

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

**Ysgol Edern  
Ffordd y Rhos  
EDERN  
Pwllheli  
Gwynedd  
LL53 8YW**

**School number: 661 / 2046**

**Date of the Inspection: 17 – 18 June 2002**

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Date: 19 August, 2002  
Under ESTYN contract number - T/228/01P**

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## CURRICULUM AND KEY STAGES NOMENCLATURE

A new nomenclature to describe pupils' progress through the school was introduced in 1989. It is intended that this system of numbering year groups from the start of compulsory education until the age of 18 should facilitate communication amongst schools, governing bodies, parents and LEAs and emphasise the importance of progression.

The term "Reception" (R) refers to the year group of pupils in a primary school (not a nursery class) whose fifth birthday will occur during the academic year. "Year 1" (Y1) is used for the year group of pupils whose sixth birthday will occur during the academic year and so on until Y13 - the year group whose 18th birthday will occur during the academic year:

	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Age	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 includes Y1 and Y2; KS2 includes Y3 to Y6; KS3 includes Y7 to Y9 and KS4 includes Y10 and Y11 (the last year of compulsory education).

## GRADE DESCRIPTIONS

The following five point scale is used to represent the main opinions in the report as follows:

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

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## 1. CONTEXT

### The school and its priorities

Ysgol Edern is a small, naturally bilingual school for pupils aged 3-11 years that is maintained by Gwynedd Unitary Authority [UA]. The school is located on the outskirts of the rural village of Edern and at the present time there are 64 full-time and four part-time nursery children on the school registers. The head was appointed to her post in January 1998. The school was last inspected in June 1997.

The catchment area of the school is described as one that is neither prosperous nor economically disadvantaged. In the opinion of the school, the pupils represent the full range of ability. School numbers have increased substantially during the last three years. The equivalent of three full-time members of staff are employed.

14% of the pupils are entitled to receive free school meals, a percentage that is lower than the county and national averages. 25 of the 64 pupils are included on the Special Educational Needs [SEN] register, including three who are statemented. One pupil attends the SEN unit in a nearby school during the morning sessions, returning to his own school by lunchtime.

Welsh is the language spoken in 77% of the pupils' homes, but 94% of them speak the language to a standard equivalent to first language.

The School Development Plan [SDP] notes the following main priorities for 2002-2003:

- to modify the schemes of work so that they comply with the requirements of Curriculum 2000;
- to review all the current schemes of work;
- to evaluate teaching across the school;
- to ensure that an effective marking system is implemented in order to extend pupils' achievement;
- to ensure that effective use is made of computers throughout the school;
- to ensure that all the pupils are aware of their educational objectives.

The school aims to create an atmosphere and environment in which children can grow, develop and mature so that they become confident individuals and responsible members of society who aware of the needs of others.

## 2. MAIN FINDINGS

### Main findings of the report

- The educational provision for the children under five is appropriate and successfully promotes the desirable outcomes. Standards in the six areas of learning are as follows:

<b>AREAS OF LEARNING</b>	<b>KS1</b>
Language, literacy and communication skills	Very good
Personal and social development	Very good
Mathematical development	Good
Knowledge and understanding of the world	Very good
Physical development	Good
Creative development	Very good

- In Key Stage 1 [KS1] and KS2, the standards achieved by pupils in the various subjects are as indicated below:

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

- In KS1 and KS2, the standards achieved by pupils in the Key Skills are as indicated below:

<b>KEY SKILLS</b>	<b>KS1</b>	<b>KS2</b>
Speaking and listening	Very good	Very good
Reading	Very good	Very good
Writing	Very good	Very good
Numeracy	Good	Good
Information technology	Very good	Very good

- In the supportive and secure environment created by each of the teachers, pupils are eager to express their opinions. Without exception, they respect the opinions of their peers.
- The provision for pupils with SEN is very good.
- The SEN policy is comprehensive, has been updated recently to reflect the Revised Code of Practice, and is fully implemented in the school. The strategies used extend and challenge the more able pupils and provide support for those who experience difficulties with their work.
- The pupils' moral and social development is very good and their spiritual and cultural development is generally good.
- The school conforms with the statutory requirements by arranging a daily act of worship. The success achieved in creating an atmosphere of worship and meditation varies. Some services are memorable occasions while others, although they conform to the requirements, fail to differentiate sufficiently between a class lesson and a service.
- The curriculum and everyday life of the school provide pupils with regular opportunities to gain knowledge and enlightenment in relation to values, principles and creeds. Their ability to question and to express their opinions about such matters is a very prominent feature of the school.

- Pupils develop a very good understanding and appreciation of their cultural heritage across a range of subjects and activities as part of the Cwricwlwm Cymreig. Their awareness of other cultural traditions is more limited.
- The quality of teaching in all the lessons observed with children under five was good or better with very good standards being achieved in 27% of them. In Key Stage 1 [KS1], all the lessons seen were good or better, with very good standards being achieved in 38% of them. In Key Stage 2 [KS2], in the Y3 and Y4 class, all the lessons were good or better, with very good standards being achieved in 11% of them. In the Y5 and Y6 class, all the lessons were good or better, with very good standards being achieved in 40% of them
- Full advantage is taken of every opportunity to develop the pupils' independence, to promote their confidence and to develop their maturity.
- 
- The governing body and the head provide a very clear direction for the work of the school and the SDP is a very effective instrument for ensuring the school's progress.
- The head provides very strong leadership. She is committed to achieving high standards and leads by example. The whole staff work effectively as a team and share a sense of purpose which promotes and supports improvement.
- The school provides good value for money.
- The quality of the self-assessment arrangements is very good. The head and staff have ensured that very good progress has been made in implementing strategies to raise standards, and attention has been given to the weaknesses noted in the 1997 inspection report.

