

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

**Ysgol Gymuned Carreglefn
Carreglefn
AMLWCH
Ynys Môn
LL68 0PH**

School Number: 660 / 2141

Date of Inspection: 3 - 5 October 2005

by

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(W264/16360)**

Date: 5 December 2005

Under Estyn contract number: T/007/05P

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Ysgol Gymuned Carreglefn 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 Gymuned Carreglefn took place between 3 – 5 October 2005. An independent team of inspectors, led by Len Jones, undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

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

Year groups and key stages

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

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Context

The nature of the provider

1. Ysgol Gymuned Carreglefn is a rural school in the north of Anglesey, which serves the village and surrounding area. In addition, a small number of pupils come from a wider area. Children are accepted into school at the start of the term before their fourth birthday. During the inspection there were 35 full-time pupils between 4 - 11 years on the school roll, together with five nursery age children, who attend in the mornings.
2. Pupils attending the school are considered to be from backgrounds that are neither advantaged or disadvantaged. 20% of the pupils are entitled to free school meals, a percentage that is slightly higher than the county and national figures. The pupils at school at present represent the full range of ability. 17% of the pupils have special educational needs, including two who have a statement.
3. Pupils are taught in two classes and 2.2 teachers are employed. 45% of the pupils come from homes where Welsh is the main language spoken, but about 75% of them speak Welsh to first language standard.
4. The school has been a Community School since 1996.
5. The school was last inspected in October, 1999.
6. The present head was appointed in September 2001.

School Priorities and Targets

7. The school's priorities and targets for 2005 - 06 include:
 - Prepare to implement the requirements of the new Foundation Stage;
 - Develop pupils' work in English poetry;
 - Organise and implement the non-contact time requirements for teachers;
 - Further develop extra-curricular provision.

Summary

8. In four of the key questions, the inspection team's findings correspond to the school's judgement in the self-evaluation report. They differ from the school's judgement in three of them.

Table of the grades awarded

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

Standards

9. Standards of achievement in the lessons inspected are as follows:

Pupils' Standards of Achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	18%	69%	13%	-	-

10. The standards of pupils in lessons are higher than the Welsh Assembly Government all-Wales targets, which are that 95% of lessons are satisfactory (Grade 3) or better and 75% are good (Grade 2) or better.
11. The general quality of the educational provision for children under five is appropriate for their needs, and children make good progress towards the Desirable Outcomes for Children's Learning.

Early Years

Language, literacy and communication	Grade 3
Personal and social development	Grade 2
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Creative development	Grade 3
Physical development	Grade 2

12. In Key Stages 1 and 2 in the subjects inspected, standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
English	-	2
Mathematics	2	2
Design and Technology	2	1
History	3	2
Religious Education	2	1

13. Children under five make generally good progress, and pupils at both key stages make good progress, towards attaining the targets set by the school. Pupils with special educational needs make good progress.
14. On the whole, the key skills of children under five develop satisfactorily; they listen well and their skills in speaking, reading and writing are satisfactory. So, too, are their information and communication technology (ICT) skills. Their numeracy skills develop well.
15. The communication skills and numeracy skills of pupils develop well as they undertake varied aspects of the curriculum in both key stages. Pupils' ICT skills are satisfactory at KS1, whilst they are extremely good at KS2.
16. Children under five make every effort to use Welsh in their activities. At Key Stages 1 and 2, pupils make good progress in their bilingual skills and they take advantage of experiences that have been planned deliberately to develop both languages from an early age.
17. Pupils show good creative skills, more specifically when handling ICT at Key Stage 2.
18. At the end of Key Stage 1 in 2005, the attainment of pupils was higher than the national average in Welsh, but lower in mathematics and science. When comparing with the results of schools with a similar percentage of pupils entitled to free school meals, the attainments of pupils are in the highest quartile in Welsh, but in the lowest quartile in mathematics and science.
19. At the end of Key Stage 2 in 2005, the attainment of pupils in the core subjects of the National Curriculum compares favourably with the national averages in Welsh and mathematics, but is slightly lower in English and science. Compared to the results of schools with a similar percentage of pupils entitled to free school meals, pupils' results were higher than the median in Welsh and mathematics, but lower than the median in English and science.
20. Pupils make good progress in developing towards their potential from stage to stage, and they respond well to all new challenges in the work. Increasingly as they mature, they can be self-critical, considering how to improve aspects of their work.

21. Pupils respond generally well to activities, displaying interest in their work and good commitment to their tasks.
22. Standards of behaviour across all ages are especially good. Pupils consistently show courtesy and respect towards others.
23. Attendance levels across the school are good, with an average of over 95% for the full school year before the inspection. Pupils arrive in school punctually and the school day also runs punctually.
24. Pupils take very good advantage of the opportunities given them to work independently, responding in a mature way to the trust shown in them. They demonstrate considerable ability to co-operate and to help each other when undertaking curricular tasks.
25. Pupils at both key stages make very good progress in their personal, social and moral development. They show care for each other and respect the beliefs and traditions of other people.
26. Pupils' awareness of the world of work is very good. By visiting specific locations and through taking advantage of discussions with visitors who represent industries, they develop a good awareness of the world of work. The recent venture with the daily Fruit Shop in the school, which gives them responsibility for 'ordering, buying and selling', enables them to appreciate the core elements of the business world.

Quality of education and training

27. The quality of teaching in the lessons observed is as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
18%	64%	18%	-	-

28. The quality of teaching in lessons is higher than the Welsh Assembly Government all-Wales targets, which are that 95% of lessons are satisfactory or better (Grade 3) and 75% are good or better (Grade 2).
29. Teachers have a very good working relationship with the pupils and provide them with constant support. They ensure that pupils of all abilities are included in class discussions. Pupils have every opportunity to offer comments and to respond to questions. Appropriate use is made of different teaching strategies.
30. The bilingual proficiency of pupils is fostered effectively.

