is neither prosperous nor deprived and the percentage of pupils entitled to receive free school meals is 9.8%, which is considerably below county and national averages.
5. Twenty per cent of pupils have special educational needs, a figure that is comparable to county and national averages. One pupil has a statement of special educational needs.
6. The school was last inspected in December 1999. There have been no major changes at the school in the meantime.

The school's priorities and targets

7. The school's priorities and targets for the current educational year include:
 - Continue to develop specific aspects of design and technology and information and communications technology;
 - Conduct evaluations of Welsh Second Language, physical education and information and communications technology during the educational year and provide a more active role for the governing body in the arrangements;
 - Submit an application for a grant to work further with resident artists;
 - Take further advantage of staff expertise.

Summary

8. The inspection team matched the school's judgement in five of the seven Key Questions. In Key Questions four and five, the grades awarded by the inspection team were higher than those adjudged by the school itself.

Table of grades awarded

9. The inspection team adjudged the work of the school to be as follows:

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

Standards

10. Standards achieved in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	52%	39%	9%	0%

11. Pupils' standards in lessons are lower than the all-Wales Welsh Assembly Government targets of 95% lessons to be Grade 3 or above and 75% to be Grade 2 or above.
12. In Key Stage 1 and Key Stage 2, in the subjects inspected, the standards achieved are as follows:

Subjects	Key stage 1	Key stage 2
English	Grade 3	Grade 3
Mathematics	Grade 2	Grade 2
Welsh (second language)	Grade 4	Grade 4
Information technology	Grade 3	Grade 3
Geography	Grade 2	Grade 2
Art	Grade 2	Grade 2

13. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Desirable Outcomes for Children's Learning.
14. The pupils with special educational needs make good progress and they achieve the targets set for them.
15. In the key skills, the under-fives and the pupils in Key Stage 1 and Key Stage 2 make good progress in their communication and mathematical skills. A good minority of them are confident users of information and communications technology, but the standards are uneven.
16. There are significant shortcomings in the standards of bilingualism of pupils of all ages. Although a considerable number of them have a passive understanding of Welsh, they are not able to use the language confidently in various situations in school.
17. At the end of both Key Stages, in 2005, pupils' attainments in the National Curriculum core subjects are higher than national performance in each subject with the exception of English in Key Stage 2.
18. In relation to similar schools, the results in all subjects in Key Stage 1 and in mathematics in Key Stage 2 were in the upper performance band. Science in Key Stage 2 was in the middle band and English was in the lower band.
19. Pupils of all ages work productively in their lessons and they set about their tasks without delay.
20. Standards of behaviour throughout the school are good. The pupils are considerate, courteous and they relate well to each other and to adults.
21. Pupils' average levels of attendance over the year are slightly above 95%. The punctuality of the vast majority of pupils is good, although a small group arrive a little late in the mornings.
22. The pupils make appropriate progress in their ability to work independently, but they are not given sufficient opportunities to make their own decisions and to direct their learning.
23. Pupils' personal, social and learning skills show good progress. The quality of the relationship amongst pupils and between pupils and adults is good.
24. Pupils' respect for the diversity of beliefs, attitudes and other cultural and social traditions is developing appropriately. Their understanding of equal opportunities issues is good.

The quality of education and training

25. In the lessons observed, it was adjudged that the quality of teaching was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	71%	29%	0%	0%

26. The quality of teaching in lessons is higher than the Welsh Assembly Government target for the percentage of Grade 3 lessons or better [95%], and lower than the target for the percentage of Grade 2 lessons [75%].
27. The teachers are well informed about the subjects they teach and about the Desirable Outcomes for the under-fives. They plan thoroughly, with a clear focus on the learning objectives.
28. A good variety of resources and tasks are provided that match pupils' needs and abilities, and effective use is made of the interactive whiteboard to support the learning and teaching. Purposeful use is made of group work and paired work and the teachers' questioning strategies are effective.
29. In a small number of lessons there is insufficient advance discussion of the nature of the activities to be completed and occasionally, the questioning is not sufficiently penetrative, with insufficient emphasis on generating responses from more reserved pupils.
30. Although considerable use is made of occasional Welsh in classes, the whole-school strategies to promote bilingual teaching lack clarity.
31. Pupils' work is marked regularly and the comments made give guidance to pupils as to how to improve their work. The quality of marking tends to be inconsistent.
32. Detailed assessments are conducted of the development of the under-fives in the six areas of learning. There are appropriate procedures in Key Stage 1 and Key Stage 2 for assessing progress in the core subjects, but there are no comparable arrangements for assessing the foundation subjects.
33. The quality of the annual reports to parents on their children's progress is good.
34. The school responds well to pupils' learning needs and offers equal access to a broad and balanced curriculum, which conforms to legal requirements.
35. Appropriate opportunities are provided to ensure that pupils gain the key basic skills. The Cwricwlwm Cymreig is suitably promoted, but pupils receive very few opportunities to develop their bilingual competence across the curriculum.
36. The curriculum is enhanced by educational visits and by inviting other adults to school to work with the pupils. The pupils benefit from good opportunities to take part in numerous extra-curricular activities.
37. There is good provision for promoting the pupils' spiritual, moral, social and cultural development.