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

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

- Standards are very good in Welsh, information technology, music and religious education in KS1 and KS2 and in history in KS2.
- Standards are good in English in KS2, and in mathematics, science, geography, design and technology, art and physical education in KS1 and KS2 and in history in KS1.
- In 2001, the results of National Curriculum [NC] assessment tasks and tests in KS1 were in line with those for the Local Education Authority [LEA] and Wales. 89% of pupils achieved the Core Subject Indicator [CSI], namely attaining level 2 in Welsh, mathematics and science.
- In 2001, only a few pupils underwent the end of KS2 assessments and for this reason it is difficult to compare the results with the statistics for the county and for the whole of Wales

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

- In KS1, pupils listen intently and express their opinions and feelings with maturity. In KS2, pupils use language with considerable maturity to reason. They use a wealth of idioms, sayings and sentence constructions to enrich their oral contributions.

- In KS1, pupils use successfully a very wide variety of print-based sources for specific purposes. In KS2, they work responsibly and independently to gather information from a range of sources.
- In KS1, in response to various activities and contexts, pupils, according to their age and ability, achieve very high standards in a range of writing styles. In KS2, some pupils achieve very high standards.
- In KS1 and KS2, pupils use, develop and practise their numeracy skills well in various aspects of the work across the curriculum.
- In KS1, pupils use a variety of Information Technology [IT] hardware and software with confidence and independence to reinforce every aspect of their work. In KS2, they achieve very high standards as they work responsibly with hardware and software of many kinds to enrich every aspect of their work.

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

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

- Pupils' moral and social development are very good and their spiritual and cultural development are generally good.
- The school conforms with the statutory requirements by arranging a daily act of worship. The success achieved in creating an atmosphere of worship and meditation varies. Some services are memorable occasions while others, although they conform to the requirements, fail to differentiate sufficiently between a class lesson and a service.
- The curriculum and everyday life of the school provide pupils with regular opportunities to gain knowledge and enlightenment in relation to values, principles and creeds. Their ability to question and to express their opinions about such matters is a very prominent feature of the school.
- The school is a happy, welcoming and caring community and this is reflected in the respect and care that is evident in the pupils' relationships with each other. The head and staff promote high values and this has earned praise from the parents.
- Pupils respond with maturity when expected to assume responsibility for themselves. They also respond confidently to the responsibilities they are given. The school contributes on a regular basis to various charities.
- Pupils develop a very good understanding and appreciation of their cultural heritage across a range of subjects and activities as part of the Cwricwlwm Cymreig. Their awareness of other cultural traditions is more limited.

##### **4.2 Behaviour and attitudes**

The quality of pupils' behaviour and attitude to learning is generally very good.

- This is fostered effectively through the arrangements made to give KS2 pupils responsibility for infant department pupils.

- The pupils are extremely courteous and respectful of each other, their teachers, other staff members and people who visit the school.
- Appropriate policies and procedures have been established to promote discipline and good behaviour. The pupils understand and respect the basic rules of the school.
- All the pupils have a mature attitude to learning. The school places great esteem on good work and the pupils are proud of their achievements. The school successfully develops the pupils' ability to work independently.
- The parents support the school's procedures. A home-school contract was introduced several years ago and received a warm welcome from parents. Nevertheless, the contract has not been presented to new parents in the meantime.
- No instances of bullying, sexism, racism or other kinds of discrimination were observed during the period of the inspection. Clear strategies have been adopted for dealing with any such cases should they arise.

### **4.3 Attendance**

Attendance levels are satisfactory.

- Over the three terms preceding the inspection, the average attendance of pupils of statutory school age was 93.4%. This is satisfactory.
- Pupils are very eager to attend school and enjoy the experience.
- The school meets the statutory requirements for recording and presenting reports about attendance.
- The vast majority of parents are familiar with the school's expectations and promptly send explanations for absences. Effective use is made of the education welfare officer to ensure that all the parents are aware of their responsibilities.
- No instances of unauthorised absence have been recorded.
- The vast majority of pupils arrive at school promptly but there are some individuals who occasionally arrive late. Punctuality receives appropriate attention in the daily activities of the school.

## **5. QUALITY OF EDUCATION**

### **5.1 Quality of the teaching**

The quality of teaching in all the lessons for the children under five was good or better with very good standards being achieved in 27% of them. In KS1, all the lessons seen were good or better, with good standards being achieved in 38% of them. In KS2, in the Y3 and Y4 class all the lessons were good or better, with very good standards being achieved in 11% of them. In the Y5 and Y6 class, all the lessons were good or better, with very good standards being achieved in 40% of them.

- In general, teachers' knowledge and understanding of the requirements of the subjects they teach is good and full advantage is taken of specialist teaching in language, mathematics, science, music and physical education.
- Across the school, teachers provide pupils with very good language models. Full advantage is taken of every opportunity that arises during the school day to extend and enrich pupils' language through the use that is made of syntax, a wealth of vocabulary and terminology, spelling patterns, idioms, constructions and sayings in both languages.
- Lessons have purposive learning aims and outcomes and the teachers' planning is detailed and specific.
- The teaching builds successfully on pupils' previous experiences.
- Consistently high expectations are set for the pupils in terms of achievement and discipline.
- The school caters well for pupils' needs on the basis of their age, ability and interests. A good deal of attention is given to preparing appropriate, stimulating and differentiated tasks for individuals, pairs and groups.
- The teachers share their time effectively between groups to support, encourage or challenge pupils as appropriate. Without exception, teachers provide supportive feedback for the less able pupils and successfully challenge the more able.
- Good quality discussions are promoted across the curriculum; skilful questioning by the teachers increasingly encourages pupils to think critically and to express their opinions.
- Advantage is taken of every opportunity to develop the pupils' independence, to promote their confidence and to develop their pupils' maturity.

