

**REPORT**

**on the**

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

**YSGOL DOLGELLAU  
FFORDD PENYCEFN  
DOLGELLAU  
GWYNEDD  
LL40 2YW**

School Number: 661/3041

Date of Inspection: 23 – 26 June 2003

**By**

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Registered Inspector W241/79113

Under Estyn contract number: T/139/02P

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## **CURRICULUM NOMENCLATURE AND KEY STAGES**

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

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

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

Key stage 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 shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

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## **1. CONTEXT**

### **The school and its priorities**

Ysgol Dolgellau, a voluntary controlled Church in Wales school, is situated on the northern outskirts of the town. The primary school is the result of an amalgamation of the neighbouring infants' and junior schools in 1991. Both buildings, which are on sites separated by a main road, remain in use and are in generally good condition.

There were 172 pupils on roll at the time of the inspection, including seven children of nursery age who attend in the mornings. Eight pupils attend a unit for pupils with special educational needs (SEN) which is located in the junior building; it serves a number of area schools and is funded by the local education authority.

The school has seen a marked drop in its pupil population since the last inspection when the number on roll was 215. This is attributed to several factors, including a general decrease in the size of families and family migration in search of work elsewhere. The school draws its pupils mainly from Dolgellau itself with a small number coming from villages round about. The catchment is described by the school as neither prosperous nor economically disadvantaged and pupils represent the full ability range. About a tenth of the pupils are entitled to free school meals and 55 (32%) are identified as having SEN, including six with a statement of SEN. Only about 20% of the pupils come from homes where Welsh is the predominant language, down 5% from the figure in 1997.

The school provides a clear statement of its main aims and objectives. As a church school it seeks to provide a high standard of education within a Christian environment, whilst at the same time developing pupils' appreciation of and tolerance towards other beliefs and values. It is also its intention that when pupils leave at eleven they will be proficient in Welsh and English.

The School Development Plan (SDP) includes a review of recent developments in the school and a list of priority areas for the short and medium term. Among its current targets for improvement are aspects of work in literacy, science and information and communications technology. In addition, the school sets pupils numerical targets aimed at raising their standards of attainment in the core subjects.

The school was last inspected in the summer term of 1997. The head has been in post since September 1989.

## **2. MAIN FINDINGS**

### **The main findings of the report**

Pupils' standards of achievement were good or better in just over 70% of the sessions observed and satisfactory in the remainder.

- The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning. The standards in the six areas of learning are as follows:

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

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

	<b>KS1</b>	<b>KS2</b>
Welsh	Good	Satisfactory
English	-	Good
Mathematics	Good	Good
Science	Good	Good
Design and technology	Good	Good
Information technology	Good	Good
History	Good	Good
Geography	Good	Good
Art	Good	Very good
Music	Good	Good
Physical education	Good	Satisfactory
Religious education	Good	Good

- In KS1, standards judged to be satisfactory in almost all subjects in the previous report, and unsatisfactory in music, are now good; in KS2, the generally good standards have been maintained in all subjects except Welsh.
- In the 2002 NC assessments, the school's results in KS1, based on teacher assessment, were below national averages in Welsh, similar to the national figures in science and above in mathematics. In KS2, test results were particularly good in mathematics and on a par with the national averages in Welsh and English. Results in science were significantly below the national average, and some way below the teachers' expectations.
- In key skills across the curriculum, the under-fives achieve good standards in literacy and numeracy and in their use of information and communications technology (ICT). In KS1, standards in Welsh across the curriculum are good, and they are satisfactory in KS2. Standards in English are good in speaking and reading and satisfactory in writing. Standards in numeracy and ICT are good in both key stages.
- The quality of teaching was good in just under 65% of the sessions observed, very good in nine per cent and satisfactory in the remainder. Lesson planning is of good quality and whole-class presentations are for the most part brisk and clear. The content of lessons is appropriate and teachers ensure a good balance between class, group and individual work.

In some classes the presentations are sometimes over long and in some lessons, particularly Welsh lessons in KS2, teachers tend to be content with short verbal responses from the majority of their pupils.

- Pupils participate in a daily act of worship (as the school is voluntary controlled, a report on the pupils' spiritual development will be issued separately) and their moral, social and cultural development is good. Pupils are taught the difference between right and wrong and good use is made of the school council, 'circle time' and the buddy system to develop pupils' personal and social skills. In accordance with its policy on anti-racism, pupils are made aware of the diversity of cultures and beliefs and of the value of differences as well as similarities; their response is invariably positive.
- The school promotes pupils' bilingualism in Welsh and English well and the provision and planning of the Cwricwlwm Cymreig are good.
- Pupils' behaviour and attitudes are good.
- The quality of assessment is satisfactory and that of recording and reporting is good. An assessment policy and appropriate procedures are in place and most teachers respond regularly to pupils' work. However, the quality of marking is not consistently high in all classes.
- With the exception of physical education, where pupils are not provided with tuition in swimming, the curriculum is suitably broad and balanced. Subject schemes of work are at least satisfactory and in many cases good and teachers' short and medium term plans are detailed and clear. Pupils benefit from a number of extra-curricular activities, including team games.
- The quality of provision for pupils with SEN is good and they make sound progress and achieve good standards overall. Pupils in the unit are making very good progress.
- The school's partnership with parents and community, schools and other institutions is good; partnership with industry is satisfactory.
- The quality of self-evaluation and planning for improvement is satisfactory with some good features. The school has a number of procedures in place to improve the quality of the provision, and some aspects such as target-setting and analyses of pupils' performance in the NC assessments are undertaken well. However, the monitoring and evaluation of various whole-school strategies, particularly aspects that impinge directly on teaching and learning to ensure that they are applied effectively in all classes, are not as well developed.
- Overall the school is well managed and its budget is administered efficiently. The headteacher is experienced and administers the school effectively from day to day. He has strengthened the links between the school and the parents and has recently introduced procedures designed to ensure that the infants' and junior sections of the school work more closely together.
- Subject co-ordinators undertake most aspects of their work conscientiously and efficiently; however, their monitoring role has not been developed sufficiently.

- The school has responded to all the key issues identified in the 1997 inspection report and in most cases there have been clear improvements. In one or two cases, further improvements are necessary.

### **3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS**

#### **3.1 Standards achieved in subjects and areas of learning**

Standards of achievement were judged to be good in 67% of the sessions observed, very good in four per cent and satisfactory in 29%.