38. The parents are supportive of the work of the school and are happy to support the pupils and teachers. The response of the vast majority of parents in the pre-inspection questionnaire was positive, although several concerns were voiced in the meeting with the inspectors.
39. The arrangements for informing parents about school activities are good, but the strategies for communicating with them on issues directly relating to their children's education are not sufficiently clear.
40. There are close links with the local secondary school and with the catchment primary schools. There is an effective partnership between the school and the local community.
41. The school is aware of developments in the areas of sustainability and global citizenship, but the coverage of these aspects is not given specific attention in the curriculum.
42. There are clear arrangements for pupils' health and safety. The pupils are very happy at school; the teachers know each individual well and give particular attention to their personal and educational development.
43. There is good provision for pupils with special educational needs. The pupils receive valuable support from teachers and assistants, who make a considerable contribution to their needs and development.

Leadership and management

44. Under the leadership of the headteacher, the staff and governing body work together effectively to provide a sense of direction for the future development of the school.
45. The teachers undertake their teaching duties thoroughly and conscientiously, but their role as subject co-ordinators has not been fully developed.
46. The members of the governing body undertake their duties conscientiously and they have recently addressed their monitoring and evaluation responsibilities.
47. The school has recently established a number of self-evaluation procedures, but they have not yet led to improvements in standards of achievement. The self-evaluation procedures contain no clear arrangements for gathering the views of parents.
48. The School Development Plan is a comprehensive document that provides a clear sense of direction for the future development of the school.
49. The school has made good progress in implementing half the Key Issues identified in the 1999 report. The remaining Key Issues have not been achieved in full.

50. The number of teaching staff is sufficient in terms of the size of the school. The teachers have a wide range of experience and expertise and they are effectively supported by the classroom assistants.
51. The school has a good supply of resources. They are of good quality and are conveniently located for pupils' use.
52. Although the size of the building and rooms is adequate for teaching all subjects, they are not on the same level and this creates difficulties for pupils and teachers.
53. There are major shortcomings in the building in terms of providing suitable facilities for the under-fives. There is no designated outdoor play area for them and the toilets are too far away from the classroom for the children to be able to use them independently.
54. The school's human and financial resources are managed very effectively by the headteacher and governing body. Clear steps are taken to provide value for money.

Recommendations

55. In order to improve the school in the areas inspected, the staff and governing body need to:
 - R1 establish clear strategies for raising standards in Welsh Second Language and pupils' bilingual competence in both Key Stages;
 - R2 raise standards in English and information technology by addressing the shortcomings identified;
 - R3 further develop the monitoring and evaluation role of the subject co-ordinators and the governing body in the school's self-evaluation arrangements;
 - R4 co-operate with the Local Education Authority in order to improve the facilities for the under-fives;
 - R5 strengthen the partnership with parents by establishing more effective communication procedures;
 - R6 further develop the arrangements for assessment in the foundation subjects.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

Standards

Key question 1: How well do learners achieve?

Grade 3: Good features outweigh shortcomings

56. The findings of the inspection team match the judgement made by the school in the self-evaluation report.

57. Standards achieved in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	52%	39%	9%	0%

58. Pupils' standards in lessons are lower than the all-Wales Welsh Assembly Government targets of 95% lessons to be Grade 3 or above and 75% to be Grade 2 or above.

59. In Key Stage 1 and Key Stage 2, in the subjects inspected, the standards achieved are as follows:

Subjects	Key stage 1	Key stage 2
English	Grade 3	Grade 3
Mathematics	Grade 2	Grade 2
Welsh (second language)	Grade 4	Grade 4
Information technology	Grade 3	Grade 3
Geography	Grade 2	Grade 2
Art	Grade 2	Grade 2

60. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Desirable Outcomes for Children's Learning.

61. The pupils succeed in their work, regardless of their social, ethnic or linguistic background. The pupils with special educational needs make good progress and they achieve the targets set for them.

62. In the key skills, the under-fives and the pupils in Key Stage 1 and Key Stage 2 make good progress in their communication and mathematical skills. A good minority of them are confident users of information and communications technology, but the standards are uneven.

63. There are significant shortcomings in the standards of bilingualism of pupils of all ages. Although a considerable number of them have a passive understanding of Welsh, they are not able to use the language confidently in various situations in school.

64. At the end of Key Stage 1, in 2005, pupils' levels of attainment in the National Curriculum core subjects were higher than national averages in all subjects, and all pupils gained Level 2 or above in mathematics and science.
65. Pupils' levels of attainment in Key Stage 2 in mathematics and science were considerably higher than national averages, but were lower in English.
66. In both key stages, a good percentage of pupils succeeded in attaining the higher levels in all three subjects.
67. In relation to similar schools in terms of the percentage of pupils receiving free school meals, the results in all subjects in Key Stage 1 and in mathematics in Key Stage 2 were in the upper performance band. Science in Key Stage 2 was in the middle band and English was in the lower band.
68. The performance of the girls excelled that of the boys in the majority of subjects in both key stages.
69. Pupils of all ages make good progress in their learning. They learn new information and skills effectively, and they respond confidently to new challenges. They work productively in lessons and set about their tasks without delay.
70. Pupils have a good understanding of the purpose of the tasks set for them. By Key Stage 2, they have a good awareness of their levels of achievement, and a good number of pupils are able to discuss the strengths and shortcomings of their work. They are aware of their personal termly targets and strive hard to achieve them.
71. Standards of behaviour throughout the school are good. The pupils are considerate, courteous and they relate well to each other and to adults.
72. Pupils' average levels of attendance over the year are slightly above 95%. The punctuality of the vast majority of pupils is good, although a small group arrive a little late in the mornings. The school conforms in full with requirements with regard to recording pupils' attendance and punctuality.
73. The pupils make appropriate progress in their ability to work independently, but they are not given sufficient opportunities to make their own decisions and to direct their learning.
74. Pupils' personal, social and learning skills show good progress. The under-fives settle in quickly at school as they learn to live and work with other children.
75. The quality of the relationship amongst pupils and between pupils and adults is good. The pupils express their feelings and opinions openly and honestly, and they are happy to listen to the views of other pupils.
76. Pupils' creative skills in both key stages are good.