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

The quality of the arrangements made for assessing, recording and reporting pupils' progress is good.

- Assessment methods used in the early years are consistent and take into consideration the development of the children in the six areas of learning. Baseline assessment procedures are undertaken appropriately. The initial assessments are carried out thoroughly, thereby enabling the school to identify problems at an early stage.
- Pupils' work is marked regularly in KS1 and KS2. The consistent oral feedback provided for pupils matches their need either for additional support or for further challenge.
- In KS1 and KS2, the quality of the recording procedures is good. Detailed assessments are recorded in the core subjects every term and within a regular cycle for the foundation subjects. The assessments are used to reach agreement with individual pupils on their personal targets for improvement. The effects of this process are to be seen clearly in the carefully differentiated tasks set for pupils
- NC task and test results are analysed regularly to identify and eliminate any weaknesses in the

school's provision in the key subjects.

- Profiles of work that have been levelled on the basis of ability have been compiled for every year group. These provide valuable guidance for the teachers as they form judgements about the work of individual pupils.
- Two parents' open days are arranged during the school year to discuss pupils' progress. The parents praise these arrangements.
- The annual reports prepared for parents are of good quality and contain specific targets which promote the development of each individual pupil. The parents appreciate them.

### **5.3 Curriculum**

The curriculum is of good quality. A broad, balanced and stimulating curriculum is provided for all pupils.

- The curriculum provided for the children under five is of good quality and conforms to the requirements of the desirable outcomes in the six areas of learning.
- Clear aims are set for nursery and reception children and the detailed planning ensures that there is progression and continuity in the learning across the ability range. The activities provided are appropriate and well planned.
- In KS1 and KS2, an adequate amount of time is allocated for all the subjects of the NC and religious education.
- A substantial proportion of the curriculum is presented through a series of whole school topics which are effectively planned on a two-year basis in KS1 and on a four-year basis in KS2. Mathematics and physical education are taught separately. Detailed planning ensures that there is suitable progression and development in each subject and also contributes well to the development of the key skills across the curriculum.
- The personal and social education [PSE] of pupils is very effectively promoted.
- The curricular provision for the pupils with SEN is very good.
- The Cwricwlwm Cymreig and the promotion of the pupils' awareness of the history and traditions of their locality receive much attention.
- The curriculum is reinforced by educational visits to specific locations and by the contributions of the adults and specialists who are invited to the school. The experiences provided for pupils contribute significantly to the standard of their work, most especially in language, the humanities, religious education, physical education and art.
- A good range of other extra-curricular activities, including sports, clubs, national competitions local eisteddfodau and Urdd activities, are arranged.
- In both key stages, homework in writing and reading, mathematics and science is set regularly and occasionally pupils are required to carry out research relating to the topic being studied. In general, the quality of the homework set is good and the parents praise the arrangements.

- No pupils have been disapplied from the requirements of the NC.

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

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

- The staff know the pupils well and the pupils trust them. In addition, because of the pairing arrangements that have been made, the younger children know that they can also turn to the older pupils for assistance.
- In the supportive and secure environment created by each of the teachers, pupils are eager to express their opinions. Without exception, they respect the opinions of their peers.
- The governing body has adopted a range of management policies relating to support, guidance and pupils' welfare and these are implemented rigorously by the staff.
- Pupils are supervised carefully when they arrive and when they leave the school as well as during playtimes and the mid-day break. The parents praise the care shown by the school
- Portable electrical equipment is inspected regularly and the health and safety policy is implemented well.
- Fire practices are held regularly. The fire extinguishing equipment was inspected last year.
- The head is responsible for first aid and possesses a current qualification.
- A Child Protection Policy has been adopted and a structure for protecting children is functional in the school. The school conforms to the statutory requirements for sex education.

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

The provision for pupils with SEN is very good.

- A register of pupils with SEN is maintained in accordance with the statutory requirements. Of the 25 pupils on the register, three are statemented.
- The SEN policy is comprehensive, has been updated to reflect the Revised SEN Code of Practice and is fully implemented in the school. In accordance with the policy, strategies are employed to extend and challenge able pupils and to support those who experience problems with their work.
- The SEN co-ordinator oversees the provision very effectively and ensures that the Code of Practice is fully implemented.
- Targets for each pupil are clearly defined in the well structured individual education plans.
- The member of the governing body designated as having special responsibility for SEN is aware of the responsibilities of the governing body in this area and visits the school regularly to monitor the work.
- Appropriate daily arrangements are made to receive and support the one pupil who attends an SEN Unit in another school during morning sessions.

## **5.6 Partnerships with parents and the community, schools and other institutions**

Partnerships with parents and the community, schools and other institutions are good.