- The under-fives achieve good standards in all six areas of learning.
- In KS1, in the core subjects, pupils' standards of achievement are good in Welsh, mathematics and science. In KS2, pupils' listening standards are good and they achieve satisfactory standards in speaking, reading and writing in Welsh. In English, standards in speaking and reading are good and they are satisfactory in writing. Standards are good in mathematics and science in both key stages.
- In the non-core subjects, pupils' standards of achievement in KS1 are good in all the subjects. In KS2, standards are satisfactory in physical education, very good in art and good in all the other subjects.
- Apart from Welsh and English where the girls perform better overall than the boys, there is no marked difference in achievement between them. Pupils with SEN make good progress and achieve good standards in their language work.
- In the 2002 NC assessments, the school's results in KS1, based on teacher assessment, were below national averages in Welsh, similar to the national figures in science and above in mathematics. None of the boys gained a level 3 in Welsh or science.
- In KS2, test results were particularly good in mathematics and on a par with the national averages in Welsh and English. Results in science were significantly below the national average, and some way below the teachers' expectations. Apart from mathematics where the results were broadly similar, the girls performed markedly better than the boys in the other core subjects; this was particularly the case in science. The school's results in Welsh, English and mathematics compare at least satisfactorily with those in similar schools in Wales.

#### **3.2 Standards achieved in key skills across the curriculum**

The under-fives achieve good standards in key skills across the curriculum. In KS1, standards in Welsh across the curriculum are good, and they are satisfactory in KS2. Standards in English are good in speaking and reading and satisfactory in writing. Standards in numeracy and ICT are good in both key stages.

- Pupils across the school listen well in lessons. They are attentive to teachers' presentations and other pupils' contributions.
- The under-fives make good progress in applying their developing skills of literacy and numeracy and their use of ICT within and across the six areas of learning.
- In KS1, pupils achieve good standards in speaking, reading and writing in Welsh. In KS2, pupils' speaking and reading skills across the curriculum are satisfactory in Welsh and good in English. Although some pupils are reticent, for the most part they readily answer questions and often provide relevant and fairly extended comments in both languages. At times, a lack of accuracy impedes pupils' ability to talk and read well in Welsh. They use books and other texts proficiently as sources of information and pleasure. Their ability to discuss and share ideas and opinions co-operatively is developing well in English and satisfactorily in Welsh.
- Writing standards in KS2 are satisfactory in Welsh and English. There is an over dependency in some subjects on worksheets that inhibit independent writing. About a third of the pupils consistently produce good pieces of descriptive and factual writing to support their learning in different subjects of the curriculum, but weaknesses in spelling and syntax impairs the work of a substantial number of the others.
- In KS1 and KS2, numeracy skills are translated well into several curriculum areas. Pupils produce frequency charts, handle data, use graphs and undertake various other measurement activities in subjects such as science, geography and design and technology.
- Good use is made of ICT across the curriculum including word processing of a variety of written work, data handling and graphical representations in mathematics, and the use of the Internet to develop the skills of research.
- Standards achieved in key skills across the curriculum by pupils with SEN are good in language and ICT and satisfactory in numeracy.

## **4. ETHOS OF THE SCHOOL**

### **4.1 Pupils' spiritual, moral, social and cultural development**

As the school is voluntary controlled, inspection of pupils' spiritual development was undertaken and reported on separately. Pupils' moral, social and cultural development is good.

- The school meets statutory requirements to provide a daily act of collective worship and pupils are given good opportunities in these, and in some lessons, to reflect.
- The school promotes sound moral values; it has clear aims reflecting a caring and respectful ethos. Pupils demonstrate a good understanding of right and wrong and they realise the need to respect and interact with others whatever their background and race.

Pupils know why prejudices are harmful and that diversity should be valued. They partake in fund-raising events to support good causes and charities.

- Pupils' social awareness is promoted well. The under-fives get along well with one another and enjoy interacting with adults. In the infants' and junior classes, the quality of relationships between pupils and teachers and among pupils themselves is good. Pupils collaborate well in pairs and in groups and are good at sharing resources and ideas with one another. The school council, with representatives from Y3 to Y6, and the 'buddy' system, are successful in promoting an understanding of responsibility and co-operation. Pupils' social skills are also promoted through extra-curricular activities and the close links with members of the local community.
- The Welsh language and Welsh culture have a prominent place in the life and work of the school. The Welsh dimension of the curriculum is promoted positively, particularly the work of Welsh authors and artists, and pupils participate in an annual eisteddfod and Urdd activities. Pupils have a good understanding of other cultures gained mainly through work in subjects such as English, geography, history and religious education.

## **4.2 Behaviour and attitudes**

The behaviour and attitudes of pupils are good in the early years and across both key stages. .

- The school's behaviour policy is of good quality and all school staff are consistent in their approach to behaviour management.
- Pupils are courteous to one another and all members of the school community. They also demonstrate care for the school environment.
- Pupils' attitudes to learning are good and impact positively on their educational experiences and standards of achievement.
- There are sound procedures for handling any instances of bullying or aggressive behaviour, none of which was seen during the inspection.

## **4.3 Attendance**

Pupils' rates of attendance are good overall.

- The school's arrangements for registration conform fully to the statutory requirements.
- Effective use is made of a computer system to record and analyse attendance for whole school reports and pupils' individual files.
- With the co-operation of parents, the school is able to keep unauthorised absences at a very low level.
- The attendance levels of the under-fives reflect those of the whole school.
- Punctuality at the beginning of the day and for lessons is good.

## **5. QUALITY OF EDUCATION**

### **5.1 Teaching**

The quality of teaching was good in 63% of the sessions inspected, very good in nine per cent and satisfactory in 28%.

- Teachers have good knowledge of the subjects they teach and of Desirable Outcomes and the six areas of learning for the under-fives.
- Teaching in the nursery and reception class is well planned and delivered. The children are provided with a range of learning experiences enabling them to make good progress in all areas.
- In KS1 and KS2, where teaching is good, teachers have clear aims for each session which are explained to pupils, and the content of lessons is carefully planned.
- Whole-school presentations are for the most part brisk and clear.
- Teachers ensure a good balance between class, group and individual work and they make effective use of available resources.
- Classes are, without exception, very well managed and pupils are praised for both effort and achievement.
- Where teaching is satisfactory, the presentations are too long and aspects of the work are over directed by the teacher.
- In some lessons, particularly Welsh lessons in KS2, teachers tend to be content with short verbal responses from the majority of their pupils.