77. Pupils' respect for the diversity of beliefs, attitudes and other cultural and social traditions is developing appropriately. Their understanding of equal opportunities issues is good.
78. The close co-operation between the school and the local community extends the pupils' understanding of their community.

The quality of education and training

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

Grade 3: Good features outweigh shortcomings

79. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
80. In the lessons observed, it was adjudged that the quality of teaching was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	71%	29%	0%	0%

81. The quality of teaching in lessons is higher than the Welsh Assembly Government target for the percentage of Grade 3 lessons or better [95%], and lower than the target for the percentage of Grade 2 lessons [75%].
82. The teachers are well informed about the subjects they teach and about the Desirable Outcomes for the under-fives. They plan thoroughly, with a clear focus on the learning objectives.
83. The good features in the teaching include clear aims and objectives to lessons, with an effective emphasis on reinforcing and reviewing the learning. A good variety of resources and tasks are provided that match pupils' needs and abilities, and effective use is made of the interactive whiteboard to support the learning and teaching. Purposeful use is made of group work and paired work and the teachers' questioning strategies are effective.
84. In a small number of lessons there is insufficient advance discussion of the nature of the activities to be completed and occasionally, the questioning is not sufficiently penetrative, with insufficient emphasis on generating responses from more reserved pupils.
85. Although considerable use is made of occasional Welsh in classes, the whole-school strategies to promote bilingual teaching lack clarity.
86. Regular use is made of assessment in order to guide the planning and to set appropriate targets for pupils.
87. Pupils' work is marked regularly and, on the whole, the comments made give guidance to pupils as to how to improve their work. However, the quality of

marking tends to be inconsistent and there are insufficient strategies to ensure that the comments bear fruit in the pupils' work.

88. Detailed assessments are conducted of the development of the under-fives in the six areas of learning. There are appropriate procedures in Key Stage 1 and Key Stage 2 for assessing progress in the core subjects. There are no comparable arrangements for assessing the foundation subjects.
89. Detailed records are kept of pupils' assessments and progress during their time at school, and effective procedures are in place to track the progress of individual pupils.
90. There are no examples of pupils' work that has been levelled, for example, in portfolio form, in order to assist teachers in obtaining consistency when analysing standards.
91. An effective system has been established in Key Stage 2 for setting individual targets for pupils, but self-assessment has not developed sufficiently.
92. The annual reports to parents conform to statutory requirements. They are of good quality and provide parents with information about their children's progress and about their personal and social development. The reports contain useful suggestions to parents on ways in which they could support their children's progress.

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

Grade 3: Good features outweigh shortcomings

93. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
94. The school responds well to pupils' learning needs, and offers equal access to a broad and balanced curriculum, that conforms to legal requirements.
95. The schemes of work for all curriculum subjects provide clear guidelines in order to secure continuity and progression in pupils' learning. The short term planning is detailed and it provides purposeful and interesting activities for pupils.
96. Appropriate opportunities are provided to ensure that pupils gain the key basic skills. Specific attention has been given to improving pupils' reading and writing skills as part of the Quality Mark. There is detailed planning to develop pupils' technology and communications skills, but the school does not pay sufficiently regular attention to the development of the other key skills.
97. There is an appropriate programme for developing the pupils' personal and social education through a range of curricular activities and through structured

periods such as circle time and the School Council. These experiences make an effective contribution to improving pupils' levels of achievement.

98. The Cwricwlwm Cymreig is suitably promoted within the curriculum, mainly through the humanities subjects and art. Pupils receive very few opportunities to develop their bilingual competence across the curriculum.
99. The curriculum is enhanced by educational visits and by inviting other adults to school to work with the pupils. The pupils benefit from good opportunities to take part in numerous extra-curricular activities.
100. There is good provision for promoting the pupils' spiritual, moral, social and cultural development. Clear emphasis is placed on caring for others and on virtues such as honesty and truth, and spiritual and moral issues feature appropriately in the sessions of collective worship.
101. The pupils benefit from good opportunities to take part in a range of extra-curricular activities, including clubs, Urdd competitions and sports teams. A considerable number participate in these activities, gaining information and developing valuable skills.
102. The parents are supportive of the work of the school and are happy to support the pupils and teachers. The response of the vast majority of parents in the pre-inspection questionnaire was positive although concerns were expressed about certain aspects of the management of the school. These were reiterated at the parents' meeting with the inspectors.
103. The arrangements for informing parents about school activities are good, but the strategies for communicating with them on issues directly relating to their children's education are not sufficiently clear. This shortcoming causes unease amongst some parents.
104. The school handbook for parents is a comprehensive and useful document, although it does not contain any information about access for disabled pupils.
105. There are close links with the local secondary school that ensure that pupils transfer with ease to Year 7 at the end of their time in the primary sector. The 'bridging' schemes followed by pupils in Year 6 promote effective continuity between Key Stage 2 and Key Stage 3. There are also good links with catchment primary schools.
106. There is an effective partnership between the school and the local community. The school contributes generously to local charities and plays a prominent part in local events and activities.
107. The school is aware of developments in the areas of sustainability and global citizenship, but the coverage of these aspects is not given specific attention in the curriculum. No specific learning experiences are planned in order to develop skills such as problem solving and decision making.