- The parents are very supportive of the aims of the school and of the education and values to which it is committed. Fund raising activities are organised by the Parent-Teacher Association. They contribute £1000 or more to school funds each year.
- A good number of parents provide practical support by attending the school to listen to pupils read and to help with needlework, swimming, sports and in developing the nature area and garden.
- Formal opportunities for parents to visit the school to discuss their children's work are arranged on two occasions during each school year. An 'open door' policy is operated so that parents can discuss any concerns that may arise during the year. Nevertheless, full advantage is not taken of opportunities to set parents at ease by informing them immediately of successful steps taken to solve issues that have been worrying them.
- Good arrangements are made to provide parents with regular information about aspects that are relevant to the life and work of the school. The school handbook is current and meets most of the statutory requirements. The handbook is bilingual and contains an outline of the LEA language policy. It does not provide sufficient information for non-Welsh speaking parents about the medium of the education during the first term that pupils spend in the school. It does not contain information about the home-school contract or about the school's sporting aims. Neither does it contain the most recent National Curriculum test results for Wales.
- The governing body's annual report to parents does not contain details about the school's SEN policy, does not provide details about the dates on which school terms start and end, does not include the most recent National Curriculum test results for Wales nor details about the steps taken to review the school's policies. It contains information about the school's finances but not the final financial statement provided by the LEA.
- The school appreciates the willing support of the local community. The school magazine is sold in the village shop. Thanksgiving services are held in local chapels and the local minister takes part in school services. Opportunities are provided for pupils to participate in local eisteddfodau and educational visits are organised to locations within the area and beyond.
- Effective links have been established with the voluntary nursery unit that is held in the school hall. Pastoral and curricular links with the local secondary school are good.
- Students from other educational establishments make good use of the school to acquire work experience or as part of the professional training of student teachers.
- Advantage is taken of the support services that are provided by the various agencies of the local UA.

## **5.7 Partnership with industry**

The school's partnership with industry is good.

- The school's statement of general principles relating to its partnership with industry contains

appropriate aims and guidelines.

- Older pupils have established a business based on the production and marketing of a school newspaper. They gained valuable experience of the world of business as they prepared the material for the paper and supervised the sales and finances. Effective use was made of computer software to monitor various aspects of the enterprise.
- Visits to two local farms, which operate in contrasting ways, had a direct effect on standards of achievement across the curriculum. These visits also proved to be important contributions to pupils' understanding of the local economy.
- With the support of adults, infant department pupils plant vegetables in the school garden and sell the produce to the public.
- After acquiring financial support from The Council for Rural Wales, the pupils have co-operated with the local Young Farmers Club to create a wild life area on school land.
- To date, the school has not taken advantage of Education and Learning Wales [ELWA] plans to locate teachers for short periods in the world of business or commerce.

## **6. MANAGEMENT**

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

The quality of the self-assessment arrangements is very good.

- The school has set itself a self-assessment timetable covering a period of four years in order to monitor developments throughout the school.
- The head and staff have ensured that very good progress has been made in implementing a strategy to improve standards, and the weaknesses identified in the report of the 1997 inspection have been addressed.
- The plans to develop the subjects identified in the SDP note targets for improvement, the specific tasks to be completed within a given period of time and rigid strategies for monitoring their effect.
- The progress made in meeting the targets identified in the SDP is monitored regularly by carrying out detailed assessments of groups of pupils and by monitoring the quality of the teaching with the use of a video camera. Very good use is made of the information gained to set new priorities
- NC tasks and tests are analysed in detail and very good use is made of the information gained to set further targets.
- The school has used the Standard Mark of the Basic Skills Agency to significantly raise standards in the key skills.

## **6.2 Leadership and efficiency**

The school is led very well and managed effectively.

- The governing body and head have established a very clear sense of direction for the school.
- The SDP is an effective instrument for ensuring that progress is made.
- The head provides very strong leadership. She is committed to promoting high standards and leads through example.
- The whole staff work effectively as a team and share a sense of purpose that promotes and supports improvement.
- Teachers undertake their duties as curriculum co-ordinators effectively by attending courses, consulting AU advisers and investigating and modifying schemes of work. Following self-evaluation procedures, they offer guidance to their colleagues.
- Responsibilities for aspects of the work of the school have been delegated to members of the Governing Body and they visit the school on a termly basis to enhance their understanding of the achievements and progress of the pupils.
- All school policies have been reviewed to ensure that they conform to the most recent requirements. The staff and governors implement them conscientiously. However, no review cycle has been established to ensure that they continue to be up to date.
- The budget is set and expenditure decisions are made in accordance with the targets in the SDP. The Governors support the principle of spending the budget on the pupils currently in the school. Sub-committees have been established to ensure the effective use of the budget.
- Finances are used effectively to acquire appropriate resources, to protect and develop the quality of the building, to maintain ancillary posts in the school and to plan for future contingencies.
- The school gives good value for money.

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

The quality of the staffing, accommodation and teaching resources is good.

- The number of teachers employed is adequate, and although some inconsistency can be seen in the numbers of pupils in the Under 5/KS1 and KS2 classes, the effective use made of nursery and teaching assistants ensures that pupils are given equal opportunities.
- Teachers' qualifications are appropriate for the age ranges taught by them and, effective use is made of staffing resources.
- No formal system for teacher appraisal has been established. Nevertheless the school's self-evaluation procedures are effective.

- In line with the school's policy, in-service training is based on the priorities of the school and the personal needs of staff members. Very good support is provided for new teachers so that there is consistency across the school.
- In a number of the core and foundation subjects, advantage is taken of teachers' interests and specialisms, either across a key stage or across the whole school. This has a very positive effect on standards of achievement.
- The contribution made by the nursery and classroom assistants is consistently good and enhances the opportunities available to pupils. Their work is organised effectively to ensure that pupils with SEN are able to participate fully in the work of their class. They work very well with groups and with individual pupils.
- The school building and site are of a good quality. In general, good use is made of the available teaching space.
- The children under five and KS1 pupils share an adequately sized room and also have use of other nearby rooms. The available space is used effectively for a variety of activities.
- The school hall is used by the voluntary nursery unit for two sessions a week and is used for school meals on a daily basis. Full use is not made of the main body of the hall at other times although good use is made of the large stage for music lessons and whole school services.
- A very good range of resources, that are effectively organised to meet the requirements of the NC, is available in every subject. In addition to the information technology equipment available in each classroom, a specially designated area, containing a number of up-to-date computers, has been established. This provides a ratio of one computer for every five pupils, a provision that has a positive effect on standards in information and communication technology [ICT].
- The displays are of a good standard. They contribute to the effectiveness of the teaching.
- The playground and school field have been marked for formal and informal games and full use is made of them. A wild life area has been created in one corner of the school grounds, securely separated from the play areas. Regular use is made of this area to grow vegetables as part of a business enterprise and as part of the science curriculum.
- Hygiene standards, both inside and outside the building, are good.

