

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

**YSGOL GYNRADD DINAS MAWDDWY
DINAS MAWDDWY
MACHYNLLETH
POWYS
SY20 9LN**

School Number: 661/ 2187

Date of Inspection: 18-20 May 2004

By

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Registered Inspector W219/78991

Date: 21 July 2004

Under Estyn contract number T/238/03P

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CURRICULUM NOMENCLATURE AND KEY STAGES

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

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

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

Key Stage(KS) 1 of the national curriculum consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

GRADE DESCRIPTIONS

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

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

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1. CONTEXT

The school and its priorities

The school is located in the village of Dinas Mawddwy on the A470 between Glantwymyn and Dolgellau and is maintained by Gwynedd Local Education Authority (LEA).

The majority of pupils come from the village and its rural hinterland and it is described as an area that is neither prosperous nor economically disadvantaged.

Over recent years, there has been a reduction in pupil numbers and there are currently 26 pupils on the school register.

Welsh is the main medium of teaching, and some 73% of pupils come from homes where Welsh is the main spoken language. No applications have been received for free school meals for some years and five pupils are on the register of special educational needs (SEN), including one who has a statutory statement of SEN.

In addition to the school's overall aims and objectives that appear in the prospectus, specific priorities have been set for the period 2003-06, namely: English Reading and Spelling, Mental Mathematics, Science, Teaching, Review of Schemes of Work, Performance Management, Self-Evaluation, Assessment and Creating a Healthy School.

The school was last inspected in 1998.

2. MAIN FINDINGS

The main findings of the report

- The overall quality of educational provision for the under-fives is appropriate to their needs. Standards in the six areas of learning are as follows:

Language, literacy and communication skills	Good
Personal and Social Development	Good
Mathematical Development	Very good
Knowledge and Understanding of the World	Good
Physical Development	Very good
Creative Development	Good

- In Key Stage (KS) 1 and KS2, pupils' standards of achievement in the different subjects of the National Curriculum (NC) and religious education are as follows:

	KS1	KS2
Welsh	Very good	Very good
English	-----	Good

Mathematics	Very good	Very good
Science	Good	Good
Design and technology	Very good	Very good
Information technology	Good	Good
History	Good	Good
Geography	Good	Good
Art	Good	Good
Music	Very good	Very good
Physical education	Very good	Good
Religious education	Good	Good

- Standards of achievement in the NC subjects were good or better in all lessons observed, and were very good in 36%.
- In the key skills across the curriculum, standards are very good in listening, speaking and reading in Welsh and in listening and reading in English in KS2. They are good in writing in both languages, speaking in English in KS2, numeracy and information and communications technology (ICT).
- Pupils' moral, social and cultural development is very good and their spiritual development is good.
- Pupils' behaviour and attitudes are very good. The mature and committed attitude of the older pupils in particular has a positive impact on their learning.
- Levels of attendance at the school are good. Across the last three full terms levels of attendance were 95%. Standards of punctuality are very good.
- The quality of teaching was very good in 28% of lessons observed by inspectors; it was good in 52% and satisfactory in 20%. No instances of unsatisfactory teaching were seen and evidence of very good teaching was seen across all classes.
- It was adjudged that the quality of assessment, recording and reporting is satisfactory. The school has a good policy and clear and detailed guidelines in relation to the methods and procedures used for assessment, together with a termly timetable for assessing elements of the core and foundation subjects. Currently, the school is in the early stages of implementing these arrangements, and the opportunities for assessing pupils' progress are not recorded with sufficient regularity in the mid and short-term plans. As a result, the assessment is not able to impact sufficiently on the subsequent planning.
- The quality of curriculum organisation is satisfactory. The curriculum provided is based on a range of learning experiences and conforms to the requirements of the Desirable Outcomes, the NC and the Agreed Syllabus for religious education. The school has schemes of work for all NC subjects and religious education, but the quality of guidance they provide is varied.

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- The school makes very good provision for support, guidance and pupils' welfare. All members of staff at the school know their pupils particularly well and they work conscientiously to safeguard their well-being. They deal with any problems that arise with great sensitivity and wisdom.
 - The provision for pupils with special educational needs is very good and the policy and procedures conform fully to the requirements of the Code of Practice. Pupils who experience difficulties are identified at an early stage so as to provide them with the best possible education. The inputs by the part-time teachers who support SEN pupils are very effective.
 - The partnership with parents and community, schools and other institutions is very good. The school benefits from the expertise and dedication of parents who contribute to the provision in areas such as ICT and swimming. In addition, they make an important contribution in the contexts of educational visits and building improvements.
 - The partnership with industry is good. Curricular projects are considerably enhanced as a result of the close links that have been developed with various businesses and organisations such as the Llanberis Slate Museum, AMGEN in Machynlleth and Cwm Orthin Quarry.
 - The quality of self-evaluation and planning for improvement is good. The school operates a number of appropriate systems and procedures to evaluate its performance across all aspects of the life of the school, and it strives to identify its strengths and shortcomings in a Whole School Review.
 - All members of staff are aware that their role in relation to self-evaluation is an important one and there is evidence of the way in which staff have identified areas for development and have contributed to improvement, as in the case of mental mathematics. However, the school acknowledges that the link between teachers' subject responsibilities and planning for improvement is not always as formal as it should be.
 - The quality of leadership and efficiency at the school is good. There is a caring and homely ethos at the school that is promoted by the care shown by the staff and the very good inter-relationships that exist. All this creates a very special setting and atmosphere for their learning. Although the headteacher has been in post for just two full terms, she has brought a real sense of purpose and direction to the school and she has high expectations. She provides clear and sound leadership.
 - All members of staff work together well as a team and they are very conscientious. Currently, subject responsibilities are in the main shared between teachers on a key stage by key stage basis. However, the roles of the co-ordinators have to date not been defined with sufficient clarity.
 - The quality of staffing, accommodation and learning resources is good. Staff contribute well to the life of the school and good use is made of the expertise of peripatetic and part-time teachers. The learning environment is colourful and welcoming, and it is considerably enhanced by highly attractive displays of pupils' work. However, there is no secure lock on the gate to the tank that provides gas for the heating system and access to the yard is inadequately regulated. In addition, the mini bus that transports pupils currently has to drive into the yard to turn around. This matter was noted in the school's most recent risk assessment.

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- Any person with disabilities can gain unhindered access into and about the school, and plans are in hand to provide designated disabled toilet facilities.
 - The school has made good progress in developing the key issues identified for action in the last inspection in 1998.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards achieved in subjects and areas of learning

Across the school, standards of achievement in all NC subjects and religious education were good or better in all lessons observed, and were very good in 36%.

- The standards of achievement of the under-fives are good in each of the six areas of learning, with the exception of their mathematical development and their physical development where standards are very good.
- In KS1, standards are very good in mathematics, Welsh, design and technology, music and physical education. Standards in science, information technology, history, geography, art and religious education are good.
- In KS2, standards are very good in mathematics, Welsh, design and technology and music. Standards in English, science, information technology, history, geography, art, physical education and religious education are good.
- In each year since 2001, the numbers of pupils taking part in the NC assessments at the end of KS1 have been fewer than five. As a result the results are not published.
- In KS2, results since 2001 have been consistently higher than national and county averages. In 2003 almost 86% of pupils attained Level 4 (L4) or above in each of the core subjects, almost 13% higher than county averages and some 15% above national averages. The pattern was very similar in 2002 and 2001.
- Although the numbers of pupils taking part in the NC assessments in KS2 over the last three years were somewhat small to be able to make a meaningful comparison in relation to the performance of boys and girls, their results were very similar and suggest that there is no pattern of gender-based under-performance.