108. The school has relevant policies on equal opportunities, anti-racism, social inclusion and diversity. These policies are consistently implemented in the daily life of the school.

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

Grade 2: Good features and no important shortcomings

109. The findings of the inspection team differ from the school's self-evaluation to the extent that the school awarded Grade 4 for this key question. The shortcomings identified in the school's self-evaluation report were not important enough to award Grade 3 for the entire Key Question.
110. The school plans and manages the pupils' care arrangements effectively. The pupils are very happy at school and the new children settle quickly into the life and ways of the school, and they feel happy in the learning environment.
111. The teachers know the pupils well and they give particular attention to their personal and educational progress. The pupils have confidence in the teachers and can approach them at any time to discuss any issue of concern.
112. There are clear arrangements to secure the pupils' health and safety within school boundaries. The arrangements for receiving pupils in the morning and for releasing them at the end of the day are effective.
113. The school works hard to secure the welfare of all pupils and when specific cases arise, it works in close partnership with other responsible agencies.
114. Pupils are encouraged to talk about their feelings and concerns and they are given a good hearing. Sound child protection procedures have been established.
115. The school strives hard with parents in its care of pupils, although there is room to further develop this by obtaining better co-operation between home and school.
116. There is good provision for pupils with special educational needs and it fulfils the requirements of the Code of Practice. The school identifies pupils' special needs at an early stage and intervenes as required. The co-ordinator is very well informed about pupils' needs and her conscientious work makes a considerable contribution to promoting their needs. The designated member of the governing body is fully aware of her responsibilities.
117. The pupils with special educational needs receive valuable support from the assistants. They make a considerable contribution to the pupils' development and they ensure that they gain full access to the curriculum. The withdrawal sessions provide effective additional support and the Individual Education Plans provided for them are both detailed and relevant. The school conforms in full with the Code of Practice for pupils with special educational needs.

118. The effective co-operation between the school and the Local Education Authority makes a considerable contribution to the quality of provision. The school is well supported by the parents.

Leadership and management

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

Grade 3: Good features outweigh shortcomings

119. The findings of the inspection team differ from the school's self-evaluation to the extent that the school awarded Grade 4 for this key question. In forming its judgement, the school did not give sufficient attention to the good elements in its leadership and management procedures.
120. Under the leadership of the headteacher, the staff and governing body work together effectively to provide a sense of direction for the future development of the school. They share agreed values and have high expectations in terms of the standards achieved by pupils.
121. Equality for all is promoted and the teachers and support staff work together very effectively. The teachers undertake their teaching duties thoroughly and conscientiously, although their role as curricular co-ordinators has not been fully developed.
122. Appropriate consideration is given to national priorities. The school has gained the Basic Skills Agency Quality Mark and Investors in People accreditation and is working towards completing the "Healthy School" requirements. The national agreement in relation to reducing teachers' workload is implemented in full.
123. The school works effectively with numerous local partners, and particularly so the Local Education Authority.
124. A thorough system has been established for setting whole school targets. The targets are challenging and are based on the likely performance of individual pupils. Appropriate strategies are implemented in order to strive to achieve the targets.
125. Effective procedures have been established for improving teachers' performance and fulfilling their training needs. There is a performance management system in place and the national induction programme for newly qualified teachers is implemented effectively.
126. Members of the governing body undertake their duties conscientiously and they fulfil the statutory requirements. They know the school well and have recently looked at their monitoring and evaluational responsibilities. Further work is required on this aspect.

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

Grade 3: Good features outweigh shortcomings

127. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
128. The school has recently established a number of self-evaluation procedures. They are effective and give proper attention to pupils' standards of achievement as well as the quality of the educational provision. Use is made of evidence from various sources, including pupils' work, the school's performance against local and national benchmarks, records of lesson observations and the results of pupils' continuous assessments.
129. The arrangements have not been operational for long enough to lead to improvements in standards of achievement and a number of key areas such as Welsh Second Language remain to be evaluated.
130. Consideration is given to pupils' views in the development of the school through the School Council, but there are no clear arrangements for gathering parents' views in the self-evaluation procedures.
131. Through formal monitoring visits to classes, the governors receive good opportunities to contribute to the evaluations, although this is a very recent development. There are effective arrangements for providing written reports to governors on the outcomes of the self-evaluation process.
132. The School Development Plan is a comprehensive document that provides a clear sense of direction for the future development of the school. It contains priorities and clear action steps, and allocates sufficient resources for implementing the priorities. The plan is regularly modified in order to respond to new priorities and there are effective procedures for monitoring the developments.
133. The inspection team matched the school's judgement in five of the seven Key Questions. In Key Questions four and five, the grades awarded by the inspection team were higher than those adjudged by the school itself.
134. The school has made good progress in implementing half the Key Issues identified in the 1999 report. Since then, considerable improvements have been made to the provision for pupils with special educational needs and appropriate schemes of work have been produced for each subject. Appropriate progress has been made in mathematics, information technology and art and good standards have been maintained in geography.
135. The remaining Key Issues have not been completed in full. Raising standards in English and Welsh, further developing the role of subject co-ordinators and improving the facilities for the under-fives continue to be priorities.