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

### **7.1 Standards achieved by pupils**

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

The provision for children under five is appropriate and promotes the desirable outcomes successfully.

The three-year old children attend for the morning session throughout the week and attend on a full-time basis from the September of the school year during which they have their fourth birthday. They are taught with the reception class children and the KS1 pupils.

#### **Language, literacy and communication skills**

- Language, literacy and communication skills are very good.
- Nursery children are ready to talk and to express their opinions and feelings. They recognise letters, arrange objects on the basis of their initial sound and name words, with understanding. They discuss the main characters in books in simple terms.
- Reception children listen very well and respond confidently to the teacher's questioning. They share their experiences in a lively and happy manner. They use a wide vocabulary. They build sentences when making confident attempts to write independently. They respond well in role-play activities, using facial expressions, gestures and movement to express themselves. They enjoy handling books and respond enthusiastically to their content.

#### **Personal and social development**

- The children's personal and social development is very good.
- Nursery children have settled well in the school. They are confident within their own group but rather reticent in larger groups. They complete and achieve well in the tasks set for them, take turns fairly and help to clear up at the end of sessions.
- Reception children concentrate very well for more extended periods of time and pay attention very well when integrated with KS1 pupils for lessons in some subjects. They work industriously, maturely and enthusiastically on their tasks when working in groups or in pairs.

#### **Mathematical development**

- The children's mathematical development is good.
- Nursery children use mathematical terms such as 'more than', 'less than' in their activities across the six areas of learning. They count out loud up to ten and arrange objects into groups on the basis of a variety of criteria.
- The children deal with sets of objects sharing common attributes. They produce a group graph to record information, recognise numbers and calculate confidently. They make good use of mathematical language to compare and separate objects.

### **Knowledge and understanding of the world**

- The children's knowledge and understanding of the world is very good.
- Nursery children talk in a lively manner about aspects of the class topic, such as the various animals on a farm.
- Reception children respond enthusiastically when talking about flowers and the effects of the weather on them. They explain the functions of the various parts of a flower very well and use the correct terms when discussing them. They respond well when talking about the historical aspects of life on a farm. They work independently on the computer, and use and understand a wide range of software.

### **Physical development**

- The children's physical development is good.
- Nursery children make good progress as they develop their skills of handling pencils, crayons, scissors and glue.
- Reception children are confident users of a variety of skills to express their ideas and imagination across a wide range of activities. They use glue economically and take time to cut out and tear paper as they set out pictures in an attractive manner on background paper.
- They run, skip, jump in and out of hoops when instructed to do so and respond promptly when asked to stop or to change direction. They maintain good control when handling apparatus, such as bean bags and a variety of balls.

### **Creative development**

- The children's creative development is very good.
- Nursery children experiment confidently when painting or colouring pictures. They glue a variety of materials when completing collages relevant to the class topic.
- Reception children make good use of the dressing-up clothes and other resources for their role-play. They mix paints confidently when selecting resources for their drawings and in order to produce a variety of images. They offer reasons for the choices they make.

### **Shortcomings**

There are no significant shortcomings.

### **Welsh**

Standards are very good in KS1 and KS2.

### **Good features**

- In KS1, the pupils listen very well to a range of presentations.
- They express their opinions spontaneously during a group or class discussions. They are also ready to contribute without being prompted when talking enthusiastically to each other, to their

teachers and with visitors. They use a wealth of terms and sayings in their talk.

- They become totally engrossed when portraying various characters during role-play activity. The very intelligent use they make of gestures, movements and words is in advance of their stage of maturity.
- In KS1, pupils read a very wide range of print for a variety of purposes. The vast majority become fluent readers and read with meaning and enjoyment.
- They research and summarise information confidently. They understand the purpose of their tasks and provide explanations for their interpretations.
- In KS1, on the basis of lively activity in a variety of contexts, the pupils, according to their age and ability, achieve very high standards in a range of writing styles. A good number of the older pupils, and the most able pupils in Y1, write extensively and confidently whenever they have the opportunity. Their progress is very apparent.
- Their handwriting is developing very well and they take a great deal of care with the presentation of their work.
- In KS2, pupils take a leading role during group and class discussions across the curriculum. They reason maturely. They listen avidly to presentations and to the teachers' and fellow pupils' instructions and display respect and courtesy when exchanging ideas.
- A rich vein of terms, sayings, idioms and sentence constructions is woven into their talks and public presentations.
- In KS2, pupils read widely and use a range of print across the curriculum. They operate independently and responsibly when gathering, selecting and summarising information.
- They use dictionaries and a thesaurus competently to check the spelling and meaning of words and to improve their expressive abilities. They are used to reading their work aloud to improve its quality and flow.
- They are avid readers of novels and poetry.
- As a result of the extensive and valuable experience they have gained when discussing texts, they express their opinions about authors and the content of books with total frankness, making detailed and mature comments about specific aspects.
- They read aloud with confidence and vary their use of the voice and intonation skilfully in order to maintain the interest of the listeners.
- In KS2, the majority produce a substantial body of work as they write for a variety of purposes, from different perspectives and for varied audiences. In the context of their age and ability, the pupils achieve very high standards. They have produced memorable poems that have been selected to appear in various collections of poetry.
- They regularly work in a self-critical and self-disciplined manner to improve their work by means of a variety of drafting procedures.
- Over time, the less able pupils make good progress and the more able are challenged to the limit of their ability.