3.2 Standards achieved in key skills across the curriculum

Standards in key skills across the curriculum are good in listening, speaking and reading Welsh throughout the school, and in listening and reading in English in KS2. They are good in writing in both languages, in oral English in KS2, numeracy and ICT.

- The under-fives achieve very good standards in the use of their early numeracy skills across the six areas of learning. Standards are good in the use of their early literacy skills and the progress they make in the development of their ICT skills is also good.
- In both key stages, pupils listen well in their lessons across the curriculum. They speak confidently and fluently when discussing a range of subjects, and are happy to do so in whole-class or small group settings. Standards of speaking are very good in Welsh and are good in English in KS2.
- Across both key stages and in both languages, the pupils read confidently and with appropriate expression. Standards are very good.

- Pupils' writing skills are developing well and they write for a range of purposes across the curriculum. However, there are examples of pupils in KS2 who do not give the required attention to elements such as spelling and punctuation in their work.
- In KS1 and in KS2, pupils' numeracy skills are good in a range of situations, and the use of mental mathematics is often very good.
- Pupils in both key stages make good progress in the application of their ICT skills across the curriculum.

4. ETHOS OF THE SCHOOL

4.1 Pupils' spiritual, moral, social and cultural development

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

- The sound principles and values that are expressed in the aims of the school are apparent in the daily life of the school. They are promoted to very good effect by the headteacher and the other members of staff at the school.
- The arrangements for whole-school collective worship, meet the requirements. The morning assemblies make an important contribution to the promotion of pupils' moral, social and cultural development. Although these assemblies exude a devotional atmosphere, the opportunities that pupils receive to contribute and for quiet reflection vary, and are at time insufficient.
- Pupils' moral development is nurtured to very good effect and pupils have a particular understanding of the difference between good and bad. They show respect for property, and during discussions they are able to clearly convey their understanding of what is fair and just.
- They learn to contribute towards the support of others less fortunate than themselves through local and national charities such as Hope House and *Operation Christmas Child*.
- The school exudes an ethos of great care towards its pupils, who come to school eager to contribute and to learn. A happy, stable and caring environment is provided for all pupils.
- The school is an integral element of the local community and plays an important part in the social and cultural life of Dinas Mawddwy. The curriculum provides regular opportunities for pupils to develop a very good understanding of Welsh culture and heritage.
- Pupils have a very good awareness of other cultures and they understand their responsibilities as members of a global family. This is promoted on a daily basis in the morning assemblies and within the personal and social education (PSE) curriculum and religious education. They come to know about the work of agencies such as Christian Aid, the Fair Trade scheme, the Wales Goodwill Message to the World and about the importance of acting in a way that safeguards resources for future generations.

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- The school is proactive in its attitude towards racial equality, with the result that pupils are tolerant and fair in their dealings with everyone, regardless of race, background or difficulties.

4.2 Behaviour and attitudes

Pupils' behaviour and attitudes are very good.

- The school has appropriately high expectations of pupil behaviour and sound policies and procedures have been established to this end. They are implemented smoothly and in a highly effective manner.
- The mature and committed attitude displayed by pupils has a positive impact on their learning. This is particularly apparent amongst the older pupils.
- There are very good inter-relationships amongst pupils and no signs of bullying or aggressive behaviour were seen during the inspection.
- Pupils show respect and courtesy towards staff and visitors to the school.
- All this makes a very good contribution towards the school's inclusive ethos.

4.3 Attendance

Levels of attendance are good.

- Over the last three full terms, levels of attendance at the school have been 95%.
- The registers are completed and administered correctly and they fully meet the statutory requirements of the Welsh Assembly Government (WAG).
- Levels of attendance amongst the under-fives are good and are a fair reflection of whole-school levels.
- Good attendance and punctuality are promoted by school policies and procedures, and are monitored. Parents have a good understanding of the system and the school benefits from their willing co-operation.
- Punctuality at the school is very good, which allows the school to get off to a prompt and punctual start.

5. QUALITY OF EDUCATION

5.1 Teaching

It was adjudged that the standards of teaching were very good in 28% of lessons observed by inspectors, good in 52% and satisfactory in 20%. Evidence of very good teaching was seen across all classes and no instances of unsatisfactory teaching were seen.

The inter-relationships between teachers and pupils are particularly good, and where the teaching is good or very good:

- teachers' preparation is thorough and appropriate differentiation is made for the range of age and ability;
- pupils are well organised for the session, be it in whole-class or group form or in pairs of individual pupils;
- lesson aims are made known to pupils at the beginning of the lesson and are summarised at the end;
- the presentation is lively and stimulates pupils;
- the pace of the lesson is appropriate and teachers' expectations are high;
- there is an appropriate balance between teachers' inputs and pupils' contributions;
- the teachers encourage pupils to become independent learners, through open-ended questions and by encouraging the pupils to develop curiosity towards their own work;
- very good use is made of resources such as the interactive whiteboard.

In the very few lessons where teaching was adjudged to be satisfactory:

- presentations are somewhat lengthy and there is a tendency for the lesson to be over-directed rather than giving the opportunities to offer extended responses;
- momentum is lost when pupils have to wait their turn for certain activities.

5.2 Assessment, recording and reporting

The quality of assessment, recording and reporting is satisfactory.

- The school has a good policy and clear and detailed guidelines in relation to the methods and procedures used for assessment, together with a termly timetable for assessing elements of the core and foundation subjects. Currently, the school is in the early stages of implementing these arrangements in their entirety.
- The under-fives are assessed in accordance with LEA procedures. Appropriate booklets are used to keep records.
- A range of standardised tests is used, including reading tests, to measure pupils' progress throughout both key stages.

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- Across the school, the opportunities for assessing pupils' progress are not recorded with sufficient regularity in the mid and short term plans. As a result, the assessment is not able to impact sufficiently on the subsequent planning.
 - Setting targets for individual pupils is becoming a more conspicuous feature of the work of the school. Personal targets are set in some of the pupils' workbooks as part of their efforts to improve the quality of their work. The school has also begun recently to track the progress of individual pupils from year to year on the basis of NC levels in core and foundation subjects.
 - The arrangements for assessing pupils with SEN are good and good use is made of the information gained in order to set targets in their Individual Education Plans (IEPs).
 - Pupils' work is marked regularly, with the constructive comments made helping pupils to make further progress.
 - Parents are invited to school twice a year to discuss their children's work and a written report is sent to them at the end of the summer term. In addition to this an open evening is arranged to give them the opportunity to examine the work undertaken. The door is always open to discuss any concerns that parents may have.
 - The reports produced for the under-fives are appropriate and they meet the requirements of the Desirable Outcomes, as do the reports for KS1 and KS2 pupils. However, the school has indicated its intention to re-consider the use made of the bank of ideas on pupils' progress currently used to complete reports.

5.3 Curriculum

The quality of curriculum organisation is satisfactory. The school provides a curriculum that is based on a range of learning experiences and that conforms to the requirements of the Desirable Outcomes, the NC and the Agreed Syllabus for religious education.