### **5.2 Assessment, recording and reporting**

The quality of assessment is satisfactory, and that of recording and reporting is good.

- The school's policy on assessment and recording sets clear guidelines on the procedures to be adopted.
- Baseline assessments are conducted on the under-fives in accordance with the LEA's procedures. Appropriate use is made of the results to identify at an early stage the pupils who have specific needs.
- Assessment in the nursery and reception class is integrated into everyday activities and imparts appropriately upon the planning process.
- In KS1 and KS2, teachers keep careful records of pupils' progress in both core and foundation subjects. The booklets used also record the next steps in the learning process for three ability levels. Overall, this provides teachers with useful information about their pupils, but insufficient attention is given to the next steps in some classes.

- Most teachers respond regularly to pupils' work. There are examples of very effective marking where comments are linked to the aims of the tasks and advice is given on how to improve performance, but the quality of marking is not consistently high in all classes.
- The school conforms to the statutory requirements for pupils with SEN and suitable assessments of their needs are provided, together with individual education plans.
- The school produces portfolios in most subject areas. They include examples of pupils' work for the three ability levels and give a good indication of pupils' attainments across the school. However, the examples are insufficiently annotated and are not levelled in accordance with NC levels.
- The quality and usefulness of reports to parents are good. They provide helpful information about their children's academic and other achievements and set future targets for pupils.

### **5.3 Curriculum**

The quality of the curriculum is good in the early years and in KS1; it is satisfactory in KS2.

- The curriculum for the under-fives is based on the Desirable Outcomes for Children's Learning and the six areas of learning are carefully planned.
- In KS1 and KS2, the curriculum includes the NC subjects and religious education and on the whole a reasonable amount of time is allocated to each one. However, the school does not provide pupils with lessons in swimming and thereby fails to meet NC requirements for physical education. Planning of key skills across the curriculum is appropriate.
- Subject schemes of work are at least satisfactory and in many cases good and teachers' short and medium term plans are detailed and clear.
- The school promotes pupils' bilingualism in Welsh and English well and, by the time they leave, most use both languages with a fair degree of confidence.
- Planning and provision of the Cwricwlwm Cymreig are good.
- Pupils are organised in seven classes. One class contains the reception and part-time nursery children. There are two separate classes for the year groups in KS1 and four separate classes for the year groups in KS2. Teachers are aware of the ability levels in their classes and succeed for the most part in setting the pupils appropriately structured tasks to match their needs.
- The school has a personal, social and health education policy, an equal opportunities policy and an anti-racism policy. In accordance with its policy on anti-racism, pupils are made aware of the diversity of cultures and beliefs and of the value of differences as well as similarities. Pupils' response is invariably positive.
- Provision for pupils with SEN is effective; all have access to the full range of learning experiences.

- The school has a homework policy and in some classes pupils are set homework regularly. However, in response to a question about homework on a questionnaire completed by the parents before the inspection, about a fifth expressed concern about the nature and frequency of the work given.
- Pupils benefit from a number of extra-curricular activities, including team games.

#### **5.4 Support, guidance and pupils' welfare**

The quality of support and guidance provided for the pupils is good.

- The school is an orderly and caring community in which all pupils are valued. Staff respond well to pupils' needs and they are well supervised during the day, including break times.
- The school has clear policies and procedures in place in relation to child protection and they are known to the staff.
- Appropriate emphasis is placed on equal opportunities and social inclusion within the school's programme of work and activities. Pupils' personal and social development is promoted through the curriculum, as is sex education.
- Pupils are aware of the importance of eating healthily and to be watchful of their own and others' health and safety. The school has installed three drinking water fountains for the benefit of the pupils.
- Fire drills are undertaken regularly and two members of staff are qualified in first-aid.

#### **5.5 Provision for pupils with special educational needs (SEN)**

The quality of provision for pupils with SEN is good and they make appropriate progress in their language skills. The quality of provision in the unit is very good.

- There are 55 pupils on the SEN register, including six pupils for whom a statement of SEN has been made. Two pupils are currently benefiting from an assessment on the basis of school action in the early years.
- The school follows the new Code of Practice and there is an effective policy in place providing sound guidance for the staff. There are suitable arrangements for identifying and assessing needs.
- The SEN register indicates the dates on which pupils were placed on the various stages, together with the dates of meetings with parents.
- The headteacher presents twice yearly reports to the governing body on SEN related matters and the designated link member works effectively with the school. She visits the school regularly and provides valuable voluntary support, such as listening to pupils reading.
- The support provided in the withdrawal sessions, usually to groups of four or five pupils, is good. It focuses on the pupils' needs and requirements, and a range of appropriate

strategies and resources are used to promote their learning. These pupils make good progress according to their age and abilities.

- Pupils are well integrated into mainstream classes and they are given access to a broad and balanced curriculum. Good use is made of ICT to reinforce the learning.
- The individual education plans (IEPs) are produced collectively by the teachers. Overall, they are comprehensive documents, outlining a series of small steps in order to achieve the targets.
- The school fulfils the requirements in respect of the annual reviews and any changes needed are discussed with the parents, who are generally supportive of the provision made.
- In the unit, the systems adopted to respond to the Code of Practice are very good, including assessment procedures, individual planning and working with parents to plan and review progress. These pupils make good or very good progress in listening and speaking, reading, writing and number work.
- There are effective links between the support teachers, the class teachers and the classroom assistants.

## **5.6 Partnership with parents and community, schools and other institutions**

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

- There is a regular supply of information for parents through letters, news-sheets, parents' meetings and reports. Additional opportunities exist for parents to discuss their childrens' progress or concerns, should the need arise.
- The content of the governors' annual report to parents and the prospectus meets statutory requirements.
- The home/school agreement is appropriate for a church school; about half the parents have signed it.
- A good number of parents come into the school to give in-class support, for example, listening to pupils read and helping with craft work, and they also help with extra-curricular activities such as after school clubs and school visits.
- The Parent Teacher Association is a very active body and raises significant amounts of revenue for the school funds. It also enables parents to involve themselves further in the social life of the school.
- The school has good links with the community. Its links with the local church and the Diocese are strong. The school is an important institution within the town and district of Dolgellau and the community gives it ample support. The pupils in return take a prominent part in concerts, eisteddfodau and other public events.