### **Shortcomings**

There are no significant shortcomings

## **English**

In KS2, standards are good.

English is not taught formally in KS1. The school has a strategy for introducing oral, reading and writing experiences on a gradual basis. By the end of Y2, the pupils are making appropriate progress.

### **Good features**

- In KS2, the pupils play a prominent role during group and class discussions across the curriculum. They express their opinions maturely.
- They listen to the presentations and instructions of their teachers and fellow-pupils and display respect and courtesy when exchanging ideas.
- Pupils read and use a very wide range of print across the curriculum. They work independently and responsibly when gathering and selecting information.
- Pupils are keen readers, and as a result of their extensive and valuable experience in discussing texts, they express their frank opinions about authors and the content of books. They make mature and detailed comments about specific aspects.
- They read aloud with confidence and use their voice and intonation successfully in order to maintain the interest of their listeners.
- They write for a variety of purposes, from different viewpoints and for a variety of audiences.
- The majority produce a substantial amount of work that is good in terms of content, presentation and syntax.
- Pupils make increasing use of a variety of drafting systems to reflect upon their work and to improve it.
- The less able pupils make good progress over time while the more able are challenged to the limit of their ability.

### **Shortcomings**

There are no significant shortcomings.

## **Mathematics**

Standards are good in KS1 and KS2.

### **Good features**

- In KS1 and KS2, pupils' ability in mental work is a positive strength.
- In KS1, a majority of pupils deal confidently and speedily with mental work. They have a good

understanding of number bonds and place value.

- They use different strategies to add and to subtract and use a hundred square and number line well.
- In KS1, the majority estimate confidently in number work and in measurement activities, using non-standard measures and the more common standard measures.
- Pupils understand and use a range of mathematical terms and phrases that are associated with number, shape, space and measures.
- They identify and describe the attributes of two-dimensional [2-D] and 3-D shapes correctly.
- In KS1, the pupils collect, record and analyse data confidently for specific purposes, using charts, diagrams, tables and simple bar graphs.
- In KS2, pupils use a good range of strategies for mental calculations and explain the strategies they have used with confidence. The vast majority deal speedily with mental problems.
- They apply their knowledge of number bonds and use effective methods to make sensible estimates and to check their answers.
- In KS2, they use and apply their mathematics in relation to tasks and problems from real life. Produce spreadsheets to display the profits made in a book fair and the costs, sales and profit made by the school newspaper.
- In KS2, the pupils collect, represent and analyse data for a wide range of specific purposes and represent their findings effectively by using an increasingly wide range of graphs and diagrams, including bar and line graphs. They discuss and produce pie charts confidently, making appropriate use of ITC.

### **Shortcomings**

There are no significant shortcomings.

### **Science**

Standards are good in KS1 and KS2.

### **Good features**

- In KS1, the pupils understand the characteristics of fair testing. They carry out simple investigations well and make predictions and careful observations.
- They record their work effectively through the medium of pictures and labelled diagrams and through the use of descriptive sentences.
- In KS1, they explain their findings confidently and with understanding, drawing on their knowledge and understanding. They develop a good scientific vocabulary.

- In KS1, pupils use computer programmes to gather information for their investigations.
- In KS2, pupils convert their ideas into a format that can be investigated and carry out and discuss their investigations confidently. Pupils in Y5 and Y6 class do this independently.
- Pupils discuss the characteristics of different plants, compare them confidently and knowledgeably and offer reasons for the way in which different conditions affect the growth and evolution of plants.
- The knowledge and understanding of KS2 pupils is good across the attainment targets and they complete a good number of investigations during the school year, including work on materials and physical processes.
- The pupils discuss their work intelligently and make appropriate use of writing, graphs and tables to record the results of their experiments.
- In KS2, they make effective use of ITC to collate information for their investigations and to record their experiments.

### **Shortcomings**

There are no significant shortcomings.

### **Design and technology**

Standards are good in KS1 and KS2.

### **Good features**

- In KS1, pupils have a good understanding of the stages that have to be followed in the design and technology process.
- They talk sensibly about their designs and produce simple drawings and written accounts to record their ideas.
- KS1 pupils work with a variety of materials and their measuring, cutting, folding and gluing skills are developing well.
- They discuss their work confidently and make appropriate choices in response to a task.
- In KS2, pupils have a good understanding of design processes. They provide a number of sensible ideas in response to a task.
- They make appropriate use of planning sheets to outline their initial ideas and list the materials and resources they will need.
- KS2 pupils consider the strengths and weaknesses of their designs and suggest suitable improvements.
- Their measuring, marking, cutting, sawing, shaping and joining skills are well developed.

- The older pupils have constructed different kinds of wooden bridges of good quality, including a cantilever bridge.
- Pupils in the Y3 and Y4 class construct a wide range of good quality models, linked to the topic being studied. They display remarkable inventiveness and originality.
- In KS2, pupils evaluate their products with maturity, and suggest sensible improvements and modifications.

### **Shortcomings**

There are no significant shortcomings.

### **Information technology**

Standards are very good in KS1 and KS2.