- The curriculum for the under-fives is appropriate and promotes the Desirable Outcomes. Balanced coverage is given to the six areas of learning, but the schemes of work do not always provide sufficient detail to enable them to be a wholly effective tool to guide the teaching.
- The school has schemes of work for all NC subjects and religious education, but the quality of the guidance they offer is varied.
- The contents of the mid and short-term plans lack the required consistency. They contain little reference to assessment opportunities and the coverage of the Programmes of Study and the general requirements of the NC is uneven.
- All subjects are taught for appropriate periods of time and there is a very good emphasis on the Cwricwlwm Cymreig in a range of subjects across both key stages.
- Homework is set regularly and pupils and their parents are clear as to the expectations made of them. The work builds on what pupils have already achieved in the classroom.

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- Pupils take part in a considerable number of extra-curricular activities.
 - Appropriate use is made of educational visits to support pupils' learning and visitors are invited into school on a regular basis. This enhances pupils' educational and social experiences.
 - Pupils' PSE is promoted effectively through the curricular provision, including Circle Time.
 - The quality of provision for pupils with SEN is very good.
 - The school effectively promotes bilingualism, beginning at an early age with the nursery children.

5.4 Support, guidance and pupils' welfare

The school makes very good provision for support, guidance and pupils' welfare.

- All members of staff at the school know their pupils particularly well and they work conscientiously to safeguard their well-being. They deal with any problems that arise with great sensitivity and wisdom.
- Pupils relate well to each other and this is clearly apparent as they work and play together happily. They feel safe and that they are valued in school.
- Appropriate emphasis is placed on equal opportunities and social inclusion in all school activities.
- Staff at the school are aware of county and national procedures in relation to child protection.
- Sex education is taught in accordance with the policy agreed by the governing body.
- Two members of staff at the school possess First Aid qualifications.
- Pupils are very well supervised during break periods.
- Fire drills are held each term, and an annual risk assessment is also conducted of the buildings and site.

5.5 Provision for pupils with Special Educational Needs (SEN)

The provision for pupils with SEN is very good.

- The school's policy and procedures for pupils with SEN conform fully to the Code of Practice.
- Pupils who experience difficulties are identified at an early stage in order to secure the best possible provision. Meticulous records are kept by the SEN co-ordinator, who maintains close contact with teachers and other staff, visitors and parents in relation to matters relevant to pupils with special needs.

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- A teacher is employed for a period of one morning per week to provide additional 1:1 support for three pupils and for the rest of the morning to provide support for smaller groups. She prepares with great thoroughness for the session and uses a range of strategies to assist the pupils. In addition, a specialist teacher, under a county contract, attends for an hour a week to provide additional support for one pupil. These inputs make an important contribution to pupils' progress.
 - Pupils' progress is carefully monitored and a note is made of any difficulties so that they can be targeted in subsequent sessions.
 - IEPs are produced for pupils on the school's SEN register, following discussions between teachers, the SEN co-ordinator and the peripatetic teachers. They contain appropriate targets and activities, and identify the resources linked to the plan. They are regularly reviewed and the information is shared with parents.
 - The provision for the pupil with a statement of SEN conforms to requirements and annual review meetings are held, to which the relevant agencies are invited.
 - Pupils with SEN are in the main fully integrated into mainstream classes. Where pupils have profound difficulties, good quality additional support is provided and the curriculum is modified for their needs. Good use is made of specialists such as the occupational therapist who provides clear guidance and advice for the school.
 - There are close links between the school and a range of external agencies, including the LEA, and a member of staff from the secondary school visits each year to prepare in good time for the transfer of pupils at the end of KS2.

5.6 Partnerships with parents and community, schools and other institutions

The partnerships with parents and community, schools and other institutions are very good.

- It is clear from the pre-inspection meetings, the questionnaires and the contributions made by parents to the life of the school that this is a very sound partnership. The school benefits from the expertise and dedication of parents who contribute to the provision in areas such as ICT and swimming. They are also free to contribute in a variety of ways to school initiatives, such as transporting pupils and building improvements. They respond well to these opportunities and appreciate the opportunities they are given.
- The quality of the information provided for parents, in the form of reports, the school prospectus, meetings and letters, including a termly calendar of activities, is very good. There is a Home School Agreement, which serves as an appropriate model and has been signed by parents.
- The Friends of the School is an enthusiastic body, comprising not only of parents and teachers, but also members of the community who show an interest in the life of the school. It is an organisation that works hard to support the school, by raising funds and organising a range of social activities and events throughout the year.
- Pupils contribute very well to the life of the local community, through concerts, celebration services, the *Eisteddfod Fach*, and strong links with local churches and chapels. This extends their appreciation of the cultural community of which they are a

part, and the community in turn also provides valuable support for the school and considers it to be one of the most important institutions in the locality.

- There are good partnerships with other local primary schools, although geographical distance and the boundary with a neighbouring authority make this difficult. The partnership with the secondary school, Ysgol y Gader in Dolgellau, is very good and there are effective pastoral and curricular links for the transfer of pupils at the end of their time in primary school.
- The support of the LEA and its officers is good, and this makes a valuable contribution to the life of the school. Other organisations, such as Merched y Wawr, the Community Council, the Police and the National Park, are part of this supportive partnership.
- Students from the secondary sector, together with Coleg Meirion Dwyfor, spend periods of work experience at the school. There are no recent instances of prospective teachers spending periods on teaching practice at the school.

5.7 Partnership with industry

The partnership with industry is good.

- There is a clear policy and structure for this partnership, which is developing well. Curricular projects are considerably enhanced as a result of the close links that have been developed with various businesses and organisations such as the Llanberis Slate Museum, AMGEN in Machynlleth and Cwm Orthin Quarry.
- The school has a tradition of operating a savings bank, the administration of which, including the collection of money and contact with the bank, is the responsibility of pupils. They produce, price and sell goods through their 'company' at the school, as well as being responsible for buying and selling at the summer and winter fairs.

6. MANAGEMENT

6.1 Quality of self-evaluation and planning for improvement

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

- The school operates a number of appropriate systems and procedures to evaluate its performance across all aspects of the life of the school, and it strives to identify its strengths and shortcomings in a Whole School Review.
- The school has suitable criteria for evaluating its success in the various elements of its work and in the curriculum subjects. There is also evidence that teachers visit each other's classes in order to monitor the quality of teaching.
- The views and opinions of staff and pupils are given regular consideration as part of the self-evaluation system, and the governing body makes an important contribution through their termly visits and meetings.

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- Pupils' attainments are carefully analysed at the end of both key stages against national data, identifying any patterns that may appear in the results over a three-year period. In this respect, valuable support is provided by the LEA link adviser.
 - All members of staff are aware that their role in relation to self-evaluation is an important one and there is evidence of the way in which staff have identified areas for development and have contributed to improvement, as in the case of mental mathematics. However, the school acknowledges that the link between teachers' subject responsibilities and planning for improvement is not always as formal as it should be.
 - The school has a well-prepared and comprehensive School Development Plan (SDP) that identifies appropriate priorities for the future, based on an evaluation of the success of the previous plan. It contains several key details in relation to funding and the timescale for priorities, together with detailed information about the proposed developments and improvements.
 - The school operates an effective system for setting practical targets for each pupil at the school, which are discussed with the pupils and their parents. In addition, there is an appropriate system for setting quantitative targets for the school's performance in the core subjects over the next three years.

6.2 Leadership and efficiency

The quality of leadership and efficiency at the school is good.