- The school has good relationships with other primary schools in the area. Members of staff meet professionally and pupils compete in sports and games with other schools. The arrangements for the transfer of Y6 pupils to the receiving secondary school meet educational and pastoral requirements.
- The school provides opportunities for work experience for students from secondary schools and colleges and responds positively when requested to take students on teacher training courses.
- The school has a good working relationship with the local education authority.

## **5.7 Partnership with industry**

The partnership with industry is satisfactory.

- Although the school has no policy for this partnership it has forged links with a number of local businesses and industries and some of these have had a beneficial effect on aspects of the curriculum and have added to pupils' learning experiences.
- Pupils have visited a local bakery to study the production of bread and have been to other venues to see the production of bricks and the construction of roofing spars and trusses. The knowledge gained has been used by pupils in their design and technology and science lessons.
- Pupils have taken part in projects based on visits to the Snowdonia National Park, a forestry venture and the Trawsfynydd Power Station. These have served to raise their awareness of the world of work.
- Pupils help to run a fruit shop established within the school and make decisions about the pricing and sale of its produce.
- The school has contacts with ELWa and has received sponsorship from a number of local companies.

# **6. MANAGEMENT**

## **6.1 Quality of self-evaluation and planning for improvement**

The quality of self-evaluation and planning for improvement is satisfactory with some good features.

- The school's documentation on its self-evaluation practices is of good quality and is tied into plans for development.
- The SDP sets clear priorities for development. Last year's targets are included, together with an evaluation of the progress made. The document gives insufficient consideration to issues that are intended for development in the long term.

- The present targets for improvement include raising standards in oracy, improving standards in writing in both languages, improving teachers' skills in ICT and raising pupils' understanding of research skills in aspects of science. On the whole, these are appropriate to the needs of the school. In each case, details are given regarding the person or persons responsible, the timetable for completion, the necessary resources and cost.
- The school carefully analyses its performance in the NC's assessments and sets targets to improve pupils' attainments in the tests.
- The literacy strategy document contains a careful evaluation of current needs for meeting the three language attainment targets and outlines useful methods for improvement. Some of these have had a positive effect, for example, on the quality of reading and comprehension, but a number of the requirements listed are not implemented rigorously enough in one or two classes.
- The monitoring and evaluation of various whole-school strategies, particularly aspects that impinge directly on teaching and learning to ensure that they are applied effectively in all classes, are not sufficiently developed.
- The school has responded positively to the key issues noted in the 1997 inspection report. There are clear improvements in most of them but, in one or two cases, further improvements are necessary.

## **6.2 Leadership and efficiency**

Overall the school is well managed and its budget is administered efficiently.

- The school has objectives and values which are appropriate to its status as a church school and these have a positive influence on its work and life from day to day. Its aims include a firm commitment to equality of opportunity for all.
- The headteacher is experienced and administers the school effectively from day to day. He has strengthened the links between the school and parents and has recently introduced procedures designed to ensure that the infants' and junior sections of the school, which are on separate sites, work more closely together. He monitors teachers' plans and ensures that the school documentation is of good quality.
- Subject co-ordinators undertake most aspects of their work conscientiously and efficiently. However, they do not observe lessons in their subject as part of their monitoring duties.
- The governors are supportive of the school and some members are well informed about its life and work. They give appropriate consideration to most of the school's policies and plans.
- The headteacher, finance sub-committee and the governing body co-operate effectively to manage the budget. Decisions on expenditure are usually linked to target areas identified in the SDP.

### **6.3 Staffing, accommodation and learning resources**

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

- The school is staffed by eight full-time teachers, including the head, and one part-time teacher. They are all suitably qualified. Support staff in the nursery and reception class and in both key stages work closely with the teachers and provide valuable assistance, particularly for pupils with SEN.
- The in-service training of staff (INSET) is guided by the demands of the SDP or teachers' individual development needs. Teachers provide colleagues with feedback on the INSET courses they attend.
- The school's clerical assistant and all ancillary staff make a valuable contribution to the life and work of the school.
- The accommodation on both sites is generally good and kept clean. Classrooms and corridors are bright and well maintained and colourful displays of a range of materials and artefacts provide an attractive environment in which to work.
- The school has good outdoor facilities including a sizeable grassed area on both sites.
- The school is generally well resourced with books, artefacts, hardware and software to stimulate pupils' learning.

## **7. SUBJECTS AND AREAS OF LEARNING**

### **Standards achieved by pupils**

#### **Provision for the under-fives**

The educational provision for the under-fives is appropriate and they make good progress towards the Desirable Outcomes for Children's Learning. Nursery (3-4 year old) and reception (4-5 year old) children achieve good standards in the six areas of learning.

#### **Good features**

*The standards achieved in language, literacy and communication skills are good.*

- For the most part, children of nursery age speak clearly and articulate their needs easily. They respond positively to learning Welsh. They make appropriate progress towards acquiring essential vocabulary, phrases and simple sentence patterns. Children in reception build upon their language acquisition, increasing their vocabulary, adding to and varying their sentence patterns.
- The under-fives enjoy stories and rhymes and listen with interest to their teachers and to each other. They re-tell stories with good sequencing, recalling the main features. Pupils are making good progress towards early reading. Children in nursery are beginning to

match sounds to letters, while reception age children recognise letters and read words and phrases. Able children are beginning to read independently, with developing confidence.

- Pupils at nursery practice their emergent writing skills in both formal and play situations. Reception pupils underwrite and some are beginning to write simple sentences independently.

***The children's personal and social skills are developing well.***

- Children in both nursery and reception are secure and comfortable in their environment. They are familiar with everyday routines and settle into their activities easily. They get along well with one another and enjoy interacting with adults. They socialise naturally during lunchtime and use cutlery appropriately.
- Most children maintain interest and concentration when involved in appropriate tasks. They understand the need to share equipment and tasks and tidy up co-operatively after activities.
- Most of the under-fives dress and undress themselves for physical education with minimum adult help. The nursery children understand the need to ask for help at times and do so when involved in imaginative play in the dressing up corner.