31. Teachers have a good knowledge of the subjects they teach and of the Desirable Outcomes for Children's Learning for the under fives and they plan their lessons effectively. However, in history the weekly planning does not always reflect the long term plans.
32. The good and exceptional features of lessons include clear planning and effective revision, excellent tasks that encourage pupils to make decisions for themselves and good use of the interactive whiteboard.
33. The most common shortcomings in the satisfactory teaching include tasks that are inappropriate for the age and development of pupils, insufficiently specific use of classroom assistants and lack of support for some more reserved pupils.
34. The progress of children under five is assessed and recorded appropriately, apart from one of the areas of learning.
35. At Key Stage 1 and 2, the school has a specific timetable for assessing the NC subjects and religious education. All subjects are assessed regularly and effectively.
36. The assessments for children with SEN meet the statutory requirements. Teachers know the pupils well.
37. Pupils' work is marked regularly but, at times, there are no comments that provide guidance for pupils in order to improve standards.
38. The annual reports for parents conform to the statutory requirements. They provide a clear picture of the achievements and skills of pupils in every subject, although not all parents are happy with the electronic method of selecting comments.
39. The whole-school schemes of work provide clear guidelines for teaching pupils. However, there are some planned activities that are not appropriate for children under five.
40. The personal and social education of pupils is developed effectively through aspects of the curriculum and in specific learning sessions.
41. The culture of Wales is given an appropriate place in school activities, within the curriculum and in the general ethos.
42. The school promotes good links with the world of work, and organising enterprises such as the daily fruit shop contributes well to pupils' awareness of the business world.
43. Effective policies are evidence of the school's commitment to promotion of equal opportunity in all aspects of its work. In addition, appropriate procedures are in place to promote the welfare, health and safety of pupils, including an awareness of the systems for child protection.

44. The quality of the support provided for pupils is exceptionally good, and all children, from the youngest to the eldest, are happy in school.
45. Parents provide very good support for the school, and this is reflected in the nature of the responses to the questionnaires that were distributed to them.
46. The school gives pupils a voice in school activities and the School Council is an effective instrument that fosters responsibility and maturity.
47. The school has an effective system for promotion of pupil attendance and for informing parents of the expectations.
48. The quality of provision for pupils with Special Educational Needs (SEN) is good. The needs of pupils are analysed early and exceptionally good support is organised for them.

Leadership and management

49. The head provides conscientious leadership, and inspires effective co-operation amongst staff, the governing body and parents, in order to provide purposeful direction for the school's work.
50. Day to day management of the school is effective.
51. The school is enthusiastically committed to a number of national initiatives, such as the Healthy School and the Eco School initiatives, and to fostering an awareness of worldwide citizenship and sustainable developments.
52. The head has appropriate knowledge about the school's performance, mainly with regard to national comparators and benchmarks. However, the cross-school monitoring procedure, such as the responsibility of subject co-ordinators, is not adequate.
53. Members of the governing body have a clear commitment to the school, and they fulfil their statutory duties well. However, there are no sound, consistent arrangements to enable them to monitor the curriculum and the quality of the educational provision.
54. The School Development Plan is concise and purposeful, and to a large extent has been effectively linked to the self-evaluation system.
55. The number of teaching staff and assistants is generous for the number of pupils, and they fulfil their responsibilities effectively.
56. There are sufficient resources for teaching pupils and these are used effectively and efficiently. However, there is a lack of purpose-produced resources for children under five.

57. School resources are managed very well by the head and the governing body, ensuring good value for money.
58. The school has made very good progress in response to the issues raised in the 1999 report.

Recommendations

In order to develop further, the school needs to:

- R1. raise standards in history at Key Stage 1;
- R2. further develop the responsibilities of curricular co-ordinators by allocating responsibilities to individuals; *
- R3. strengthen the monitoring and self-evaluation role of the governing body;
- R4. eliminate the shortcomings identified in the teaching deemed to be satisfactory.

* This issue is already in the school development plans.

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 2: Good features and no important shortcomings

59. The findings of the inspection team correspond with the grade that the school awarded itself in its self evaluation.

60. Standards in lessons in the subjects inspected are as follows:

Pupils' Standards of Achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	18%	69%	13%	0%	0%

61. The standards of pupils in lessons are higher than the Welsh Assembly Government all-Wales targets, which are that 95% of lessons are satisfactory (Grade 3) or better and 75% are good (Grade 2) or better.

62. The general quality of the educational provision for children under five is appropriate for their needs, and children make good progress towards the Desirable Outcomes for Children's Learning.

63. At Key Stage 1 and 2 in the subjects inspected, standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
English	-	2
Mathematics	2	2
Design and Technology	2	1
History	3	2
Religious Education	2	1

64. Children under five make progress that is at least satisfactory, and often good.

65. On the whole, the key skills of children under five develop satisfactorily; they listen well and their skills in speaking, reading and writing are satisfactory. So, too, are their ICT skills. Their numeracy skills develop well.

66. The communication skills and numeracy skills of pupils are good as they undertake various aspects of the curriculum at both key stages. The ICT skills of pupils are satisfactory at KS1, whilst they are very good at KS2.

67. Children under five make every effort to use Welsh in their activities. At Key Stage 1 and 2, pupils make good progress in their bilingual skills and they take advantage of experiences that are planned purposefully to develop both languages from an early age.