- There is a caring and homely ethos at the school that is promoted by the care shown by the staff and the very good inter-relationships that exist. All of this creates a very special setting and atmosphere for their learning.
- The school has a clear statement of its aims and objectives together with a good range of management and curricular policies.
- Although the headteacher has been in post for just two full terms, she has brought a real sense of purpose and direction to the school and has high expectations. She provides clear and sound leadership.
- All members of staff work together well as a team and they are very conscientious. Currently, subject responsibilities are in the main shared between teachers on a key stage by key stage basis. However, the roles of the co-ordinators have to date not been defined with sufficient clarity.
- The governing body is highly supportive of the work of the school and are very proud of its success. They make regular visits to see the school at work and the various members have specific responsibilities.
- The school budget is managed appropriately by the headteacher and governing body with the support of the LEA. The finance sub-committee has a good awareness of the financial situation, and decisions on expenditure are closely linked to the priorities identified in the SDP.
- The administrative arrangements at the school are appropriate and the daily procedures are in place. The school day is run effectively.
- The school fulfils the requirements in relation to teaching time as well as statutory requirements such as the prospectus and the annual report of the governing body.

6.3 Staffing, accommodation and learning resources

The quality of staffing, accommodation and learning resources is good.

- The staffing levels are adequate and the teachers are suitably qualified for the classes they teach.
- Good use is made of the expertise of teachers to teach music and design and technology across both key stages.
- The staff update their knowledge and skills through continuing professional development. Teachers have attended a range of training courses and the classroom assistant who plays a key role in the provision for the pupil with profound needs also receives opportunities for professional development.
- Peripatetic teachers visit the school each week to provide instrumental tuition for individual pupils and to improve the Welsh language skills of latecomers. These arrangements work well and the pupils respond very positively to them.
- The support staff make a good contribution to the life and work of the school.
- The learning environment is colourful and welcoming, and is considerably enhanced by highly attractive displays of pupils' work.
- There is a good supply of resources to provide for and support curricular requirements.
- The accommodation is adequate for the numbers of pupils on the register, although space is somewhat restricted for practical activities in one of the classrooms. Effective use is made of the space available, including the hall for certain tasks.
- The buildings and site are well maintained. However, because of the lack of a secure lock on the gate, there is easy access to the tank that provides gas for the heating system.
- There is good emphasis on pupils' safety inside the building and access points are managed in such a way as to prevent unauthorised access. However, the site is not completely secure, as there is easy access to the yard. In addition, the mini bus that transports pupils currently has to drive into the yard to turn around. This matter was noted in the school's most recent risk assessment.
- Although any disabled person is able to gain easy access into and around the school, there are currently no designated disabled toilet facilities. Plans are in hand to correct this shortcoming.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

The overall quality of provision for the under-fives is appropriate to their needs and successfully promotes the Desirable Outcomes. The standards of achievement of the two nursery children who attend the school on a part-time basis in the afternoons, and the two reception age children who attend on a full-time basis, are very good in two of the six areas of learning and are good in the four remaining areas. The children are part of a class that also contains KS1 pupils.

The children's language, literacy and communication skills are good.

Good features

- The children listen attentively and enjoy listening to stories and getting to know characters as in the story *Be Nesaf?* They speak Welsh with increasing confidence and clear pronunciation. Their vocabulary and sentence patterns are developing well and the older children come to be able to read their books with accuracy. The various characters that are introduced to them within their class themes stimulate them to develop their writing skills with growing independence.

The children's personal and social development is good.

Good features

- The children have settled in quickly at school and have formed a delightful relationship with the adults and other children in the class. They show interest in what they are doing and are happy to wait their turn when talking or playing a game. They are able to concentrate for increasing periods as they work on specific tasks. They play happily during break times and their care of each other is clearly apparent.

The children's mathematical development is very good.

Good features

- The children come to be able to sort, match and arrange correctly and their awareness of shape is developing very well. They make very good progress in their number work as they come to handle, understand and write figures up to 10 and beyond. They correctly use terms such as *small, medium and large*, and are able to make correct predictions as they guess what is heaviest or lightest on the weighing scales. They know that data must be collected in order to create a simple block graph. They recognise simple pieces of coinage and have a growing understanding of chronology.

The children's knowledge and understanding of the world is good.

Good features

- The children gain considerable enjoyment from their involvement in activities such as role-play. They recognise and are able to talk about the work of various people who help us and can talk intelligently about the work of a farmer. They know about the electrical equipment that is around them and enjoy experimenting with magnets. They have a good

awareness of foods from different parts of the world, knowing which are healthy and which are not. They are able to handle the mouse skilfully and they use a range of computer programmes to support their work. They are able to differentiate between kitchen equipment past and present, and can place a series of pictures in their correct chronological order.

The children's physical development is very good.

Good features

- The children move with complete ease inside and outside the school. Their balancing skills are developed by using large equipment on the yard and they enjoy playing a range of yard games. They are able to handle items of small equipment such as pencils, scissors and paintbrushes with great dexterity. They join KS1 pupils for physical education lessons where they receive very good opportunities to develop their gymnastics skills. They respond very confidently to extended tasks.

The children's creative development is good.

Good features

- The children receive good opportunities to use a range of media and techniques. They greatly enjoy their role-play sessions and contribute to a musical composition and performance of a train journey. They are able to build vehicles out of building kits with very little assistance and receive a wide range of experiences in a range of art techniques. They made a considerable contribution to the colourful murals that adorn the classroom and corridor walls.

Shortcomings

- There are no significant shortcomings.

Welsh

Overall, pupils' standards of achievement are very good in both key stages. Standards in oracy and reading are very good, and standards in writing are good.

Good features

- In KS1, the pupils listen very well to stories and presentations. They respond appropriately to instructions and can express themselves purposefully and with increasing precision. They speak freely about their personal and curricular experiences, using a broad vocabulary. They engage to very good effect in role-play portrayals of characters in a story and when taking part in the morning services.
- Reading standards are developing very well across the key stage and ability range. At an early stage, pupils come to be able to discuss books with obvious interest and the works of authors such as T Llew Jones and Angharad Tomos immediately come to mind during questioning. The most able pupils come to read challenging books with ease and meaning, whilst others read more simpler works without difficulty. They read aloud confidently, using good vocal intonation to assist their expression.
- Pupils' writing skills are developing well. They write in a number of different forms and are able to use a variety of sentence patterns in extended pieces of work. A number of pupils spell familiar words and use punctuation correctly.

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- In KS2, pupils listen very well and respond to a variety of stimuli and situations. They are able to give clear expression to opinions and ideas during discussions and when talking to visitors. They engage in role-play, using good vocal intonation and appropriate posture as pairs of pupils take their turns to present excerpts from the story *Trên yr Wyddfa* to the rest of the class.
 - Pupils develop into enthusiastic readers. They read smoothly and meaningfully, discussing the contents of their books with understanding and expression. By the end of the key stage, the majority are able to read sizeable and challenging books with ease. They are able to discuss plot and characters, expressing opinions about their favourite books.
 - Pupils produce a wide and diverse range of written work, including autobiographies and letters, together with high quality poetry. They come to realise that language form depends on its function and intended audience. They are able to work together well in groups to correctly plot a story, paying appropriate attention to structure and continuity. They use computers to draft and re-draft their work. The majority vary their sentence patterns and make correct use of paragraphs.

Shortcomings

- In KS2, pupils' handwriting has not developed sufficiently, and as a result there is a tendency for a considerable number of pupils to present their work in a manner that fails to reach the required standards of neatness.
- There are examples of individuals in KS2 who do not pay sufficient attention to spelling and punctuation.

English

Pupils are introduced to the English curriculum in KS1, but this is not done formally until KS2. In KS2, standards of achievement are generally good. Pupils' standards of oracy and writing are good. Their reading standards are very good.