***The children's mathematical development is good.***

- Children in nursery know a variety of number songs and rhymes and join in enthusiastically. They confidently make and sort sets of objects and are beginning to know that number is a property of a set. They acquire knowledge of simple measures such as full and empty, long and short, heavy and light through their activities with water and sand.
- Reception children build upon their knowledge of number and are acquiring the mathematical language appropriate for their age. They recognise and name a number of simple shapes, for example square, triangle, rectangle and circle. They understand the use and purpose of money through their experiences in the Café corner and recognise some coins for their value. By producing a simple graph comparing and measuring their own heights, they learn the appropriate language for making comparisons.

***The standards achieved by pupils in their knowledge and understanding of the world is good.***

- The under-fives are developing a growing understanding of the passage of time. Nursery children know the sequence of their day. Reception children have studied the four seasons and can talk about the changes in the weather throughout the year. They are aware of things old and new and know of the changes that have happened within their own bodies since their infancy.
- Children in both nursery and reception enjoy new experiences and approach them with confidence and curiosity. They experiment with different materials to find out which is the most appropriate for making a raincoat. They know of the five senses and have responded well to the varied experiences of tasting, feeling, smelling, listening and seeing.

- They are able to manipulate the mouse in order to perform a range of different computer functions.
- They have knowledge of where they live and have walked through their village and produced a simple map. They name features within their village and have produced a collage to represent them. They have knowledge of some professions and what people do for us.

***The children's physical development is good***

- The under-fives are developing good gross motor skills. In the hall, nursery children show a growing control, confidence and co-ordination as they move around in different ways to music. They listen to their teacher and respond appropriately to her signals. In their outdoor physical education lesson, reception children develop a number of methods of sending and receiving large balls and they exhibit the ability to throw, bounce and catch them.
- Both nursery and reception children benefit from using a good variety of sit-and-ride and climbing equipment. They handle wheeled toys confidently within the space available.
- Children develop their hand-eye co-ordination and their fine manipulative skills as they play with and handle small apparatus and toys. They also use malleable materials for their creative work. They use scissors appropriately and are developing good pencil control.

***The children's creative development is good.***

- Children at both nursery and reception enjoy their music making. They recognise and name a variety of musical instruments and know how they are played. They use instruments to create simple sound effects for stories. They sing known songs and jingles enthusiastically.
- Children are developing a good knowledge of colour through their colour mixing experiences; they show a preference and explain their reasons. They have had experience of a wide range of materials including paint, clay and dough as they print, model and create collages.
- In the Café corner and during outdoor play, children enjoy role-playing activities and have a good range of costumes and materials.

**Shortcomings**

- Occasionally, when engaged in whole-class activities, some reception children do not take sufficient advantage of opportunities to improve their language and number skills.

## **Welsh**

Standards of achievement are good in KS1 and satisfactory in KS2.

- In KS1, pupils show increasing confidence in expressing themselves well using appropriate vocabulary to convey their ideas and opinions. They sustain concentration whilst listening to whole class presentations and they talk confidently with each other and with adults.
- Most pupils read at a level that is in keeping with their ability. In Y1 and Y2, there are a significant number of readers who read independently and read aloud to others with appropriate understanding and expression. Pupils discuss and respond well to the stories they read together.
- Pupils' writing skills are developing well. They write descriptive passages and record factual information. Most organise their ideas and have an awareness of basic punctuation. The more able pupils in Y1 and Y2 write extensively with an appropriate understanding of language conventions.
- In KS2, pupils listen well to presentations. Their active vocabulary increases and they are confident in their use of relevant terminology. They discuss aspects of their work with adults appropriately. For the most part, they are ready to ask questions and to offer comments. A small number of pupils can extend their comments confidently in class discussions.
- Pupils make satisfactory progress in their reading; the most able read with meaning and expression. In Welsh lessons and in cross-curricular work, they regularly develop their ability to read for information. Most can express opinions about events and characters in books.
- Pupils write in a range of different forms. In addition to writing stories, they can describe, express an opinion, outline processes and compose creatively. They are aware that idioms and comparisons improve their written work. The most able pupils use a variety of sentence constructions and present interesting and lively content when expressing their ideas and experiences.

## **Shortcomings**

- In KS2, pupils pay too little attention to accuracy when speaking and writing. They do not use the drafting process sufficiently to correct punctuation and spelling mistakes.
- A small number of pupils read haltingly and this impairs their ability to read meaningfully.

## **English**

Skills in English are presented gradually in KS1. In KS2, standards in listening, speaking and reading are good and standards in writing are satisfactory.

### **Good features**

- In KS1, pupils answer questions well and offer spontaneous comments when discussing their personal experiences and responding to stories. Reading skills are developing appropriately according to pupils' age and ability. They begin to communicate by writing short sentences. By Y2, a substantial number can write short stories and factual pieces to a good standard.
- In KS2, standards in speaking and listening are good. Pupils listen attentively to presentations and most are able to recall facts and knowledge presented to them previously; they confidently discuss aspects of their work with adults. In some classes, pupils communicate effectively in groups, keeping to the objectives of the task. A good number of pupils across the age ranges expand on their oral responses to questions.
- Pupils read independently at levels appropriate to their age and ability. The more confident read aloud fluently and with good expression. When faced with unfamiliar words, pupils decode accurately. Pupils are familiar with writing reviews and they make regular and effective use of other printed sources such as dictionaries and reference books. Pupils are competent in their use of the resources available in the school library.
- During the key stage, pupils write for different purposes and in a variety of forms, often making use of their developing ICT skills. They produce work of a satisfactory standard when writing letters, instructions, diaries, stories and dialogues. Older pupils are developing an appropriate knowledge of paragraphing and the most able produce coherent and extended writing, displaying imaginative content.

### **Shortcomings**

- Poor spelling and grammatical inaccuracies mar the written work of a significant number of pupils.

### **Mathematics**

Standards of achievement are good in KS1 and KS2.

#### **Good features**

- In KS1, pupils develop good numeracy skills. They are competent and confident orally in mental arithmetic.
- They are familiar with number notation, recognise number sequences and start to identify and use patterns, including odd and even numbers.
- They are confident with simple addition and subtraction and are developing good knowledge and recall of number facts. Pupils can count forwards and backwards in twos, fives and 10s up to 100 and beyond.