68. Pupils display good creative skills, more specifically when handling information and communication technology at Key Stage 2.
69. At the end of Key Stage 1 in 2005, the attainment of pupils was higher than the national average in Welsh, but lower in mathematics and science. When comparing with the results of schools with a similar percentage of pupils entitled to free school meals, the attainments of pupils are in the highest quartile in Welsh, but in the lowest quartile in mathematics and science.
70. At the end of Key Stage 2 in 2005, the attainment of pupils in the core subjects of the National Curriculum compares favourably with the national averages in Welsh and mathematics, but is slightly lower in English and science. Compared to the results of schools with a similar percentage of pupils entitled to free school meals, pupils' results were higher than the median in Welsh and mathematics, but lower than the median in English and science.
71. According to the results in end of key stage assessments over the past four years, there is a tendency for boys to perform more poorly than girls.
72. Pupils make good progress in developing towards their potential from stage to stage, and they respond well to all new challenges in the learning. Increasingly as they mature they can be self-critical, in considering how to improve aspects of their work.
73. Pupils generally respond well to activities, displaying interest in their work and good commitment in their tasks.
74. Standards of behaviour across all ages are extremely good. Pupils consistently show courtesy and respect in their dealings with others.
75. Attendance levels across the school are good, with an average of over 95% for the full school year before the inspection. Pupils arrive in school punctually and the school day also runs punctually.
76. Pupils take very good advantage of the opportunities given to work independently, responding maturely to the trust shown in them. They demonstrate considerable ability to co-operate and to help each other when undertaking curricular tasks.
77. Pupils at both key stages make very good progress in their personal, social and moral development. They show care for each other and respect the beliefs and traditions of other people.
78. Pupils' awareness of the world of work is very good, as a result of visiting specific locations and discussing with visitors from the world of work. In addition, running the daily Fruit Shop in the school, which places responsibility for 'ordering, buying and selling' on them, enables them to appreciate the core elements of the business world.

Quality of education and training

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

Grade 2: Good features and no important shortcomings

79. The findings of the inspection team correspond with the school's judgement in its self-evaluation report.

80. In the lessons observed, it was judged that the quality of teaching was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
18%	64%	18%	0%	0%

81. The quality of teaching in lessons is higher than the Welsh Assembly Government all-Wales targets, which are that 95% of lessons are satisfactory or better (Grade 3) and 75% are good or better (Grade 2).

82. Teachers have a very good working relationship with the pupils and provide them with constant support. They ensure that pupils of all abilities are included in class discussions. Pupils have every opportunity to offer comments and to respond to questions.

83. Appropriate use is made of a variety of teaching strategies.

84. Pupils' bilingual proficiency is fostered effectively.

85. Teachers have a good knowledge of the subjects they teach and of the Desirable Outcomes for Children's Learning for the under fives.

86. They plan their lessons effectively and provide a broad range of interesting learning experiences for pupils. However, in history the weekly planning does not always reflect the long term plans.

87. The good and exceptional features include:

- clear lessons plans and effective revision
- effective class management
- excellent tasks that lead to encouragement for pupils to work independently and to make decisions for themselves
- purposeful use of resources
- stimulating support for pupils
- good use of the interactive whiteboard and of ICT resources to reinforce teaching and learning
- clear instructions and explanations, especially when setting tasks.

88. The most common shortcomings in the satisfactory teaching include:
- inappropriate tasks for the age and development of pupils
 - insufficiently specific use of assistants
 - class organisation that is not tightly structured enough
 - long introductions to some lessons
 - lack of support for some more reserved pupils.
89. The quality of assessment and recording is good. The First Steps and Baseline Assessment are implemented accurately and appropriate targets are set for further development. The progress of children under five is assessed and recorded in the majority of areas of learning, including play experiences. However, there is insufficient recording in one of the areas of learning.
90. The school has a specific timetable for assessing NC subjects and religious education. All subjects are assessed regularly and effectively and the additional comments contribute to provision of a full picture of pupil achievements. Individual targets are set for each pupil at KS2 and this ensures a practical part for them in the assessment process.
91. The assessments for pupils with SEN meet the statutory requirements. Teachers know the pupils well. Appropriate use is made of standardised tests. The NC test scripts are analysed in detail in order to identify gaps in the provision of shortcomings in the teaching and learning.
92. Pupils' work is marked regularly but, at times, there are no comments that provide guidance for pupils on how to improve standards.
93. The annual reports for parents conform to the statutory requirements. They provide a clear picture of the achievements and skills of pupils in every subject. Not all parents are happy with the electronic method of selecting comments. Parents appreciate the opportunities that they have three times a year to discuss their children's work. There are opportunities for pupils, teachers and parents to offer comments and this is good practice.

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

Grade 1: Good with excellent features

94. The opinion of the inspection team does not correspond to the grade that the school awarded in its self-evaluation report, as Grade 2 was awarded in that report.
95. The school responds very well to the learning needs and interests of pupils, providing full access to a curriculum that is broad and balanced. The curriculum conforms to the requirements of the NC and religious education and to the Desirable Outcomes for children under five.
96. The long-term schemes of work provide a clear direction for the school's work and ensure progression and continuity in pupils' learning throughout the school. On the whole, purposeful activities and appropriate tasks are ensured for pupils across the school.
97. Aspects of the curriculum, such as the regular opportunities provided for working together on the computers, visiting a local garden and discussion in groups, contribute very well to the pupils' personal and social education (PSE). This also occurs effectively in 'circle time' and at other specific periods.
98. Teachers are aware of the need to ensure every pupil becomes proficient in key and basic skills. As part of the Basic Skills Agency Quality Mark accreditation purposeful attention has been given to pupils who were underachieving.
99. The school provides very good opportunities for pupils to learn outside school hours. Numerous visits to places of educational interest, such as Parys Mountain, Din Lligwy, Pili Palas and an ancient church, together with the residential courses organised, enhance pupils' understanding of the curriculum and contribute substantially to their experiences and development.
100. Appropriate learning experiences promote the spiritual, moral, social and cultural development of pupils well. They have a sense of ownership and responsibility towards the school and the environment. The collective worship and PSE sessions make a good contribution to pupils' understanding of spiritual, moral and social issues and helps them to respect truth and justice.
101. Successful development of pupils' bilingual skills is a central part of the school's philosophy. English is introduced gradually at Key Stage 1 and by Key Stage 2 pupils have good opportunities to develop their ability to learn in Welsh and English. Very good emphasis is placed on studying Welsh heritage on providing direct experiences of Welsh culture for pupils.