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

Grade 4: some good features, but shortcomings in important areas

136. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
137. The number of teaching staff is sufficient in terms of the size of the school. They have a wide range of experience and expertise and they regularly update their skills by attending training or working with the advisory staff of the Local Education Authority. The teachers are effectively supported by the classroom assistants.
138. The resources are of good quality and are conveniently located for pupils' use. They ensure that pupils receive full access to all National Curriculum subjects. The information technology resources bought recently have led directly to raising standards in the subject.
139. Although the size of the building and rooms is adequate for teaching all subjects, they are not on the same level and this creates difficulties for pupils and teachers.
140. An additional group is taught in the library in the mornings as part of the school's strategy to reduce pupil numbers in one particular class. This restricts the use made of the library as a learning resource.
141. There are major shortcomings in the facilities provided for the under-fives. There is no designated outdoor play area for them and the toilets are too far away from the classroom for the children to be able to use them independently. This was identified as a Key Issue in the last report.
142. The school's human and financial resources are managed very effectively by the headteacher and governing body. Through careful planning, adequate resources and staff are made available to support the aims of the school and clear steps are taken to provide value for money.

Standards achieved in subjects and areas of learning

English

Key Stage 1 - Grade 3: Good features outweigh shortcomings

Key Stage 2 - Grade 3: Good features outweigh shortcomings

Good features

143. Pupils of all ages listen well to their teachers and to the contributions of other pupils, and they enhance their reading experiences by taking books home.

144. Pupils in Key Stage 1 express themselves effectively for various purposes and with increasing confidence and accuracy. They converse naturally with their fellow pupils and adults about their work and experiences.
145. The majority read familiar words appropriately. They make an effort to decode new words and to make sense of what they have read. By the end of the key stage they read with increasing accuracy and understanding. The pupils discuss and respond well to the stories they read together. A small number of pupils in Year 1 and Year 2 exhibit reading skills of a high standard.
146. Pupils' writing skills are developing satisfactorily. They write descriptive pieces and record factual information. The majority organise their ideas, show an awareness of basic punctuation and spell familiar words correctly.
147. In Key Stage 2, a good number of pupils recall facts and information presented to them previously. A small number respond in extended form to questions. They display considerable confidence when discussing together in groups or pairs.
148. Throughout the key stage, the pupils read a variety of books on a level that corresponds to their age and ability. A considerable number read with expression and accuracy. They show good understanding by discussing events and characters from their books, and they are familiar with writing reviews.
149. Pupils are able to use dictionaries and to discover information from various sources, including reference books and the Internet.
150. Pupils write in an appropriate range of different forms, including letters, dialogues, fact files, stories and newspaper articles. As they make progress through the key stage, their grammatical knowledge develops and they correctly use a range of punctuation marks. The older pupils develop an appropriate knowledge and understanding of paragraphing and a small number of the most able pupils produce pieces of coherent work in extended form.

Shortcomings

151. In Key Stage 2, the pupils do not engage sufficiently in literacy tasks in order to develop their confidence and communication skills, and to express their opinions.
152. In both key stages, pupils' ability to write creatively and in an extended form has not been sufficiently developed.
153. In Key Stage 2, the pupils do not correct their own language to a sufficient degree.

Mathematics

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

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

Good features

154. Pupils in Key Stage 1 read, write and organise numbers with increasing accuracy and they have a sound awareness of place value. They have a good recollection of previous work; they understand key concepts and are able to recall key facts quickly and accurately. By Year 2, the pupils explain their work logically; they count orally in stages of different sizes and recognise simple number patterns.
155. Their understanding of two and three-dimensional shapes is sound. They recognise shapes according to their mathematical names and can describe their main features. They use standard units when measuring and their understanding of time is developing appropriately.
156. Pupils in Key Stage 2 have a sound understanding of the value of five digit numbers and above and they recall and use multiplication and division facts with appropriate speed. They use the four rules with growing assurance and they work accurately on paper and during mental calculations. By Year 5, they handle decimals confidently and have a sound understanding of fractions and percentages.
157. The pupils are able to accurately measure and name angles and they can identify the co-ordinates in two-dimensional shapes. They select the most appropriate equipment and unit to discover the length, perimeter, area and mass of objects. They have an appropriate understanding of capacity and volume.

Shortcomings

158. Data work has not developed sufficiently in either key stage.
159. The ability of a number of middle and lower ability pupils in both key stages to use a range of mental calculation strategies and to explain their methods of working, is limited.

Welsh (second language)

Key Stage 1 - Grade 4: some good features, but shortcomings in important areas

Key Stage 2 - Grade 4: some good features, but shortcomings in important areas

Good features

160. Overall, pupils' pronunciation in both key stages is good. In all classes the 'Today's Helper' is used for periods during the day; this system is an opportunity for individuals to practise asking and answering specific questions.
161. Pupils across the age ranges respond appropriately to greetings, instructions and directions. Although the vocabulary and patterns used by pupils are very limited, the vast majority are happy to respond during their class activities, particularly so in Key Stage 2 when the interactive whiteboard is used to reinforce the work.
162. The pupils are familiar with reading vocabulary and captions on flash cards and they display an appropriate understanding when the teachers make occasional use of Welsh during the day.
163. In Year 1, they join in enthusiastically in the colour recognition game. By Year 2, the pupils respond to greetings by using several relevant words.
164. In Year 3 and Year 4, the pupils are very familiar with discussing the weather. In Year 5 and Year 6, they have a good knowledge of the names of different countries and foods. They are able to ask and answer simple oral questions about these aspects and can give short written responses on a pre-prepared worksheet.

Shortcomings

165. In both key stages, pupils make very little progress in their oral work.
166. The pupils do not engage sufficiently in activities such as role play, paired work and group work in order to develop their communication skills.
167. There is very little development in pupils' reading and writing skills.
168. There is inconsistency in the occasional use made by pupils of Welsh and as a result there is a lack of development in their ability to listen and respond to Welsh in different situations.