- Pupils recognise and name the most common two and three-dimensional shapes and they use correct mathematical terms to describe their properties.
- Y2 pupils recognise and arrange coins well to £1. They add and subtract single sums of money correctly when serving in the class shop.
- In KS2, pupils build on the skills acquired in KS1 using the four rules of number well. The majority perform mental calculations quickly and correctly in whole-class activities.
- Pupils make good use of the appropriate terminology when describing their work and explaining how they work out their answers. They appreciate the importance of estimations when working in mathematics.
- Pupils show a good understanding of the properties of three-dimensional shapes and use this knowledge effectively. Older pupils understand and can explain reflective symmetry.
- Pupils have a good understanding of decimals and fractions. Previous work demonstrates that the older pupils use formulae well to calculate perimeter and area accurately using standard units.
- Pupils' knowledge of angles and co-ordinates are developing well and are reinforced by their work in geography.
- In both key stages, good use is made of ICT to support the work.

### **Shortcomings**

There are no significant shortcomings.

### **Science**

Standards of achievement are good in KS1 and KS2.

### **Good features**

- In both key stages, pupils have good investigative skills and they successfully develop a systematic approach to their work. They make good progress in their ability to predict an answer and plan a fair test.
- In KS1, when looking at different materials, pupils develop good observational skills and they carefully record their findings. They are aware of changes in materials that are heated or frozen and know that some changes can be reversed.
- They know the difference between living and non-living things and can describe the main features of a range of objects. They know what plants need in order to survive and the various ways in which seeds are dispersed.

- Pupils have a developing knowledge of light and offer sensible answers to questions when investigating light sources and reflectors.
- In KS2, pupils make good progress in most aspects of the work and can explain a suitable range of scientific concepts. They report their findings in a variety of ways and can offer suitable explanations for their observations.
- They have a good knowledge of the human body and its organs and an increasing understanding of the relation between healthy living and healthy eating.
- Pupils' understanding of the force of gravity and of the effects of forces and friction on movement is good. Y3 pupils can explain why some objects fall to the ground faster than others.
- In their study of food chains, pupils have an increasing understanding of the parts played by the producer, predator, prey and consumer.
- By the end of KS2, pupils have a good knowledge of different habitats around the world and how plants and animals have adapted to the environment around them.

### **Shortcomings**

There are no significant shortcomings.

### **Design and technology**

Standards of achievement are good in KS1 and KS2.

### **Good features**

- In both key stages, pupils understand the importance of the design process and they use this well in planning their tasks.
- In KS1, pupils produce original designs and make a range of good quality products from a variety of materials.
- They plan and measure carefully and select and use appropriate tools and materials.
- Pupils' making skills are developing well. Younger pupils are presently working together to construct a model of the school to feature in an exhibition, and Y2 pupils make model cars with wheels and axles. They evaluate progress at different stages and consider ways in which improvements can be made.
- In KS2, pupils further develop their designing, making and evaluating skills.
- Pupils discuss their initial thoughts and consider how to develop them; they use planning sheets to record their ideas.

- In Y3, pupils show a good knowledge of mechanisms such as pulleys, gears and hydraulic systems when making tipper lorries, and pupils in Y4 prepare their designs carefully and choose appropriate materials when making and decorating hand puppets.
- In food technology, pupils use research skills well to produce a yoghurt for a special occasion or to make a tasty sandwich.
- Pupils are aware of the need for safe practices when using tools and for hygiene when handling food.
- Pupils are knowledgeable in a range of techniques and apply these and their scientific and mathematical knowledge to good effect.

### **Shortcomings**

There are no significant shortcomings.

### **Information technology**

Standards of achievement are good in KS1 and KS2.

Good features

- In both key stages, pupils' confidence in using hardware and software is developing well and it effectively supports their learning across the curriculum.
- In KS1, pupils know how to programme a sequence of commands for the Roamer to enable it to move in a planned way. They understand the importance of accuracy in giving information and instructions to a machine.
- Pupils develop their keyboard skills effectively and employ the mouse and cursor well when using different programs.
- Pupils' word processing skills are developing well and they use a prepared database to display various findings in graphic form.
- They confidently use a paint program to design and reproduce pictures.
- They enter and store information and retrieve and display what has been stored effectively.
- In KS2, pupils' word processing skills continue to develop well. They produce work in a variety of formats and they vary the font and layout of their work appropriately.
- Pupils make good use of CD ROMs and of the Internet to find information about various topics they study and they print out relevant illustrative material that they need.
- Older pupils insert images and sounds into a news-sheet depicting the story of Tryweryn.

- Pupils use the interactive white board with growing confidence and it is having a positive effect on standards.
- Pupils' ability to use electronic mail is developing well.

### **Shortcomings**

There are no significant shortcomings.

### **History**

Standards of achievement are good in KS1 and KS2.

### **Good features**

- In KS1, pupils are aware of differences between the past and present when they discuss changes in their own lives and changes to familiar places.
- They form time-lines based on the information they gather and they learn and use a range of common words and terms relating to the passage of time.
- Pupils look at photographs of kitchens in the past and compare them with those to be found in modern homes, and the older pupils know what features to look for when placing photographs of cars in their correct historical sequence.
- In KS2, the range and depth of pupils' understanding increase appropriately and their historical research skills develop correspondingly.
- In Y3, pupils' knowledge of the Second World War is developing well and they are able to recall a range of facts about it. They have a good understanding of how the experiences of the time influenced the lives of ordinary people, including the numerous evacuees who moved to Wales. They are able to empathise with the children who were caught up in such events.
- In Y4, pupils can describe the main events relating to the Roman occupation of Britain and they have a good knowledge about aspects of Roman life, including their homes and diet. They can name some of the towns established by the Romans and compare them with the type of towns existing today.
- Older pupils have a sound knowledge and understanding of local history, including the changes that have occurred over time in the town of Dolgellau.
- Pupils' knowledge of aspects of life in the Victorian age is developing well. They make good progress in their ability to distinguish between primary and secondary source material.

### **Shortcomings**

There are no significant shortcomings.

## **Geography**

Standards of achievements in KS1 and KS2 are good.