Good features

- In KS2, the majority of pupils are able to make extended contributions to various discussions and stimuli, such as the current class text *The Stray*, using appropriate, good quality vocabulary. Their listening skills are very good.
- Pupils read fluently and correctly, and with a very good level of understanding and expression. They display the ability to cast their voice and adapt their tone, pace and style as they read aloud excerpts from their reading books.
- Through the medium of class texts such as *Granny's Quilt*, *Farewell to Ireland* and *The Wreck of the Zanzibar*, pupils come to be able to write in a range of different styles, including descriptions, reports, dialogues, instructions and diaries to a good standard. They understand the difference between formal and informal language. They make regular use of similes and idioms to enhance their work.

Shortcomings

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- Pupils' handwriting in KS2 has not developed sufficiently and the spelling and punctuation of individual pupils is at times somewhat careless.

Mathematics

Standards are very good in both key stages.

Good features

- Pupils in KS1 are very comfortable with number concepts. The younger pupils in KS1 arrange a series of numbers between 1 and 10 in correct order. They come to understand the missing number, understanding and using appropriate vocabulary such as *before* and *less*. By the end of the key stage, they come to be able to correctly arrange a series of large numbers according to their value. They understand that it is the digit's position that determines its value and pupils calculate confidently up to 100, be it in units of one or in steps of five or ten.
- Their sound grasp of number bonds enables pupils to give very quick oral responses. They gain confidence in their mastery of the four rules, both orally and on paper. Pupils are very happy to discuss their work, giving brief explanations, for example, of the meaning of double numbers or halves.
- They correctly recognise items of coinage, offering a combination of pieces to create a particular amount. They make appropriate use of money in practical situations, such as giving the correct change from 20p.
- Pupils make good use of the characteristics of two-dimensional shapes when comparing and differentiating between them, such as the number of sides they have or according to their ability to roll or slide.
- KS2 pupils make obvious progress in their number work, including the use of negative numbers. Their mental mathematics responses are particularly quick and they make confident and swift use of appropriate resources such as white boards and number fans when responding to a range of number problems.
- They have a solid grasp of the geometric characteristics of a range of shapes and are able to make use their awareness of them when describing, guessing or producing shapes. The older pupils are well informed about various types of angles and are able to suggest co-ordinate lines in regular polygons.
- The older pupils realise the equivalence of fractional, decimal and percentage forms and are able to correctly transfer from one form to another.
- Pupils use and interpret information presented in a variety of methods such as graphs, diagrams and tables. They present their findings clearly.
- Pupils understand, respond to and make appropriate use of mathematical vocabulary in their daily work.

Shortcomings

- There are no significant shortcomings.

Science

Standards are good in KS1 and in KS2.

Good features

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- In KS1, pupils make effective use of their observations as a basis for prediction work, using appropriate vocabulary. Pupils exhibit considerable independence when conducting experiments, as in the case of the investigation into objects that are likely to be attracted by a magnet, and they record their findings in an orderly manner in sentence and pictorial form.
 - There is a firm awareness of scientific themes in KS1, and pupils are able to name vegetables and fruits, specify the function of a fridge and the need to keep food fresh, explain the source of light and what happens to leaves in the Autumn. They are also aware that various materials change under particular conditions.
 - Pupils are very aware of the extensive use made of electricity all around them. They know how a circuit works and realise that great care must be taken when handling and working with electricity.
 - In KS2, pupils make sensible predictions before beginning their investigations, offering a number of ideas, be it in class discussions or in small groups. They exhibit a very sound awareness of how to control variables in order to hold a fair test and of the fact that some factors may be changed but that others must remain constant.
 - Pupils are highly confident when discussing their current and recent work on forces and motion, using appropriate vocabulary such as *gravity* and *air resistance*. During experiments, they use appropriate apparatus such as force gauges to measure in newtons. Pupils discuss their scientific investigations sensibly, referring to the need to carefully check their findings.
 - They recollect previous work without any difficulty. Pupils show a good awareness of life processes and living things. They are aware of the main body parts and of the importance of healthy living. They speak confidently about the way in which the heart operates during physical exercise and when relaxing. They can explain some of the methods used by plants to distribute their seeds, such as in the wind or with the assistance of bees.
 - Pupils use appropriate scientific terminology such as reverse and conduct naturally and correctly when discussing scientific themes.
 - In both key stages, pupils make good use of a range of forms, such as graphs, to compare and record their findings, as when producing a bar graph showing the car that travels furthest on a carpet.

Shortcomings

- There are no significant shortcomings.

Design and technology

In KS1 and KS2 standards are very good.

Good features

- In KS1, pupils design carefully, noting the equipment and important factors to be remembered before starting. They persevere during the production of the various objects, reviewing sensibly at the end how improvements could be made next time.
- Over a period of time, pupils receive a good variety of experiences for specific purposes, including ‘creating’ foods such as a fruit salad or a pancake. The final work is often of very good quality, such as the handkerchiefs dyed with blackberry juice.

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- During the process of creating cars, the pupils consider various wheeled vehicles, realising that some vehicles need more or stronger wheels. They measure and cut carefully and accurately in order to ensure that the wheels move appropriately on their axles.
 - In KS2, the pupils keep the function and intended use of the product in mind during whole-class or group discussions. They prepare written designs and diagrams as the basis for production, including measurements. During the design process, pupils will have prepared various designs and will have identified the advantages and disadvantages of each design as well as noting how they could be improved next time.
 - Pupils make effective use of a range of equipment, media and materials, such as cardboard, plastic sets, wood or a combination of these to create simple, good quality mechanisms to represent the *Fairground Ride*. The models are connected to electricity or elastic bands and they work very effectively. The pupils talk very confidently about their models.
 - KS2 pupils are able to experiment with instructions and adapt them to control events, such as the series of instructions they created for traffic lights, which were effectively computer-controlled.

Shortcomings

- There are no significant shortcomings.

Information technology

Standards are good in both key stages.

Good features

- In KS1 pupils make good use of word processors, including starting the programme, selecting a font, colour and size and adding a border together with printing and saving their work.
- They are able to create a poster advertising the café and to create wallpaper containing a repetitive pattern, based on a study of the work of Laura Ashley.
- KS1 pupils develop their awareness of modelling skills such as the instructions they produced for the cursor to move in particular directions.
- In KS2, the pupils use a range of different programmes such as *Word* and *Publisher* to write letters and stories and to create posters for various purposes. They are able to make highly successful use of *Swyn Lliw* to produce good quality pictures.
- In presenting their work, they show a good awareness of the features of several programmes, as seen in their use of *Powerpoint* and clipart to produce attractive and interesting presentations.
- Pupils are very familiar with modelling work. They use spreadsheets in the context of introducing and changing prices in a shop and they talk confidently about their experiences of using *Logo* for specific tasks.
- Across both key stages, pupils make appropriate progress in the development of their ICT skills.

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- In both key stages, pupils make good use of age-appropriate ICT programmes in order to collect, store and present information in various forms, as seen in the graphs they produce to supplement their work in various aspects and subjects of the curriculum.

Shortcomings

- There are no significant shortcomings.

History

Standards of achievement are good in both key stages.