#### **Good features**

- In KS1 and KS2, the pupils make skilful and confident use of ITC across the curriculum for a variety of purposes and in a wide range of contexts.
- In KS1, pupils load and open programmes, save work in a file and access and print it independently.
- They modify and correct their work and change the size, font and colour of the print.
- In KS1, they make very effective use of a simple data-handling programme to collate, organise and record the findings of a weather survey in the form of a simple block graph.
- They control a floor turtle well to produce a series of movements, including half and quarter turns and movement in a straight line. They make accurate predictions about these movements.
- In KS1, they work responsibly and independently when investigating the best sounds they can produce to represent the sounds made by various animals.
- They use talking books skilfully and with enjoyment.
- In KS2, pupils achieve very high standards when using IT in every aspect of the curriculum. They explain their work well and with obvious enthusiasm.
- They evaluate the quality of their work and improve it in order to present a final version to a very good standard.
- They use the Internet and CD-ROM very well to investigate, to produce and to present information in a variety of ways and for different audiences. They import pictures and handle desktop publishing software to produce a school newspaper of a very high standard.
- In KS2, they successfully simulate real situations by using spreadsheets and create multi-media pages, importing sounds, pictures and text and allocation keyboard locations to link pages in a very effective way.

### **Shortcomings**

There are no significant shortcomings.

### **History**

Standards are good in KS1 and very good in KS2.

#### **Good features**

- In KS1, pupils' awareness of the passage of time develops well. They differentiate well between the present and the past in their own lives and in the lives of other people.
- They use appropriate terminology when dealing with the passage of time.
- When considering different kinds of milking equipment from the past and reflecting on what they saw when they visited a modern milking parlour, they make sensible comparisons when talking about aspects of life in the past and present.
- In KS1, they convey and record information methodically through the medium of simple drawings and writing.
- In KS2, the pupils have a very good awareness of the ways in which the past can be investigated by using a variety of sources. When studying the way of life on a farm in another period, Y5 and Y6 pupils recall a wealth of evidence sources such as filed work, agricultural artefacts, original pictures and photographs, census forms, books, questionnaires and interviews. They can separate them into primary and secondary sources.
- They interpret aspects of farm life in the period preceding the Second World War extremely effectively by portraying special events, such as threshing day, through the medium of improvised oral performances, drawing on the wide range of knowledge they have acquired from various sources.
- In KS2, they perform enthusiastically and confidently, drawing on their extensive knowledge of the terms and farming expressions of the period.
- They present their historical investigations methodically and tastefully in the form of scripts, flyers publicising a farming museum and an article that is to be the basis of an oral presentation based on the topic.

### **Shortcomings**

There are no significant shortcomings

### **Geography**

Standards are good in KS1 and KS2.

#### **Good features**

- In KS1, pupils' knowledge about their own locality is developing well. They can describe its

physical and human features.

- Pupils make good and increasing use of geographical vocabulary and terminology.
- Following a visit to a milking parlour in a local farm, they confidently describe the stages milk passes through as it is transported from the milking parlour to the local creamery.
- In KS1, they make good use of an atlas and a globe to identify important features.
- In KS2, pupils know their locality well and have a firm grasp and understanding of its physical and economic features.
- Pupils have a good understanding of the relationship between people and their environment. They collate, handle and analyse data on environmental topics such as pollution, recycling and conservation, making use of computer spreadsheets to present their findings.
- In KS2, they make good use of geographical terminology during discussions and when recording their work.
- They have a good understanding of the character and identity of Wales as a country.
- In KS2, pupils produce and skilfully use maps and plans on a variety of scales; they effectively interpret aerial photographs and geographical images on the computer.
- By using a good variety of sources, including the Internet, pupils find relevant information about contrasting areas.

### **Shortcomings**

There are no significant shortcomings.

### **Art**

Standards are good in KS1 and KS2.

### **Good features**

- In KS1, pupils' techniques are developing well. The work is of a high standard as they produce artwork based on observation, memory and the imagination.
- Pupils make regular and effective use of a wide range of media, including charcoal, pastels, paints, felt pens and a variety of pencils. They select the appropriate medium for their tasks, demonstrating judgement and independence.
- In KS1, they produce 3-D work of a good standard as part of the class topic.
- In KS2, pupils in both classes draw well and experiment and create effectively using a wide range of media.
- In their work across the curriculum, pupils' drawings are of a high standard.

- They can discuss the characteristics of the work of some Welsh artists, including Aneurin Jones and Wil Roberts, with confidence. They effectively emulate the styles of these artists and artists from other countries as they produce portraits.
- In KS2, the great majority of KS2 pupils use the specialist language of art effectively when discussing a painting and when describing their portraits. They discuss colour, shade and texture with understanding.
- They co-operate effectively to produce 3-D work on a large scale.
- In KS2, pupils making and investigative skills are further developed and their understanding of art is enhanced as they work with a resident artist. They have produced interesting murals using a good range of materials.

### **Shortcomings**

- In KS2, pupils' do not make sufficient use of their personal sketchbooks to record information and observations.

### **Music**

Standards are good in KS1 and KS2.

#### **Good features**

- The singing in the morning services is good. Pupils sing with discipline and appropriately zeal.
- In KS1, they maintain a beat and emulate a simple rhythm correctly.
- They evaluate intelligently when choosing untuned instruments and the most appropriate computer sounds to represent the sounds and movements of specific animals.
- In KS1, the pupils produce a simple score, create rhythmic patterns and perform them both individually and in groups. They display a good degree of control as they maintain rhythm and tempo and play together to produce an impressive piece of work. The final performance is of the high standard.
- In KS2, they discuss a good range of musical elements with understanding.
- Every pupil plays the recorder and they play a range of tunes together to a high standard.
- They evaluate their instrumental and vocal performances and make intelligent suggestions as to how they might refine.
- In KS2, they learn a wide range of songs, including some two-part songs with descant. The vast majority sing in tune and the quality of their singing is good.
- The majority perform confidently and their enjoyment is apparent.