102. Equal Opportunity policies reflect the school's commitment to access and equal opportunity for all. The whole ethos of the school reflects and encourages pupils to respect each other, other people and property.
103. There is very good provision for teaching sustainable development in subjects such as geography and personal and social education. Pupils, as a result, have a good awareness of local and national issues relating to sustainability.
104. The learning experiences of pupils across the curriculum enable them to gain a range of valuable skills for developing positive attitudes, independence and lifelong learning skills. This is an outstanding aspect of the school's work.

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

Grade 1: Good with excellent features

105. The judgement of the inspection team does not correspond to the Grade 2 grade awarded by the school in its self-evaluation report.
106. The quality of care, support and guidance provided for learners is exceptionally good.
107. Pupils are very happy in school and there is a good relationship between them and their peers and members of staff. The school is a caring community where pupils feel they have support and care.
108. The youngest children settle quickly at the school and receive good support from their teachers, assistants and older children.
109. The provision for pupils with special educational needs (SEN) is good and conforms to the statutory requirements of the Code of Practice. Pupils' difficulties are identified quickly and the school responds to them appropriately.
110. The additional support provided for pupils with SEN is exceptionally good. The SEN co-ordinator has a good knowledge of pupil needs. The co-ordinator works closely with teachers and assistants to ensure that each pupil has full access to the curriculum and all school activities.
111. The individual education plans for pupils with SEN include specific learning targets that correspond to individual learning needs. The plans are reviewed, any amendments are noted on them and they are discussed with the relevant people. A close watch is kept on the progress of these pupils and the school co-operates very effectively with parents, LEA agencies, the neighbouring Special Education Unit and the local secondary school.
112. The designated governor fulfils his duties conscientiously. He has a good knowledge about the school's situation and co-operates with the SEN co-ordinator and the head.

Leadership and management

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

Grade 2: Good features and no important shortcomings

113. The findings of the inspection team correspond to the school's judgement in its self-evaluation report.
114. Leaders and managers in school co-operate effectively to set a direction for the school's work. The numerous management policies that have been created provide effective guidelines for promotion of welfare, safety and progress of pupils.
115. The head provides conscientious leadership, and promotes excellent co-operation between all who are part of the educational and pastoral provision.
116. Day to day management of the school is effective.
117. The school is enthusiastically committed to a number of national initiatives, such as the Healthy School and the Eco School, and to fostering an awareness of worldwide citizenship and sustainable developments.
118. The school sets targets annually for pupil performance in the core subjects and results are analysed when checking the effectiveness of the targeting.
119. A detailed policy has been formulated and implemented to support staff development and performance, in accord with the requirements of the Performance Management system.
120. The governing body fulfils its statutory duties well. However, there are no sound, consistent arrangements to enable them to monitor the curriculum and the quality of the educational provision.

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

Grade 2: Good features and no important shortcomings

121. The findings of the inspection team correspond with the school's judgement in its self-evaluation report.
122. When comparing the findings of the inspection team with the school's findings in its self-evaluation report, there is a considerable measure of consistency. In the three judgements that differ, the inspection team awarded a higher grade than the one awarded the school awarded to itself. The self-evaluation report in itself is detailed and well organised.
123. Over the recent period, the standards and provision of every subject taught have been evaluated. A judgement is reached by studying samples of work and through discussion amongst teachers. Additionally, some peer observation of lessons has taken place. However, the cross-school monitoring role of individual subject co-ordinators has not yet been established and the current 'shared responsibilities' are not adequate.
124. The results of pupils are compared with county and national benchmarks in order to identify tendencies in performance.
125. The School Development Plan is a concise, coherent document that provides direction for the school's development. To a substantial degree, the priorities in it are ones detected in the school's self-evaluation process, and are priorities that have been carefully considered in terms of their budgeting and accomplishment.
126. Although the Governing Body has a clear commitment to the school, their awareness of self-evaluation procedures and the findings of that process are not sufficiently thorough and acute.
127. The school has dealt with the issues raised in the 1999 inspection report in a conscientious way, by implementing strategies according to its Implementation Plan. Very good progress has been made.

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

Grade 1: Good with excellent features

128. The judgement of the inspection team differs from the grade awarded by the school in its self-evaluation report, insofar as the school awarded itself a Grade 2.
129. There are sufficient numbers of teachers and ancillary staff for the number of pupils. For most of the week, the adult / pupil ratio in school is very generous. The classroom assistants and nursery assistant are valuable assets for the school and they contribute effectively to the learning experiences of pupils both within and outside classes.
130. Teachers attend professional development sessions according to the requirements identified by the school or the individuals. Additional training is provided by the Local Education Authority advisers. Recently, the nursery assistant has gained a higher qualification for her current responsibilities.
131. Pupils at both key stages take advantage of regular and purposeful access to a very good supply of learning resources. There is some lack of purpose-produced resources for children under five.
132. The school building and surrounding land facilitate teaching and learning opportunities and full use is made of every space. The building is in a good condition and is kept clean. The school, in co-operation with the local Nursery Group, makes effective use of the area provided especially for children under five.
133. The school environment is enhanced by attractive displays that reflect pupil experiences both within and outside the class.
134. School resources are managed very efficiently by the head and governing body. They give careful attention and supervision to the budget, in order to facilitate the implementation of the priorities for development. Every effort is made to ensure value for money when the school needs to spend. This is an exceptional aspect.

Standards achieved in subjects and areas of learning

Provision for children under five

Grade 2: Good features and no important shortcomings

135. The general quality of the educational provision for children under five is appropriate for their needs. Children make good progress towards the Desirable Outcomes for Children's Learning.

Good features

Language, literacy and communication

136. The majority of nursery children listen well. On the whole they are willing to chat and discuss their experiences. Increasingly, learners come to understand Welsh and they make good efforts to use the language. They show interest in books and enjoy making marks on paper.
137. Reception age children listen well to group and class presentations and to stories. They enjoy looking at books and behave like readers. They recognise some familiar letters and words. They can write their names and under-copy accurately.