Good features

- In KS1, pupils understand the concept of old and new. They become aware of the differences between past and present, as seen in their comparative work on foods and domestic equipment from different periods.
- Pupils in KS1 place a series of objects in correct order along a timeline, and are able to offer justifications for their decisions. Some of the pupils show an increasing awareness of chronology by using appropriate terms such as *the past*.
- In both key stages, pupils' knowledge and understanding of the past are enlivened by looking at historical sources.
- Pupils' awareness of periods in history is enhanced through visits to places of particular interest such as *Celtica*. Pupils in KS2 display an increasing awareness of these first-hand experiences, using conventions that describe the passage of time, such as BC and AD.
- In KS2, pupils discuss their current work on railway pioneers such as Richard Trevithick with great confidence. They have a good awareness of primary and secondary sources, such as newspaper articles or pictures of workers.
- Pupils exhibit their sound awareness of the periods they have studied by looking at events or situations through the eyes of people from the past, such as the work they produced on the daily life of a servant or shepherd from their own standpoint.
- They speak confidently and with enjoyment and accuracy about their previous work on the Celts, the Tudor and Victorian periods, offering practical and sensible reasons why they would not wish to live in those times.

Shortcomings

- There are no significant shortcomings.

Geography

Standards are good in KS1 and in KS2.

Good features

- In KS1, pupils are very familiar with the buildings in their village and they make good use of the information they have gained to plot a safe route from the school to the park. They are able to arrange in correct order the series of pictures of the buildings they would pass along the way.
- They conduct practical studies in the village, by observing and collecting information on the most common types of vehicles that pass the school. They make good use of ICT to store and present their findings.

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- They handle simple maps and grids, and the older pupils are able to refer to specific squares when describing the location of a building.
 - In KS2, pupils are aware of the difference between villages, towns and cities. They realise that the village of Dinas Mawddwy is very different to Dolgellau, with reference to significant features such as farming and shopping. Their awareness of the reasons for these differences is developing well.
 - They come to understand maps, using keys in their own maps. They refer freely to suitable sources, such as atlases, when estimating the distance from Africa to Wales and they make increasing use of appropriate geographical terminology.
 - Pupils are well informed about Botswana and are able to discuss the differences, such as in the context of the weather, roads and housing, between life in that country and their own lives in Wales.
 - In both key stages, pupils benefit from the appropriate emphasis placed on the local dimension and on the Cwricwlwm Cymreig. They also become keenly aware of the importance of global citizenship and of their own responsibilities in relation to the future well-being of the environment.

Shortcomings

- There are no significant shortcomings.

Art

Standards of achievement are good in KS1 and in KS2.

Good features

- In both key stages, pupils have extensive experience of investigating and using a wide range of media to develop their skills and awareness of art in its various forms.
- In KS1, pupils develop good skills in their textile work as they observe the detail and technique of the designer Laura Ashley. They had particular success in transferring her unique style to their own work.
- They have produced good quality reproductions of the work by the artist Matisse - *The Snail*. Pupils pay appropriate attention to line, colour and tone in their work.
- It was seen that pupils have produced very good work in sewing, and have also displayed good stitching skills to simulate the spider's web.
- Their portraits of bikes on a silk paper background are effective and they display good cutting and gluing skills in completing their work.
- In KS2, pupils' art skills are developing well as they extend their understanding, learn new techniques and use a broader range of materials and media.
- They exhibit a good understanding of the style seen in the *Willow Pattern* plates as they prepare to produce their own. They are aware of the importance of producing the correct effect and are happy to be critical of their own work.

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- They have been particularly successful in using weaving skills when creating a piece of work that reflects the wonderful view of the surrounding landscape seen from the school.
 - They produce good quality pictures and can confidently discuss line, tone, colour, pattern, texture, shape and form, and can also apply their knowledge to their work.
 - Good quality work was seen that is based on studies of the work of artists from various periods, such as the *Sunflowers* by Van Gogh, *Pop Art* pictures by Andy Warhol and the landscapes of Peter Prendergast.
 - Overall, pupils make effective use of their sketchbooks to record and outline their ideas.

Shortcomings

- There are no significant shortcomings.

Music

Pupils' standards of achievement are very good in both key stages.

The experiences gained by some pupils are enhanced by the instrumental tuition they receive from the peripatetic teacher. Clarinet and trumpet lessons are offered.

Good features

- From the outset, pupils gain considerable enjoyment from performing, composing and evaluating music.
- The quality of singing is very good across the school. Pupils are able to sing a variety of Welsh songs as well as songs from other cultures. They produce melodious sounds, paying particularly good attention to expression, intonation and dynamics.
- In KS1, pupils come to be able to compose purposeful music in response to the stimulus of a piece of poetry on trains. They are able to follow their graphic score, making the correct sounds in the appropriate places. They greatly enjoy performing the piece.
- They recognise two pieces of music by Saint Saens as being contrasting in nature. They are able to discuss the musical elements with increasing understanding. They have a sound understanding of terms such as *largo* and *presto*.
- In KS2, it was seen from their previous work that pupils' compositional and performing skills continue to develop to a very good standard.
- Following a brief period of practice playing individual pieces of *Banua* music with their xylophones and glockenspiel, pupils were able to combine the various pieces, maintaining very good beat and time.
- They are particularly well-informed about composers from the Renaissance, Baroque, Classical and Romantic periods, as well as the works of Welsh composers such as Karl Jenkins.

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- They receive very good opportunities to listen to a variety of music from Wales and across the world.

Shortcomings

- There are no significant shortcomings.

Physical education

During the inspection, work in gymnastics and games were observed. Standards are very good in KS1 and are good in KS2.

It was seen in the schemes of work that a full programme of activities is planned for pupils during the year. This includes gymnastics lessons for KS2 pupils in the gymnasium of the catchment secondary school.

Good features

- Pupils in both key stages exhibit a good understanding of the need for appropriate warming up and cooling down exercises before and after activities.
- In KS1, pupils display good spatial awareness, together with very good body control when moving in various directions. They respond quickly and correctly to a series of instructions.
- They possess good concentration skills as they create various shapes and they work hard to refine their performances. They use correct terms to describe what they are doing.
- They are able to seamlessly fuse a range of movements, including landing safely, to very good effect. Their performances exude a high level of confidence and they are all a good example to each other.
- They have learnt how to carry equipment safely and how to lay it out in an orderly manner, with very little guidance.
- In KS2, pupils respond well to the instructions they are given as they practise their ball skills on the yard. They work safely, making good use of the space at their disposal.
- They develop good ball control, individually, in pairs and in small groups.
- They compete energetically and respect the conventions of fair play.

Shortcomings

- There are no significant shortcomings.

Religious education

Pupils' standards of achievement are good in both key stages.

Good features

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- In KS1, pupils display a good understanding of Christian values and beliefs such as sharing and helping others.
 - They are aware that the Bible is a holy book and have knowledge of its various parts, such as the Old Testament and the New Testament. They are able to recall a good number of stories about Jesus and what he achieved during his time on Earth.
 - They know about the stories relevant to the Welsh religious tradition, such as the story of Saint David and how Mari Jones obtained her Bible in Bala.
 - They have visited the local church and know about various parts of the building, the artefacts, together with the rituals performed there.
 - Through their study of Judaism, pupils display a good awareness of some of the celebrations, such as the Festival of Sukkat.
 - In KS2, pupils' written work shows a sound understanding of religious issues and concepts.
 - They begin to understand the importance of retreat and pilgrimage within the Christian and other faiths.
 - They are well informed about the events of Easter and of the significance of the symbols associated with the week.
 - They discuss astutely issues such as safeguarding our world, bullying and the temptations of the modern world.
 - They appreciate that other religions such as Sikhism and Islam have rituals and practices that are different to those of Christianity.

Shortcomings

- There are no significant shortcomings.

8. SCHOOL IMPROVEMENT

8.1 Progress since the last inspection

The school has made good progress in responding to the key issues for action identified in the last inspection.