Information technology

Key Stage 1 - Grade 3: Good features outweigh shortcomings

Key Stage 2 - Grade 3: Good features outweigh shortcomings

Good features

169. Pupils in Key Stage 1 use information technology equipment and software with increasing skill in a range of appropriate contexts. They produce pieces of written work effectively on the screen, modifying the text as required. By Y2, a number of pupils are able to store, retrieve and modify their work before printing it.

170. They make skilful use of simple art packages to create pictures and patterns that are related to their work and, with support, they produce simple block graphs. They make confident use of the mouse to move objects displayed on the screen.
171. A good number of pupils in Key Stage 2 make effective use of information technology equipment and software to convey information. Their mastery of the word processor is good as they modify, store and retrieve their work. They skilfully create various effects and they gather information from the Internet without assistance and are able to convert it into their own words.
172. They make effective use of e-mail for communicating with other schools, both locally and further afield.
173. They use software to produce simple graphs and are able to import information and pictures from various sources.

Shortcomings

174. Pupils' competence in using information technology equipment is uneven across the school, and some pupils are over-dependent on the assistance of other pupils.
175. The ability of pupils in Key Stage 1 to investigate websites has not developed sufficiently.
176. Data and modelling work has not developed sufficiently in Key Stage 2.

Geography

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

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

Good features

177. Pupils in Key Stage 1 have a good knowledge of the geographical features of their locality. Their map skills are developing appropriately as they work with different maps. They are able to locate Dwygyfylchi on a map of Wales and they understand the meanings of symbols on a map. They make correct use of simple co-ordinates to identify locations on a grid.
178. They are well-informed about different kinds of weather and they record the information gained in an appropriate form. They can name the months of the year and describe the main characteristics of the seasons in some detail.
179. Pupils in Key Stage 2 describe in detail the geographical characteristics of their locality, displaying a good awareness of the relative distances of neighbouring villages. They are able to locate the main towns of the United Kingdom on a map and have a good knowledge of the countries and major cities of the world, and of continents and seas. They read maps that are

appropriate to their abilities and use grid references when reading locations on an ordnance map. They understand compass points and the function of keys on a map.

180. The pupils' understanding of the need to look after the environment and their ability to offer ideas about different ways of controlling pollution is good. They are aware of the dangers of pollution to human beings and animals.
181. When studying maps and pictures of an economically developing country, they gain some knowledge about the quality and characteristics of the lives of the people.

Shortcomings

182. The study conducted by Key Stage 2 pupils of an economically developing country is too superficial, particularly so with regard to the impact of weather and climate on peoples' lifestyles.
183. There are gaps in pupils' knowledge of the geography of Wales in both key stages.

Art

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

Good features

184. In both key stages, the pupils make confident use of a range of techniques; they mix paint effectively and use a range of different materials in an interesting manner.
185. The investigative nature of many of the art-related tasks and the detailed observations undertaken by pupils ensure that they understand concepts such as texture, tone, composition and scale; they make successful and skilful use of them in their work. The 'still life' studies and landscapes in Year 5 and Year 6 and of portrait work in the style of Shani Rhys James in Year 3 and Year 4, including effective evaluations by pupils, are good examples of these processes.
186. On a less ambitious scale, pupils in Key Stage 1 are also familiar with the terminology of art and they practise observational and experimental work effectively. A number of their paintings of their favourite toys and their work on owls are impressive.
187. In their two and three-dimensional work, the pupils produce work on a large and small scale that is both lively and colourful. For example, they produce small cupboards and models that represent the sea in Key Stage 1; in Key Stage 2 they use different materials from the environment to create sculptures

on a nearby beach and they produce a range of objects representing the culture of the Celts.

188. When emulating the work of the masters, the pupils exhibit a good knowledge of the various styles and the ability to apply them to their own work. For example, in Key Stage 1, they work together to create interesting images in the style of Arcimboldo and in Key Stage 2 they produce paintings of landscapes emulating Kyffin Williams.
189. The pupils benefit greatly from working with local craftspeople and artists to produce a variety of effective work.

Shortcomings

- 190 There are no important shortcomings.

School's response to the inspection

As Governors and Staff we accept the inspection report as being fair, constructive and positive.

Throughout the report, the inspectors highlight aspects of the work of the school that are our strengths and also where our weaknesses are. The recommendations reflect the school's own self-evaluation and the report is a tool that helps the school to move forward. It was encouraging to the school that the team's judgements closely matched the school's self-evaluation. We are grateful to the inspectors for their willingness to discuss and provide valuable feedback to the staff following classroom observations.

The report highlights in particular the quality of care and support provided and especially the procedures for children with Special Educational Needs. Reference is also made to the children's good behaviour that reflects the overall ethos of the school.

The school will now set about implementing the recommendations set out in the report.

These recommendations will now form part of our School Development Plan and a summary will be sent out to parents. The Governors will report to parents annually on the progress made in relation to these recommendations.

The Governors and Staff at Ysgol Capelulo would like to thank the inspection team for their professionalism and courtesy during their time at the school.