Personal and social development

138. Nursery children have settled well in school. They enjoy taking part in the activities that promote playing together and sharing.
139. Reception children manifest good behaviour. They can co-operate freely when playing and concentrate well on their tasks. They learn about caring for others and about being friends, by means of stories and other presentations.

Mathematical development

140. The majority of the nursery children recognize their colours and can sort objects according to specific criteria. Through practical experiences they begin to count objects and use terms such as 'big' and 'small' accurately, at their level of development.
141. Reception children can count to at least 10 accurately. They begin to recognise and understand the value of numbers and the concept of 'more than'. They identify some 2D shapes and begin to use mathematical vocabulary accurately.

Knowledge and understanding of the world

142. Nursery and reception children enjoy the experience of planning and creating a picnic for a special toy and for themselves. They have a valuable experience of 'going on a picnic' and this contributes well to their personal and social development.
143. Nursery children can talk about themselves, their families and their homes. When playing with sand, they can appropriately observe sand flowing through different containers. Through appropriate practical experiences they can create objects with different kinds of blocks and play imaginatively with 'small-world' equipment.
144. Reception age children can discuss the weather appropriately. They can place the day's events in order and place pictures on a time line fairly accurately. Their observation skills are good as they play with dry sand and different containers, and when creating models with different materials, their design and technology skills develop appropriately. Their ICT skills are satisfactory as they control the mouse to create pictures and move objects on the screen.

Creative development

145. Nursery children enjoy singing songs appropriate for their age and they join in the movements enthusiastically. They work effectively with paint and other media.
146. Reception age children create effective pictures and paintings at their level of development using a variety of materials and techniques. They enjoy singing songs appropriate for their age.

Physical development

147. Nursery children handle small items of equipment with increasing control and when playing with some large toys they show appropriate control of their large motor skills.
148. Reception age children develop small motor skills with increasing capability. Through physical education experiences and when playing with large items of equipment they develop in their ability to follow instructions and move confidently to music, displaying appropriate control for their age.

Shortcomings

149. Some pupils' grasp of vocabulary has not developed sufficiently, because of lack of structure in the activities.
150. The children's 'role play' skills are undeveloped.

English

Key Stage 1 – Grade _:

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

151. English is not presented for assessment at Key Stage 1. However, pupils respond well and successfully to the experiences provided for them.

Good and exceptional features

152. Key Stage 2 pupils succeed in using the language effectively to communicate in the class situation. They can respond to varied stimuli, discuss their work and present information about themselves. They usually use the appropriate register.
153. Throughout the key stage, pupils increase their level of skill in reading. The majority read fluently, with effective intonation and convey understanding of the text. They can discuss what they read, referring appropriately to characters and events in the stories. They display considerable confidence and skill when using the Web extremely effectively to gather information and to research, as they prepare for specific English activities.
154. Pupils express themselves effectively in writing. They display a very good awareness of different forms, and can compose pieces confidently to persuade, to record monologues and to express opinions. They create coherent pieces as a result of making notes on the subject, and they succeed in being self-critical when reviewing and improving the pieces they write.

Shortcomings

155. Some pupils are uncertain about basic spelling patterns.
156. Pupils' knowledge of familiar authors and their books is limited.

Mathematics

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

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

Good and exceptional features

157. At KS1, pupils make good progress in mental work and use some simple strategies when solving mental work problems.
158. Pupils have a good understanding of number. They succeed in counting forwards and backwards in different steps.
159. They have a sound understanding of time, in hours and half hours. They can accurately name the days of the week, months of the year and seasons. They know the value of different pieces of money and, when giving change, individuals give the correct sum.
160. Pupils are familiar with non standard and standard measures and when undertaking practical work they predict the measurements sensibly. Y2 pupils make appropriate comments about distance and use relevant vocabulary when measuring distance.
161. Pupils recognize 2D and some 3D shapes and can describe their properties accurately. They understand simple fractions, such as half and a quarter, well.
162. Pupils gather and record simple data and record it in block graph form with a minority of them interpreting the results with understanding.
163. At KS2, the knowledge and understanding of the majority of pupils of mathematics is sound. They have a good understanding of place value, number patterns and bonds. They use their knowledge of the multiplication table to answer multiplication questions in their head; their mental work is rapid. The older pupils show a good understanding of a range of number operations and strategies.
164. Pupils can discuss different kinds of data effectively. They gather and present information successfully using graphs, tables and diagrams. They use mathematical terms accurately.
165. Pupils make accurate use of standard measurements to measure length, mass and capacity. They measure time easily and succeed well in converting time from a 12 hour clock to a 24 hour one.

166. Pupils' understanding of the properties of 2D and 3D shapes is good. They know how to find the surface area and perimeter of shapes and their knowledge of angles is appropriate.
167. KS2 pupils enjoy the challenge of investigative work; they share their ideas and results with each other. They make good use of ICT to extend their mathematical skills and their ways of dealing with their investigations with increasing confidence.
168. They make good use of their mathematical skills and knowledge in other subjects, such as geography and science.

Shortcomings

169. In both key stages, some individuals lack confidence when discussing and explaining their work.

Design and Technology

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

Key Stage 2 – Grade 1: Good with excellent features

Good and exceptional features

170. At KS1, pupils are very aware of the steps in the process, and can study the features of prepared products before starting to plan their own products.
171. They can discuss the varied possibilities when thinking about how to include moving elements in a model, contributing their own ideas effectively.
172. The great majority can tackle making skills purposefully, such as measuring, cutting and pasting, and the finished product is of good quality. They can appraise their efforts well.
173. At KS2, pupils respond extremely well to the challenge of the varied tasks set. They work diligently and enthusiastically, displaying a good awareness of the essential steps to be taken.
174. They can express opinions very effectively about previous work in the area of food technology, expressing like or dislike in terms of features, such as texture and ingredients. Their ability to co-operate when planning and constructing is very good.
175. They respond well to the early investigative work, using the Web confidently and very skilfully. They succeed in creating an effective presentation in 'PowerPoint' to describe the work done.
176. They are excellent in tracing the process that they followed, describing the way parts of moving models were adapted in order to improve their effectiveness.