Raise standards of achievement in English in KS2.

In the last inspection, reading standards were satisfactory and oracy and writing standards were unsatisfactory. Inspectors' main concerns were the inadequate vocabulary and paucity of expression of the majority of pupils, together with their shortcomings in spelling and writing. A number of activities and innovations were organised through the action plan to target language, with a particular focus on oral and spelling skills. Very good progress has been made and reading standards are now very good, and oral and writing standards are good.

Build on the achievements in the subjects adjudged to be satisfactory by addressing the shortcomings identified.

In the last inspection, it was adjudged that pupils' oral and writing standards in Welsh in KS1 and their reading and writing standards in Welsh in KS2 were satisfactory. In addition, it was adjudged that the following subjects were satisfactory: IT in both key stages, art in KS1, music in KS1 and KS2 and physical education in KS2.

By now, standards in each of the above are good, and pupils' standards of achievement are very good in Welsh oracy in KS1 and in reading in KS2. Music standards are also very good in both stages. The progress made has therefore been very good.

Develop the curricular role of the governing body, with particular reference to monitoring.

Members of the governing body (GB) have been given subject responsibilities and they visit the school regularly. They discuss developments within subject areas and are aware of some of the school's main curricular priorities. Curricular matters are discussed by the GB, including a review of the previous SDP.

However, the school acknowledges in its SDP and in discussions with inspectors that there is a need to further develop the role of the GB in relation to self-evaluation. Overall, the progress made is satisfactory.

Address the shortcomings in the teaching adjudged to be satisfactory – with particular reference to teaching methods for reading in KS2.

In the last inspection it was adjudged that the quality of teaching was satisfactory in half the lessons. The inspectors had drawn attention to the shortcomings in relation to teachers' presentations and instructions and within the teaching structure to KS2 pupils' reading skills in particular.

By now, the quality of teaching is satisfactory in just 20% of lessons observed and is very good in 28%. Standards of achievement and the standards of teaching in reading English have improved considerably. Good progress has been made in relation to this key issue.

Develop further the curriculum monitoring programmes and provide a more proactive role for other members of staff.

Since the last inspection, several procedures have been produced to further develop the programme of curriculum monitoring and to give the other members of staff a more active role. There are examples of progress that have emanated directly from this monitoring.

However, the school again acknowledges the need to further develop this aspect of its work, by more clearly defining the role of curriculum co-ordinators and the expectations laid before them. Overall, the progress made is therefore satisfactory.

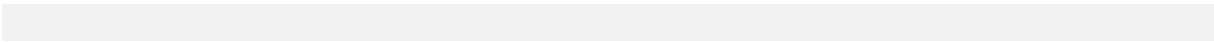
Give more opportunities for KS1 pupils to benefit from the expertise of the part-time staff.

During the last inspection, part-time teachers visited the school to assist KS2 pupils but KS1 pupils did not receive the same opportunities.

The situation has now changed considerably. Part-time teachers come to lead music and design and technology sessions in KS1 and KS2 and they make a valuable contribution to the very good standards that apply in these subjects in both key stages. The progress made since the last inspection is therefore very good.

8.2 Key issues for action

There is a need to:

- strive to maintain the very good standards that apply in some subjects, to build further on the good standards and address the shortcomings that have been identified;
 - formalise and strengthen the role of subject co-ordinators in order to facilitate the systems for self-evaluation and to secure broader subject development across the school;
 - strengthen the school's mid and short-term planning systems so as to ensure continuity and progression;
 - operate effectively the new assessment systems that have been adopted;
 - give due attention to the health and safety issues identified in the inspection.
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APPENDIX

A. Basic information about the school

Name of School	Ysgol Dinas Mawddwy
School type	Community
Age-range of pupils	3-11 years
Address of school	Dinas Mawddwy Machynlleth Powys
Post-Code	SY20 9LN
Telephone Number	(01650) 531321
Headteacher	Mrs Nia Edwards
Date of appointment	September 2003
Chair of Governors / Appropriate Authority	Mr Hedd Pugh
Registered Inspector	Mr Alun M Rees
Dates of inspection	18 May – 20 May 2004

B School data and indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	1	2	5	4	3	5	2	4	26

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	2	2.2

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	13:1
Pupil : adult (fte) ratio in nursery classes	:1
Pupil : adult (fte) ratio in special classes	:1
Average class size, excluding nursery and special classes	13
Teacher (fte) : class ratio	1:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
Term	R	KS1	KS2	Whole school
1 Summer	96%	97%	93%	95%
2 Autumn	98%	95%	97%	97%
3 Spring	96%	93%	97%	95%

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

C. Results of National Curriculum assessments.

END OF KEY STAGE 1: 2003

National Curriculum Assessment KS1 Results: 2003	Number of pupils in Y2: 3
As the number of pupils eligible for assessment at the end of Key Stage 1 was fewer than five, summary information is not included.	

END OF KEY STAGE 2: 2003

National Curriculum Assessments KS 2 Results: 2003											Number of pupils in Y6: 7			
Percentage of pupils at each level														
			D	A	N	B	W	1	2	3	4	5	6	
English	Teacher Assessment	School								14	57	29		
		National						1	6	16	45	31		
	Test/Task	School								14	57	29		
		National		2	1	1			5	12	38	40		
Welsh	Teacher Assessment	School									57	43		
		National	1				1	1	4	18	51	25		
	Task/Test	School									57	43		
		National	1	1		2			3	15	50	28		
Mathematics	Teacher Assessment	School								14	57	29		
		National							4	19	46	30		
	Task/Test	School								14	57	29		
		National		2	1				4	18	42	33		
Science	Teacher Assessment	School									57	43		
		National							2	13	49	35		
	Task/Test	School									57	43		
		National		2					1	9	48	39		

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:	85.7%	In the school:	85.7%
In Wales:	70%	In Wales:	71%

- D Excepted or disapplied under Sections 364 or 365 of the Education Act 1996.
A Pupils who have failed to register a level due to absence.
N Pupils who have failed to register a level for reasons other than absence.
B Pupils not entered for the tests because they are working outside the set levels of the tests.
W Pupils who are working towards level 1.

D. The evidence base of the inspection

- The team of three inspectors inspected work in all classes. Between them they spent six full days at the school;
- pre-inspection meetings were held with governors, staff and parents;

- a range of documentation produced by the school was examined, including examples of work by the pupils across the curriculum in the early years and the two key stages;
- twenty five lessons or sessions were observed;
- morning assemblies were attended;
- pupils were listened to reading and were questioned about their knowledge and understanding of the curriculum;
- school registers were inspected;
- discussions were held with the headteacher and school staff relating to curricular and management matters;
- minutes of governors' and staff meetings were examined as well as documents relating to the school's financial matters;
- pupils were observed as they arrived and departed from school, and during breaks;
- eight parents were present at the pre-inspection meeting and 14 (67%) questionnaires were returned;
- a post-inspection meeting was held with the staff and governing body.

E. Composition and responsibilities of the inspection team

Inspector	Type	Aspect Responsibilities	Subject Responsibilities
Mr AM Rees	RgI	1; 2; 3.1; 3.2; 5.1; 5.5; 6.1; 6.2; 8.1; 8.2	Mathematics; science; design and technology; information technology; history; geography.
Mr D M Cray	Team	4.1; 5.2; 5.3; 5.4; 6.3;	The early years; Welsh; English; art; music; physical education; religious education.
Mr W Owen	Lay	4.2; 4.3; 5.6; 5.7	

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.