Appendix A

Basic information about the school

Name of school	Capelulo
School type	Community
Age-range of pupils	3-11 years
Address of school	Ffordd Treforris Dwygyfylchi Penmaenmawr Conwy
Post-code	LL34 6RA
Telephone number	01492 622693
Headteacher	Mrs Margaret Williams
Date of appointment	April 1993
Chair of governors/ Appropriate authority	Me E J Jones
Reporting inspector	Mr Wil Williams
Dates of inspection	27-29 September 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	8.5	12	17	13	19	15	11	15	110.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	5	1.5	5.7

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	18:1
Pupil: adult (fte) ratio in nursery classes	17:1
Average class size, excluding nursery and special classes	25.5
Teacher (fte): class ratio	1.2:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2004	84	93.2	95
Spring 2005	82	91.1	96.1
Summer 2005	83	92.5	93.6

Percentage of pupils entitled to free school meals	9.8
Number of pupils excluded during 12 months prior to inspection	0

Appendix C

National Curriculum Assessment Results: End of Key Stage 1

National Curriculum Assessment KS1 Results 2005		Number of pupils in Y2						21
Percentage of pupils at each level								
			D	W	1	2	3	2+
English:	Teacher Assessment	School			5	71	24	95
		National		4	13	63	20	83
English: Reading	Teacher Assessment	School			5	67	29	95
		National		3	11	63	23	86
English: Writing	Teacher Assessment	School			5	95		100
		National		5	14	69	11	80
English: Oracy	Teacher Assessment	School				71	29	100
		National		4	14	55	27	82
Mathematics	Teacher Assessment	School				71	29	100
		National		2	11	63	24	87
Science	Teacher Assessment	School				71	29	100
		National		2	10	65	23	89

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	83.3%	In Wales	80%

National Curriculum Assessment Results: End of Key Stage 2

National Curriculum Assessment KS2 Results 2005		Number of pupils in Y6						11				
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	4+
English	Teacher assessment	School							27	45	27	73
		National	1				1	5	16	46	30	77
	Test	National	1	1	1	1		4	13	42	37	79
Mathematics	Teacher assessment	School							9	64	27	91
		National					1	3	17	46	31	78
	Test	National	1	1	1			3	15	43	36	79
Science	Teacher assessment	School							9	45	45	91
		National						1	11	50	37	87
	Test	National	1	1				1	8	51	39	90

Percentage of pupils attaining at least level 4 in mathematics, science and either English or Welsh (first language) according to teacher assessment			
In the school	83%	In Wales	72%

- D Pupils who are exempted under statutory arrangements from part or all of the National Curriculum
A Pupils who have failed to register a level because of absence
F Pupils who have failed to register a level for reasons other than absence
W Pupils who are working towards level 1

Appendix D

Evidence base of the inspection

Three inspectors spent a total of six inspector days in the school and met as a team before the inspection.

These inspectors visited:

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

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection began; and
- senior managers, teachers, support and administrative staff and groups of pupils during the inspection.

The team also considered:

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

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

Appendix E

Composition and responsibilities of the inspection team

Inspector	Type	Aspects	Subjects/areas of learning
Mr Wil Williams	Rgl	Context; Summary; Recommendations; Annexes; Key questions 1; 5; 6 and 7.	Mathematics; information technology; geography
Ms Lisa J Davies	Team	Key questions 2; 3 and 4.	English; Welsh Second Language; art
Mr W Owen	Lay	Contributions to key questions 1; 3; 4 and 7	

Contractor: Arolygiadau Deheubarth Inspections; Afallon; Heol Llandeilo; Gorslas; Llanelli; SA14 7LU.

Acknowledgement

The visiting inspectors wish to thank the governors, the head and all the staff for the co-operation and courtesy they received during the inspection.

SUMMARY REPORT ON THE INSPECTION OF YSGOL CAPELULO

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Ysgol Capelulo 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 Capelulo took place between 27-29 September 2005. An independent team of inspectors, led by Mr Wil Williams undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral social and cultural development.

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

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

There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

Estyn decides the kind of inspection that a school receives, mainly on the basis of past performance. Most schools receive a standard inspection. All special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a standard inspection.

The inspection team matched the school's judgement in five of the seven Key Questions. In Key Questions four and five, the grades awarded by the inspection team were higher than those adjudged by the school itself.

Table of grades awarded

The inspection team adjudged the work of the school to be as follows:

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

Standards

Standards achieved in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	52%	39%	9%	0%

Pupils' standards in lessons are lower than the all-Wales Welsh Assembly Government targets of 95% lessons to be Grade 3 or above and 75% to be Grade 2 or above.

In Key Stage 1 and Key Stage 2, in the subjects inspected, the standards achieved are as follows:

Subjects	Key stage 1	Key stage 2
English	Grade 3	Grade 3
Mathematics	Grade 2	Grade 2
Welsh (second language)	Grade 4	Grade 4
Information technology	Grade 3	Grade 3
Geography	Grade 2	Grade 2
Art	Grade 2	Grade 2

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

The pupils with special educational needs make good progress and they achieve the targets set for them.

In the key skills, the under-fives and the pupils in Key Stage 1 and Key Stage 2 make good progress in their communication and mathematical skills. A good minority of them are confident users of information and communications technology, but the standards are uneven.

There are significant shortcomings in the standards of bilingualism of pupils of all ages. Although a considerable number of them have a passive understanding of Welsh, they are not able to use the language confidently in various situations in school.

At the end of both Key Stages, in 2005, pupils' attainments in the National Curriculum core subjects are higher than national performance in each subject with the exception of English in Key Stage 2.

In relation to similar schools, the results in all subjects in Key Stage 1 and in mathematics in Key Stage 2 were in the upper performance band. Science in Key Stage 2 was in the middle band and English was in the lower band.