Shortcomings

177. At KS1, some products are too uniform in their finish, without showing variety in size or form.

History

Key Stage 1 – Grade 3: Good features outweigh shortcomings

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

Good and excellent features

178. KS1 pupils can compare and contrast objects and ways of life in the home from an earlier period with some from our period, recording their understanding in writing and pictures.
179. They can place a series of pictures of themselves in chronological order and they have a good knowledge of terms relating to time. They understand the concept of a time line recorded in the form of a concertina book.
180. KS2 pupils have a good knowledge of facts relating to the Second World War. They can reason and interpret well when discussing, in the context of objects in the period, the way people protected themselves from attack by the enemy.
181. They have a good awareness of the chronology of some specific periods in history, and can identify the main characteristics and ways of life of people in these periods.
182. Through visits to places of historical significance in Anglesey, they extend their understanding and record this effectively when creating in varied written forms, such as letters, monologues, diary or pieces conveying empathy.
183. They can use their information technology skills confidently to find facts from different sources on the Web, and to investigate the background of people of historical significance.

Shortcomings

184. KS1 pupils do not record in sufficient variety, in order to interpret and show their understanding.
185. They cannot describe the historical significance of any famous person from Welsh history.
186. At times, the records of KS2 pupils rely too much on 'filling gaps' and are too similar to each other.

Religious Education

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

Key Stage 2 – Grade 1: Good with outstanding features

Good and exceptional features

187. At KS1, pupils are aware that the Bible is a special book for Christians. They can recite stories from the Old and New Testament accurately in their own words. When discussing some of Jesus' parables they explain simply their significance for us today.
188. They write personal prayers of good quality and present them in their services. Individuals understand the purpose of prayer.
189. Pupils are aware of the life circumstances of people less fortunate than themselves. They can discuss principles such as care for others and friendship in a sensible way. The older pupils at KS1 are aware of the main church festivals and the significance of important days and special places.
190. At KS2, pupils realise that Christianity is the main religion in Wales and they can talk about some of the features of the Christian's life and describe a religious service effectively. They can explain the difference between the Old Testament and New Testament.
191. A large number of KS2 pupils understand the purpose of prayer and compose effective, purposeful prayers for different occasions.
192. Their awareness of different places of worship is very good and they can discuss and compare the features of the buildings.
193. Pupils are familiar with some of the other religions in the world. They recognise and are familiar with stories from these religions and compare them with understanding. They have an outstanding knowledge of the festivals of the Jewish religion and can discuss them with enthusiasm. They compare these festivals with Christian ones, displaying sound understanding.
194. When working on the Ten Commandments they express clear viewpoints when discussing the purpose of rules, and they devise rules that are relevant to their own lives.
195. Pupils have an appropriate knowledge of saints and philanthropists and understand about the significance of pilgrimage to believers.

196. They discuss humanitarian ideas with understanding, expressing opinions clearly. They develop a better understanding of meaning and the significance of caring for our world and the creatures living in it. This work is an exceptional feature.

Shortcomings

197. KS1 pupils' knowledge of religions apart from Christianity is undeveloped.
198. There are no significant shortcomings at KS2.

School's response to the inspection

The staff and governors of Ysgol Gymuned Carreglefn, in studying the findings of the inspection, are pleased to note that the report is fair, positive and constructive. The governing body and staff appreciate the professional, courteous manner in which the inspection was conducted. The judgment of the inspectors is similar to that of the school on the key questions in the self-evaluation document.

The inspection was a developmental process, consisting of a professional and fruitful dialogue. Opportunity was provided to present the required evidence, to confirm viewpoints and to express views on specific aspects. This opportunity was taken to display all of the school's qualities. It is felt that the involvement of the nominee in the inspection process was extremely valuable.

The inspection acknowledged a substantial number of positive elements. It was noted that pupils' standards in lessons are much higher than the targets of the Welsh Assembly Government and that pupils achieve the targets set for them. The high quality of teaching is recognized, deservedly in view of our teachers' commitment and skills. Also highlighted was the good progress pupils make in both key stages in their personal, social and moral development, and that these developments are promoted by their learning experiences.

There are a substantial number of aspects where we have attained good standards, and we feel as a school that we can now aim at developing further. We also take pride in the fact that some aspects have attained very good standards.

We agree that some aspects are in need of improvement, such as raising standards of history in KS1, developing curriculum coordinators' responsibilities and reinforcing the school's monitoring and self-evaluation role. We are confident that we can work on the report's recommendations and, in successfully achieving this, will aim at a wider objective that will challenge us to attain higher standards.

At Ysgol Carreglefn there is a true feeling of pride in all that we do. The inspection enabled the school to look closely at all aspects of our life and work, and the preparation of the self-evaluation report was a positive process as we noted all the school's achievements to date. The inspection has reinforced our strengths and has clearly noted the areas where we can develop further, so that the school can achieve its full potential.

Appendix A

Basic information about the school

Name of school	Ysgol Gymuned Carreglefn
School type	Community
Age-range of pupils	3 ¹ / ₂ to 11 years
Address of school	Carreglefn AMLWCH Ynys Môn
Post-code	LL68 0PH
Telephone number	01407 710508

Headteacher	Mr Gwyn Fleming
Date of appointment	September 2001
Chair of Governors / Appropriate authority	Mr Elfed Roberts
Registered Inspector	Len Jones
Dates of inspection	3 – 5 October 2005

Appendix B

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	2.5	2	4	6	7	8	3	5	35

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	1	2.2

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole School
Spring 2004	94.9%	not known	not known	96.8%
Summer 2004	96.4%	not known	not known	94.3%
Autumn 2004	92.1%	not known	not known	95.5%

Percentage of pupils entitled to free school meals	20%
Number of pupils excluded during 12 months prior to inspection	-