A SUMMARY FOR PARENTS ON THE INSPECTION OF YSGOL DINAS MAWDDWY

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Ysgol Dinas Mawddwy was inspected as part of a national programme of school inspection. The purpose is to identify strengths and weaknesses 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 children's schools. 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 Dinas Mawddwy took place between 18-20 May 2004. It was undertaken by an independent team of three inspectors, led by Mr Alun Rees. The inspection was commissioned by Estyn, a department of central government.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the efficiency with which financial resources were used and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

Name of School	Ysgol Dinas Mawddwy
School type	Community
Age-range of pupils	3-11 years
Address of school	Dinas Mawddwy Machynlleth Powys
Post-Code	SY20 9LN
Telephone Number	(01650) 531321
Headteacher	Mrs Nia Edwards
Date of appointment	September 2003
Chair of Governors / Appropriate Authority	Mr Hedd Pugh
Registered Inspector	Mr Alun M Rees
Dates of inspection	18 May – 20 May 2004

Context

The school is located in the village of Dinas Mawddwy on the A470 between Glantwymyn and Dolgellau and is maintained by Gwynedd Local Education Authority (LEA).

The majority of pupils come from the village and its rural hinterland and it is described as an area that is neither prosperous nor economically disadvantaged.

Over recent years, there has been a reduction in pupil numbers and there are currently 26 pupils on the school register.

Welsh is the main medium of teaching, and some 73% of pupils come from homes where Welsh is the main spoken language. No applications have been received for free school meals for some years and five pupils are on the register of special educational needs (SEN), including one who has a statutory statement of SEN.

In addition to the school's overall aims and objectives that appear in the prospectus, specific priorities have been set for the period 2003-06, namely: English Reading and Spelling, Mental Mathematics, Science, Teaching, Review of Schemes of Work, Performance Management, Self-Evaluation, Assessment and Creating a Healthy School.

The school was last inspected in 1998.

The main findings of the report

- The overall quality of educational provision for the under-fives is appropriate to their needs. Standards in the six areas of learning are as follows:

Language, literacy and communication skills	Good
Personal and Social Development	Good
Mathematical Development	Very good
Knowledge and Understanding of the World	Good
Physical Development	Very good
Creative Development	Good

- In Key Stage (KS) 1 and KS2, pupils' standards of achievement in the different subjects of the National Curriculum (NC) and religious education are as follows:

	KS1	KS2
Welsh	Very good	Very good
English	-----	Good
Mathematics	Very good	Very good
Science	Good	Good
Design and technology	Very good	Very good
Information technology	Good	Good
History	Good	Good
Geography	Good	Good
Art	Good	Good
Music	Very good	Very good

Physical education	Very good	Good
Religious education	Good	Good

- Standards of achievement in the NC subjects were good or better in all lessons observed, and were very good in 36%.
- In the key skills across the curriculum, standards are very good in listening, speaking and reading in Welsh and in listening and reading in English in KS2. They are good in writing in both languages, speaking in English in KS2, numeracy and information and communications technology (ICT).
- Pupils' moral, social and cultural development is very good and their spiritual development is good.
- Pupils' behaviour and attitudes are very good. The mature and committed attitude of the older pupils in particular has a positive impact on their learning.
- Levels of attendance at the school are good. Across the last three full terms levels of attendance were 95%. Standards of punctuality are very good.
- The quality of teaching was very good in 28% of lessons observed by inspectors; it was good in 52% and satisfactory in 20%. No instances of unsatisfactory teaching were seen and evidence of very good teaching was seen across all classes.
- It was adjudged that the quality of assessment, recording and reporting is satisfactory. The school has a good policy and clear and detailed guidelines in relation to the methods and procedures used for assessment, together with a termly timetable for assessing elements of the core and foundation subjects. Currently, the school is in the early stages of implementing these arrangements, and the opportunities for assessing pupils' progress are not recorded with sufficient regularity in the mid and short-term plans. As a result, the assessment is not able to impact sufficiently on the subsequent planning.
- The quality of curriculum organisation is satisfactory. The curriculum provided is based on a range of learning experiences and conforms to the requirements of the Desirable Outcomes, the NC and the Agreed Syllabus for religious education. The school has schemes of work for all NC subjects and religious education, but the quality of guidance they provide is varied.
- The school makes very good provision for support, guidance and pupils' welfare. All members of staff at the school know their pupils particularly well and they work conscientiously to safeguard their well-being. They deal with any problems that arise with great sensitivity and wisdom.
- The provision for pupils with special educational needs is very good and the policy and procedures conform fully to the requirements of the Code of Practice. Pupils who experience difficulties are identified at an early stage so as to provide them with the best possible education. The inputs by the part-time teachers who support SEN pupils are very effective.

- The partnership with parents and community, schools and other institutions is very good. The school benefits from the expertise and dedication of parents who contribute to the provision in areas such as ICT and swimming. In addition, they make an important contribution in the contexts of educational visits and building improvements.
- The partnership with industry is good. Curricular projects are considerably enhanced as a result of the close links that have been developed with various businesses and organisations such as the Llanberis Slate Museum, AMGEN in Machynlleth and Cwm Orthin Quarry.
- The quality of self-evaluation and planning for improvement is good. The school operates a number of appropriate systems and procedures to evaluate its performance across all aspects of the life of the school, and it strives to identify its strengths and shortcomings in a Whole School Review.
- All members of staff are aware that their role in relation to self-evaluation is an important one and there is evidence of the way in which staff have identified areas for development and have contributed to improvement, as in the case of mental mathematics. However, the school acknowledges that the link between teachers' subject responsibilities and planning for improvement is not always as formal as it should be.
- The quality of leadership and efficiency at the school is good. There is a caring and homely ethos at the school that is promoted by the care shown by the staff and the very good inter-relationships that exist. All this creates a very special setting and atmosphere for their learning. Although the headteacher has been in post for just two full terms, she has brought a real sense of purpose and direction to the school and she has high expectations. She provides clear and sound leadership.
- All members of staff work together well as a team and they are very conscientious. Currently, subject responsibilities are in the main shared between teachers on a key stage by key stage basis. However, the roles of the co-ordinators have to date not been defined with sufficient clarity.
- The quality of staffing, accommodation and learning resources is good. Staff contribute well to the life of the school and good use is made of the expertise of peripatetic and part-time teachers. The learning environment is colourful and welcoming, and it is considerably enhanced by highly attractive displays of pupils' work. However, there is no secure lock on the gate to the tank that provides gas for the heating system and access to the yard is inadequately regulated. In addition, the mini bus that transports pupils currently has to drive into the yard to turn around. This matter was noted in the school's most recent risk assessment.
- Any person with disabilities can gain unhindered access into and about the school, and plans are in hand to provide designated disabled toilet facilities.
- The school has made good progress in developing the key issues identified for action in the last inspection in 1998.

Key issues for action.

There is a need to:

- strive to maintain the very good standards that apply in some subjects, to build further on the good standards and address the shortcomings that have been identified;
- formalise and strengthen the role of subject co-ordinators in order to facilitate the systems for self-evaluation and to secure broader subject development across the school;
- strengthen the school's mid and short-term planning systems so as to ensure continuity and progression;
- operate effectively the new assessment systems that have been adopted;
- give due attention to the health and safety issues identified in the inspection.

The governing body is responsible for drawing up an action plan within 40 working days (or 45 working days where a translation is necessary) of receiving the report, showing what the school is going to do about the issues. This action plan, or a 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.