Pupils of all ages work productively in their lessons and they set about their tasks without delay.

Standards of behaviour throughout the school are good. The pupils are considerate, courteous and they relate well to each other and to adults.

Pupils' average levels of attendance over the year are slightly above 95%. The punctuality of the vast majority of pupils is good, although a small group arrive a little late in the mornings.

The pupils make appropriate progress in their ability to work independently, but they are not given sufficient opportunities to make their own decisions and to direct their learning.

Pupils' personal, social and learning skills show good progress. The quality of the relationship amongst pupils and between pupils and adults is good.

Pupils' respect for the diversity of beliefs, attitudes and other cultural and social traditions is developing appropriately. Their understanding of equal opportunities issues is good.

The quality of education and training

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	71%	29%	0%	0%

The quality of teaching in lessons is higher than the Welsh Assembly Government target for the percentage of Grade 3 lessons or better [95%], and lower than the target for the percentage of Grade 2 lessons [75%].

The teachers are well informed about the subjects they teach and about the Desirable Outcomes for the under-fives. They plan thoroughly, with a clear focus on the learning objectives.

A good variety of resources and tasks are provided that match pupils' needs and abilities, and effective use is made of the interactive whiteboard to support the learning and teaching. Purposeful use is made of group work and paired work and the teachers' questioning strategies are effective.

In a small number of lessons there is insufficient advance discussion of the nature of the activities to be completed and occasionally, the questioning is not sufficiently penetrative, with insufficient emphasis on generating responses from more reserved pupils.

Although considerable use is made of occasional Welsh in classes, the whole-school strategies to promote bilingual teaching lack clarity.

Pupils' work is marked regularly and the comments made give guidance to pupils as to how to improve their work. The quality of marking tends to be inconsistent.

Detailed assessments are conducted of the development of the under-fives in the six areas of learning. There are appropriate procedures in Key Stage 1 and Key Stage 2 for assessing progress in the core subjects, but there are no comparable arrangements for assessing the foundation subjects.

The quality of the annual reports to parents on their children's progress is good.

The school responds well to pupils' learning needs and offers equal access to a broad and balanced curriculum, which conforms to legal requirements.

Appropriate opportunities are provided to ensure that pupils gain the key basic skills. The Cwricwlwm Cymreig is suitably promoted, but pupils receive very few opportunities to develop their bilingual competence across the curriculum.

The curriculum is enhanced by educational visits and by inviting other adults to school to work with the pupils. The pupils benefit from good opportunities to take part in numerous extra-curricular activities.

There is good provision for promoting the pupils' spiritual, moral, social and cultural development.

The parents are supportive of the work of the school and are happy to support the pupils and teachers. The response of the vast majority of parents in the pre-inspection questionnaire was positive, although several concerns were voiced in the meeting with the inspectors.

The arrangements for informing parents about school activities are good, but the strategies for communicating with them on issues directly relating to their children's education are not sufficiently clear.

There are close links with the local secondary school and with the catchment primary schools. There is an effective partnership between the school and the local community.

The school is aware of developments in the areas of sustainability and global citizenship, but the coverage of these aspects is not given specific attention in the curriculum.

There are clear arrangements for pupils' health and safety. The pupils are very happy at school; the teachers know each individual well and give particular attention to their personal and educational development.

There is good provision for pupils with special educational needs. The pupils receive valuable support from teachers and assistants, who make a considerable contribution to their needs and development.

Leadership and management

Under the leadership of the headteacher, the staff and governing body work together effectively to provide a sense of direction for the future development of the school.

The teachers undertake their teaching duties thoroughly and conscientiously, but their role as subject co-ordinators has not been fully developed.

The members of the governing body undertake their duties conscientiously and they have recently addressed their monitoring and evaluation responsibilities.

The school has recently established a number of self-evaluation procedures, but they have not yet led to improvements in standards of achievement. The self-evaluation procedures contain no clear arrangements for gathering the views of parents.

The School Development Plan is a comprehensive document that provides a clear sense of direction for the future development of the school.

The school has made good progress in implementing half the Key Issues identified in the 1999 report. The remaining Key Issues have not been achieved in full.

The number of teaching staff is sufficient in terms of the size of the school. The teachers have a wide range of experience and expertise and they are effectively supported by the classroom assistants.

The school has a good supply of resources. They are of good quality and are conveniently located for pupils' use.

Although the size of the building and rooms is adequate for teaching all subjects, they are not on the same level and this creates difficulties for pupils and teachers.

There are major shortcomings in the building in terms of providing suitable facilities for the under-fives. There is no designated outdoor play area for them and the toilets are too far away from the classroom for the children to be able to use them independently.

The school's human and financial resources are managed very effectively by the headteacher and governing body. Clear steps are taken to provide value for money.

Recommendations

In order to improve the school in the areas inspected, the staff and governing body need to:

- R1 establish clear strategies for raising standards in Welsh Second Language and pupils' bilingual competence in both Key Stages;
- R2 raise standards in English and information technology by addressing the shortcomings identified;

- R3 further develop the monitoring and evaluation role of the subject co-ordinators and the governing body in the school's self-evaluation arrangements;
- R4 co-operate with the Local Education Authority in order to improve the facilities for the under-fives;
- R5 strengthen the partnership with parents by establishing more effective communication procedures;
- R6 further develop the arrangements for assessment in the foundation subjects.

The governing body is responsible for amending the 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 summary of it, will be circulated to all parents at the school.

The visiting inspectors wish to thank the governors, the head and all the staff for the co-operation and courtesy they received during the inspection.