Appendix C

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2004	Number of pupils in Y2	6
As the number of pupils eligible for assessment at the end of Key Stage 1 was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	67%	In Wales	80%

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

National Curriculum Assessment Results End of Key Stage 2:

National Curriculum Assessment KS2 Results 2004	Number of pupils in Y6	5
As the number of pupils eligible for assessment at the end of Key Stage 2 in was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
By Teacher Assessment		By Test	
In the school	80%	In the school	-
In Wales	80%	In Wales	-

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

Appendix D

Evidence base for the inspection

- The inspection was carried out by a team of three inspectors who were present in the school for six 'inspector days'.
- Pre-inspection meetings were held with the parents, where there were six parents present, and with the governing body, to discuss the life and work of the school.
- A total of 13 parent questionnaires were returned and carefully analysed.
- Discussions were held with the head and teaching staff.
- The school documentation was examined.
- 18 lessons or parts of lessons were inspected.
- Samples of pupils' work from each year group were examined.
- A cross-section of pupils was heard reading at both key stages.
- Discussions were held with pupils about aspects of school life and about their work.
- Pupil behaviour was observed during break times, lunch hour and at the beginning and end of the school sessions.
- The inspectors attended services.
- Post-inspection meetings were held with the staff and with the governing body.

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities
Len Jones (Registered Inspector)	Context Summary and recommendations Key questions 1, 5, 6 and 7 English, Design and Technology, History
Rhianwen Huws-Roberts (Professional Inspector)	Key questions 2, 3 and 4 Contributing to key question 1 Provision for children under five, Mathematics, Religious Education
William Owen (Lay Inspector)	Contributing to key questions 1, 3, 4 and 7
Gwyn Pleming	School nominee

Contractor Cwmni CYNNAL
Technology Unit
Bridge Street
Llangefni
Anglesey
LL77 7HL

Acknowledgement

The inspection team would like to thank the governors, staff and pupils of Ysgol y Fro for their co-operation throughout the inspection.

SUMMARY REPORT FOR PARENTS

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

**Ysgol Gymuned Carreglefn
Carreglefn
AMLWCH
Ynys Môn
LL68 0PH**

School Number: 660 / 2141

Date of Inspection: 3 - 5 October 2005

by

**Len Jones
(W264/16360)**

Date: 5 December 2005

Under Estyn contract number: T/007/05P

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Ysgol Gymuned Carreglefn 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 Gymuned Carreglefn took place between 3 - 5 October, 2005. An independent team of inspectors, led by Mr Len Jones, Registered Inspector, undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

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

Year groups and key stages

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

Context

The nature of the provider

1. Ysgol Gymuned Carreglefn is a rural school in the north of Anglesey, which serves the village and surrounding area. In addition, a small number of pupils come from a wider area. Children are accepted into school at the start of the term before their fourth birthday. During the inspection there were 35 full-time pupils between 4 - 11 years on the school roll, together with five nursery age children, who attend in the mornings.
2. Pupils attending the school are considered to be from backgrounds that are neither advantaged or disadvantaged. 20% of the pupils are entitled to free school meals, a percentage that is slightly higher than the county and national figures. The pupils at school at present represent the full range of ability. 17% of the pupils have special educational needs, including two who have a statement.
3. Pupils are taught in two classes and 2.2 teachers are employed. 45% of the pupils come from homes where Welsh is the main language spoken, but about 75% of them speak Welsh to first language standard.
4. The school has been a Community School since 1996.
5. The school was last inspected in October, 1999.
6. The present head was appointed in September 2001.

School Priorities and Targets

7. The school's priorities and targets for 2005 - 06 include:
 - Prepare to implement the requirements of the new Foundation Stage;
 - Develop pupils' work in English poetry;
 - Organise and implement the non-contact time requirements for teachers;
 - Further develop extra-curricular provision.

Summary

8. In four of the key questions, the inspection team's findings correspond to the school's judgement in the self-evaluation report. They differ from the school's judgement in three of them.

Table of the grades awarded

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

Standards

9. Standards of achievement in the lessons inspected are as follows:

Pupils' Standards of Achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	18%	69%	13%	-	-

10. The standards of pupils in lessons are higher than the Welsh Assembly Government all-Wales targets, which are that 95% of lessons are satisfactory (Grade 3) or better and 75% are good (Grade 2) or better.
11. The general quality of the educational provision for children under five is appropriate for their needs, and children make good progress towards the Desirable Outcomes for Children's Learning.

Early Years

Language, literacy and communication	Grade 3
Personal and social development	Grade 2
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Creative development	Grade 3
Physical development	Grade 2

12. In Key Stages 1 and 2 in the subjects inspected, standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
English	-	2
Mathematics	2	2
Design and Technology	2	1
History	3	2
Religious Education	2	1

13. Children under five make generally good progress, and pupils at both key stages make good progress, towards attaining the targets set by the school. Pupils with special educational needs make good progress.
14. On the whole, the key skills of children under five develop satisfactorily; they listen well and their skills in speaking, reading and writing are satisfactory. So, too, are their information and communication technology (ICT) skills. Their numeracy skills develop well.
15. The communication skills and numeracy skills of pupils develop well as they undertake varied aspects of the curriculum in both key stages. Pupils' ICT skills are satisfactory at KS1, whilst they are extremely good at KS2.
16. Children under five make every effort to use Welsh in their activities. At Key Stages 1 and 2, pupils make good progress in their bilingual skills and they take advantage of experiences that have been planned deliberately to develop both languages from an early age.
17. Pupils show good creative skills, more specifically when handling ICT at Key Stage 2.
18. At the end of Key Stage 1 in 2005, the attainment of pupils was higher than the national average in Welsh, but lower in mathematics and science. When comparing with the results of schools with a similar percentage of pupils entitled to free school meals, the attainments of pupils are in the highest quartile in Welsh, but in the lowest quartile in mathematics and science.
19. At the end of Key Stage 2 in 2005, the attainment of pupils in the core subjects of the National Curriculum compares favourably with the national averages in Welsh and mathematics, but is slightly lower in English and science. Compared to the results of schools with a similar percentage of pupils entitled to free school meals, pupils' results were higher than the median in Welsh and mathematics, but lower than the median in English and science.
20. Pupils make good progress in developing towards their potential from stage to stage, and they respond well to all new challenges in the work. Increasingly as they mature, they can be self-critical, considering how to improve aspects of their work.