### **Good features**

- In KS1, pupils understand what a map is and can locate Wales on a map. Their awareness of the local area develops well. Good use is made of a town plan to identify physical features. They use relevant geographical terms in describing the area and refer to nearby towns and villages.
- Pupils collect data and produce a graph showing how they travel to school. They describe and give reasons for what is shown.
- By comparing a nearby seaside town to their own, pupils identify different types of human and physical features and they are beginning to understand the importance of looking after the environment.
- They have looked at the various foodstuffs available in shops and discussed from which parts of the world they have originated and what kind of transport is used to deliver them.
- Through their study of Botswana, pupils show an awareness of the main physical and human differences between Wales and a less developed country. They develop good skills in recording their findings appropriately.
- In KS2, by studying Brazil and the rainforests of the Amazon, younger pupils develop a good awareness of the influence of landscape and climate on living conditions in a country that contrasts with Wales.
- Pupils' development in mapping skills and the use of atlases increases appropriately across the key stage. They read and interpret a variety of maps, making use of symbols and key, scale, co-ordinates and grid references.
- Pupils discuss aspects of conservation, justifying their opinions in simple terms. They show an increasing awareness of the influence of human activities on the environment, especially in the context of the local area, and can discuss effectively ways of improving the environment.
- By describing how rivers change the shape of the landscape, pupils use a range of relevant geographical vocabulary, making good use of ICT to discover information and present their findings.

### **Shortcomings**

- In KS1 and KS2, pupils do not undertake enough fieldwork in order to enhance aspects of their studies.

## **Art**

Standards of achievement are good in KS1 and very good in KS2.

### **Good features**

- Pupils in both key stages develop an appreciation of art through the attractive displays of their own work and that of well known artists that are evident in the school.
- In KS1, pupils work in a suitable range of media and techniques, including paint, pencil, crayon, printing and pastels.
- Pupils develop good colour mixing skills from an early age in KS1 and they demonstrate a sound awareness of colour, tone and pattern in their work. This is evident, for example, in paintings of the sunflower in the style of Vincent van Gogh by Y1 pupils.
- Pupils in Y2 make good use of pencil, charcoal and paint to produce landscape paintings in the style of Peter Prendergast.
- In KS2, pupils are familiar with the works of a wide range of artists including Andy Warhol, Picasso, Paul Klee, Kyffin Williams and Catrin Williams, and they successfully use their techniques to produce pictures and designs of high quality.
- Pupils paint with increasing control, carefully selecting the colours they think will be most effective for the image that they are creating. Often they demonstrate perceptive observations and attention to detail.
- Pupils in Y3 and Y4 produce three dimensional work of a high standard which is displayed attractively as part of an exhibition depicting aspects of life in Celtic and Roman times.
- Pupils make good use of ICT to record visually from imagination and experience.
- Pupils evaluate their own work sensibly and from a broad perspective.

### **Shortcomings**

There are no significant shortcomings.

## **Music**

Standards of achievement in music are good in KS1 and KS2.

### **Good features**

- In KS1 and KS2, pupils know a range of songs which they sing attractively, showing varying degrees of control of their breathing, pronunciation, dynamics and pitch.

- In KS1, most pupils distinguish between long and short and high and low notes. Pupils listen attentively to music from ‘The Flight of the Bumble Bee’ and by means of a computer programme, they compose their own music to reflect the movements of various insects.
- They confidently name a variety of percussion instruments, recognise the sounds they make and relate them to sounds in the world around them. They make sensible efforts to appraise their performances.
- In KS2, pupils learn to compare different musical styles. For example, they compare modern music with traditional Welsh folk songs and they express opinions maturely, using appropriate vocabulary.
- Pupils have a good understanding of rhythm, tempo, texture and musical patterns when they appraise their own music and others', and when they play percussion instruments.
- Pupils’ class composition effectively portrays the story of ‘*Cantre’r Gwaelod*’, using voices and a wide range of tuned and untuned instruments as sources of sound. They understand the need to create the appropriate mood to match the words.
- A significant number of pupils belong to the school choir and perform in two-part harmony in school concerts and eisteddfodau. Their musical development is extended through these experiences.

### **Shortcomings**

There are no significant shortcomings.

### **Physical education**

Standards of achievement in the lessons observed were good in KS1 and satisfactory in KS2. The school does not provide pupils with swimming lessons.

### **Good features**

- In both key stages, pupils are aware of good practice and the importance of safety. They pay good attention to warming up activities at the beginning of lessons.
- KS1 pupils generally work at a brisk pace. They respond well to the teacher’s instructions and act on suggestions as to how to improve their work. They make good efforts to refine their performances.
- Pupils move lightly on their feet, make effective use of space and display increasing control over their bodies. They move in various ways in a disciplined manner.
- They practice a variety of ways of sending, receiving and travelling with the ball. They are developing well in their ability to work together and to play games fairly and safely.
- In KS2, younger pupils are developing appropriately in basic athletic skills as they practice sprinting, jumping, and ball handling. They are beginning to develop team skills.

- Older pupils increasingly develop and refine basic techniques in running in relays, throwing for distance and long jumping. They move from one activity to another easily and they are able to refine and improve the basic techniques as they proceed.
- Pupils make good use of the procedures for using and storing apparatus safely and they benefit from the good indoor and outdoor provision that is available in the school.
- The school has extra-curricular gymnastics and dance clubs. They win competitions at national level and the skills developed have a positive impact on standards.

### **Shortcomings**

- In KS2, pupils are not sufficiently adept at analysing and evaluating their own and others' performance to ensure that they perform to their full potential and make improvements to their work.

### **Religious education**

Standards of achievement are good in KS1 and KS2.

#### **Good features**

- Pupils in both key stages are making good progress in their understanding of why worship features so prominently in all religions.
- In KS1, pupils have a sound knowledge of a wide range of Bible stories and can relate them orally and in writing. After recalling the story of creation as it appears in the Old Testament, Y2 pupils sensibly discussed the 'good' and 'bad' features of the world as it is today.
- Pupils know of the importance of prayer in acts of public worship and they compose their own prayers. They are beginning to understand the symbolic meaning of baptism.
- They learn about aspects of Hinduism and can explain why adherents celebrate the festival of Diwali.
- In KS2, pupils continue their study of stories in the Bible. After listening to the story of Jesus healing the paralytic man, Y3 pupils discussed and then recorded some of the issues that emerged, such as the persistence of the friends who helped.
- In Y4, pupils can explain why visits undertaken to various locations have a religious significance for many people and they know why Muslims regard a pilgrimage to Makkah (Mecca) as particularly important to them.
- Older pupils have a good knowledge of the Jewish religion; they know the meaning of torah, menorah, kippah and mezuzah.
- Pupils visit the local church and chapels and they appreciate why such places play an important part within the life of the community.

## **Shortcomings**

There are no significant shortcomings.