21. Pupils respond generally well to activities, displaying interest in their work and good commitment to their tasks.
22. Standards of behaviour across all ages are especially good. Pupils consistently show courtesy and respect towards others.
23. Attendance levels across the school are good, with an average of over 95% for the full school year before the inspection. Pupils arrive in school punctually and the school day also runs punctually.
24. Pupils take very good advantage of the opportunities given them to work independently, responding in a mature way to the trust shown in them. They demonstrate considerable ability to co-operate and to help each other when undertaking curricular tasks.
25. Pupils at both key stages make very good progress in their personal, social and moral development. They show care for each other and respect the beliefs and traditions of other people.
26. Pupils' awareness of the world of work is very good. By visiting specific locations and through taking advantage of discussions with visitors who represent industries, they develop a good awareness of the world of work. The recent venture with the daily Fruit Shop in the school, which gives them responsibility for 'ordering, buying and selling', enables them to appreciate the core elements of the business world.

Quality of education and training

27. The quality of teaching in the lessons observed is as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
18%	64%	18%	-	-

28. The quality of teaching in lessons is higher than the Welsh Assembly Government all-Wales targets, which are that 95% of lessons are satisfactory or better (Grade 3) and 75% are good or better (Grade 2).
29. Teachers have a very good working relationship with the pupils and provide them with constant support. They ensure that pupils of all abilities are included in class discussions. Pupils have every opportunity to offer comments and to respond to questions. Appropriate use is made of different teaching strategies.
30. The bilingual proficiency of pupils is fostered effectively.

31. Teachers have a good knowledge of the subjects they teach and of the Desirable Outcomes for Children's Learning for the under fives and they plan their lessons effectively. However, in history the weekly planning does not always reflect the long term plans.
32. The good and exceptional features of lessons include clear planning and effective revision, excellent tasks that encourage pupils to make decisions for themselves and good use of the interactive whiteboard.
33. The most common shortcomings in the satisfactory teaching include tasks that are inappropriate for the age and development of pupils, insufficiently specific use of classroom assistants and lack of support for some more reserved pupils.
34. The progress of children under five is assessed and recorded appropriately, apart from one of the areas of learning.
35. At Key Stage 1 and 2, the school has a specific timetable for assessing the NC subjects and religious education. All subjects are assessed regularly and effectively.
36. The assessments for children with SEN meet the statutory requirements. Teachers know the pupils well.
37. Pupils' work is marked regularly but, at times, there are no comments that provide guidance for pupils in order to improve standards.
38. The annual reports for parents conform to the statutory requirements. They provide a clear picture of the achievements and skills of pupils in every subject, although not all parents are happy with the electronic method of selecting comments.
39. The whole-school schemes of work provide clear guidelines for teaching pupils. However, there are some planned activities that are not appropriate for children under five.
40. The personal and social education of pupils is developed effectively through aspects of the curriculum and in specific learning sessions.
41. The culture of Wales is given an appropriate place in school activities, within the curriculum and in the general ethos.
42. The school promotes good links with the world of work, and organising enterprises such as the daily fruit shop contributes well to pupils' awareness of the business world.
43. Effective policies are evidence of the school's commitment to promotion of equal opportunity in all aspects of its work. In addition, appropriate procedures are in place to promote the welfare, health and safety of pupils, including an awareness of the systems for child protection.

44. The quality of the support provided for pupils is exceptionally good, and all children, from the youngest to the eldest, are happy in school.
45. Parents provide very good support for the school, and this is reflected in the nature of the responses to the questionnaires that were distributed to them.
46. The school gives pupils a voice in school activities and the School Council is an effective instrument that fosters responsibility and maturity.
47. The school has an effective system for promotion of pupil attendance and for informing parents of the expectations.
48. The quality of provision for pupils with Special Educational Needs (SEN) is good. The needs of pupils are analysed early and exceptionally good support is organised for them.

Leadership and management

49. The head provides conscientious leadership, and inspires effective co-operation amongst staff, the governing body and parents, in order to provide purposeful direction for the school's work.
50. Day to day management of the school is effective.
51. The school is enthusiastically committed to a number of national initiatives, such as the Healthy School and the Eco School initiatives, and to fostering an awareness of worldwide citizenship and sustainable developments.
52. The head has appropriate knowledge about the school's performance, mainly with regard to national comparators and benchmarks. However, the cross-school monitoring procedure, such as the responsibility of subject co-ordinators, is not adequate.
53. Members of the governing body have a clear commitment to the school, and they fulfil their statutory duties well. However, there are no sound, consistent arrangements to enable them to monitor the curriculum and the quality of the educational provision.
54. The School Development Plan is concise and purposeful, and to a large extent has been effectively linked to the self-evaluation system.
55. The number of teaching staff and assistants is generous for the number of pupils, and they fulfil their responsibilities effectively.
56. There are sufficient resources for teaching pupils and these are used effectively and efficiently. However, there is a lack of purpose-produced resources for children under five.

57. School resources are managed very well by the head and the governing body, ensuring good value for money.
58. The school has made very good progress in response to the issues raised in the 1999 report.

Recommendations

In order to develop further, the school needs to:

- R1. raise standards in history at Key Stage 1;
- R2. further develop the responsibilities of curricular co-ordinators by allocating responsibilities to individuals; *
- R3. strengthen the monitoring and self-evaluation role of the governing body;
- R4. eliminate the shortcomings identified in the teaching deemed to be satisfactory.

* This issue is already in the school development plans.

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.

The inspection team would like to thank the governors, head teacher, staff and pupils, for their co-operation and courtesy throughout the inspection.