# **8. SCHOOL IMPROVEMENT**

## **8.1 Progress since the last inspection**

The key issues identified in the previous inspection which was held in the summer term of 1997 were as follows:

There was a need to:

- raise standards in music in KS1 and physical education in KS2;
- achieve higher standards in the subjects judged to be satisfactory;
- review planning for the under-fives in order to comply with the Desirable Outcomes;
- develop the management responsibilities of the deputy headteacher to reflect the status of the post;
- improve the monitoring and evaluation role of subject co-ordinators;
- have clear indications in the SDP about the way improvements were to be implemented and evaluated.

The school has responded to all of these key issues and in most cases there have been clear improvements. Standards in music in KS1 are now judged to be good and those in physical education in KS2 satisfactory. Standards deemed to be satisfactory in 1997 in at least half a dozen subjects in KS1 and two subjects in KS2 are now good. Planning for the under-fives now complies fully with requirements and the deputy head has responsibility for assessment and SEN provision. However, there is still a lack of clarity about the way some areas for improvements are evaluated, and the monitoring role of the subject co-ordinators is in need of further development.

## **8.2 Key issues for action**

There is a need to:

- address the shortcomings in aspects of Welsh and physical education in KS2 where pupils' standards of achievement are satisfactory;
- ensure that marking is of consistently high quality in all classes and clearly identifies what pupils need to do to make further progress;
- continue to develop monitoring and evaluation strategies to ensure that they are effective vehicles for improving the quality of teaching and learning and moving the school forward;
- teach pupils in KS1 and/or KS2 aspects of swimming in accordance with NC requirements for physical education.

## APPENDIX

### A. Basic information about the school

Name of School	Ysgol Dolgellau
School type	Voluntary
Age -range of pupils	3-11
Address of school	Ffordd Penycefn Dolgellau Gwynedd
Post-Code	LL40 2YW
Telephone Number	01341 423034

Headteacher	Mr R G Roberts
Date of appointment	September 1989
Chair of Governors	Mr S Smithies
Registered Inspector	Mr E Lloyd Williams
Dates of inspection	June 23 – 26 2003

### 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	4	23	18	24	19	24	30	27	169

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	1	8.4

<i>Staffing information</i>	
Pupil:teacher (fte) ratio (excluding nursery and special classes)	22:1
Pupil:adult (fte) ratio in nursery classes	4:1
Pupil:adult (fte) ratio in special classes	7:1
Average class size, excluding nursery and special classes	23
Teacher (fte) : class ratio	1.1:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole School
Term 1 - Summer 2002	93.7	94.1	94.3	94.1
Term 2 - Autumn 2002	93.7	92.5	94.2	94.6
Term 3 - Spring 2003	91.6	92.6	96.2	95.3

Percentage of pupils entitled to free school meals	17%
Number of pupils excluded during 12 months prior to inspection	0

## C. Results of National Curriculum assessments and public examinations

### END OF KEY STAGE 1: 2002

National Curriculum Assessment KS1 Results: 2002			Number of pupils in Y2: 18					
Percentage of pupils at each level								
			D	W	1	2	3	4
WELSH	Teacher Assessment	School	0	0	23	65	12	0
		National	0	2	11	63	24	0
WE: Oracy	Teacher Assessment	School	0	0	29	58	13	0
		National	0	2	11	63	23	0
WE: Reading	Teacher Assessment	School	0	0	24	63	13	0
		National	0	3	17	57	22	0
WE: Writing	Teacher Assessment	School	0	0	8	79	13	0
		National	0	4	20	65	10	0
MATHEMATICS	Teacher Assessment	School	0	0	6	72	22	0
		National	0	2	9	61	26	0
SCIENCE	Teacher Assessment	School	0	0	11	78	11	0
		National	0	2	10	68	20	0

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school:	77%	In Wales:	80%

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

## END OF KEY STAGE 2: 2002

National Curriculum Assessment KS 2 Results: 2002										Number of pupils in Y6: 23			
Percentage of pupils at each level													
			D	A	N	B	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0	0	0	0	0	0	26	57	17	0
		National	0	0	0	0	0	1	6	17	46	30	0
	Test/Task	School	0	0	0	0	0	0	0	22	61	17	0
		National	0	2	1	1	0	0	5	12	41	38	0
Welsh	Teacher Assessment	School	0	0	0	0	0	0	0	26	57	17	0
		National	1	0	0	0	0	1	4	19	50	23	0
	Test/Task	School	0	0	0	0	0	0	0	26	57	17	0
		National	1	2	0	1	0	0	3	18	51	24	0
Mathematics	Teacher assessment	School	0	0	0	0	0	0	0	22	61	17	0
		National	0	0	0	0	0	1	4	19	47	28	0
	Test/Task	School	0	4	0	0	0	0	0	13	65	17	0
		National	0	2	1	1	0	0	4	19	43	30	0
Science	Teacher assessment	School	0	0	0	0	0	0	0	22	78	0	0
		National	0	0	0	0	0	0	2	13	50	33	0
	Test/Task	School	0	0	0	0	0	0	0	35	52	13	0
		National	0	2	0	0	0	0	1	10	47	38	0

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:	65%	In the school:	65%
In Wales:	70%	In Wales:	68%

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

## **D. Evidence base of the inspection**

- Three inspectors, including the lay inspector, visited the school for a total of nine inspector days.
- Fifty-eight lessons or parts of lessons were observed.
- A number of pupils, representing different ages and abilities, were heard reading. Many pupils were spoken to and asked about their attitudes to their work.
- Samples of pupils' written work and practical work in all of the subjects were examined.
- The inspectors held discussions with the teachers on a wide range of issues regarding the school's work. Consideration was given to the school's planning documents and various files and records.
- Fifteen parents attended the pre-inspection meeting and 33 questionnaires were completed.
- The inspectors held a meeting with the governing body before and after the inspection.

## **E. Composition and responsibilities of the inspection team**

Inspector	Type	Aspect Responsibilities	Subject Responsibilities
Mr E Lloyd Williams	RegI	1; 2; 3.1; 5.1; 5.3; 6.2; 6.3; 8.1; 8.2.	Mathematics; science; design and technology; information technology; history; art, religious education.
Ms L J Davies	Team	3.2; 4.3; 5.2; 5.4; 5.5; 6.1.	Early years; Welsh; English; geography, music, physical education.
Mr W Owen	Lay	4.1; 4.2; 5.6; 5.7.	

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