## **Shortcomings**

There are no significant shortcomings.

## **Physical education**

Standards are good in KS1 and KS2.

## **Good features**

- In both key stages, pupils display good physical control and co-ordination as they take part in warm up exercises.
- In KS1, they develop a good range of the skills necessary to play simple games. They respond with enthusiasm and discipline in team activities, and appreciate the necessity for rules.
- They listen carefully and follow instructions.
- In KS1, they dress appropriately for physical education and change independently and without fuss.
- During gymnastics activities, they complete the basic travelling movements and create an effective sequence.
- In KS1, they explore a range of feelings and express them effectively using a variety of movements and rhythmic responses.
- Pupils in both key stages display maturity when lifting, carrying, setting out and using apparatus in a secure manner.
- In KS2, pupils display a good range of games skills. They can send, strike, receive and run competently with a ball.
- In gymnastics, pupils repeat and refine a series of movements that emphasise changes in shape, speed, level and direction, both on the floor and on apparatus.
- In KS2, the vast majority swim appropriately and safely without support, while some swim to a high competitive standard.
- Pupils achieve good standards when performing a range of traditional dances from Wales and other countries.
- In KS2, they have a good understanding of the contribution made by exercise to a healthy way of life.
- Pupils display a good awareness of the need for fair play and complete honestly, both as individual and as members of teams.
- In KS2, they evaluate their own performance and that of others effectively, and offer sensible suggestions as to how their performance might be improved.

## **Shortcomings**

There are no significant shortcomings.

## **Religious education**

Standards are very good in KS1 and KS2. The work meets all the requirements of the Agreed Syllabus.

## **Good features**

- In KS1, pupils have a good knowledge of the stories and characters of the Bible and discuss them maturely, act them sensitively and record them simply through pictures, writing and by using computer software.
- They are very aware of the importance of friendship and caring for others.
- In KS1, individuals have firm views on morality and have progressive opinions when considering the effects of the attitudes of different kinds of people towards each other.
- In KS2, pupils have a good understanding of the significance of religious customs and rules and plan relevant rules for themselves in their classes.
- They are very familiar with elements of other religions, such as the Jewish religion, and understand that other people have different values that need to be respected.
- In Y3 and Y4, pupils are able to link successfully between the Bible, a range of contemporary books and their personal experience when dealing with issues such as honesty and theft.
- They talk about their circle of friends, and display sensitivity when investigating the feelings and concepts of various groups within society, comparing them intelligently with their own experience.
- In Y5 and Y6, as a result of varied experiences and regular visits to the school by a minister, they have a very good understanding of Christian symbols and the rituals that are associated with them.
- They are well informed about world-famous benefactors and are very aware of the importance of caring for others.
- They form personal opinions as they meditate on religious and moral concepts and discuss these maturely.

## **Shortcomings**

There are no significant shortcomings.

## **8. SCHOOL IMPROVEMENT**

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

The school has responded very well to the key issues identified in the previous report in 1997, namely:

- *to raise standards in the subjects where standards are unsatisfactory either across the subjects or in important aspects of the subjects;*
- *to ensure a higher level and more prominent leadership in every aspect of the life and work of the school;*
- *to ensure that the governors take a much more active role in the management of the school so as to meet their statutory responsibilities;*
- *to ensure that the SDP is a working document which includes a timetable for action, designates responsibilities, identifies the criteria for evaluation and details the costs of any plans;*
- *to ensure that financial planning and the allocation of elements of the budget are effective, so that expenditure is linked with the main needs of the school, and that effective use is made of the entire budget;*
- *to ensure that the school's curricular provision is monitored regularly;*
- *to establish long-term and short-term planning procedures on a whole-school basis in order to ensure progression and continuity in the work from KS1 to KS2 and within KS2;*
- *to establish a system for assessing and recording pupil progress across the school in order to ensure that assessments and records are used to influence the planning;*
- *to formalise and organise records of the progress of pupils with SEN, ensuring that individual education plans are sufficiently detailed and that adequate time is allocated for their implementation.*

Since the last inspection:

- standards have been raised to very good in Welsh and information technology, music and religious education in KS1 and KS2 and in history in KS2. They have been raised to good in English [KS2], mathematics, science, geography, design and technology, art and physical education in KS1 and history in KS1. The results of the NC tests and tasks have been consistently higher in the core subjects;
- subject coordinators have been allocated responsibilities that are consistent with their interests

and specialisms in order to ensure progression and continuity across the curriculum;

- schemes of work have been prepared in every subject in accordance with the requirements of Curriculum 2000. They contain sufficient detail to ensure progression and continuity between KS1 and KS2 and within KS2;
- teaching time has been increased and there has been an increase in the amount of work produced;
- an adequate stock of resources has been acquired to implement and maintain the curriculum;
- pupils' work is assessed every term in accordance with the school's assessment timetable, and subject profiles have been produced;
- an SEN co-ordinator has been appointed and a detailed system established to cater for pupils with SEN; appropriate targets have been included in individual education plans;
- the SEN records now conform with the requirements of the National Assembly and the pupils are making very good progress;
- appropriate documentation has been prepared, including a termly report on curriculum developments, budgetary development and the implementation of the monitoring programme and the monitoring of pupils with SEN;
- pupils' awareness of the world of business has been successfully by arranging a topic for each class;
- a detailed SDP has been produced and adequate attention given to financial planning, the allocation of responsibilities and the establishing of evaluation criteria , all within a set timetable;
- a self-assessment timetable has been established over a four year period in order to monitor developments throughout the school;
- responsibilities for aspects of the work of the school have been designated to members of the Governing Body who visit the school during the school day, every term, in order to enhance their knowledge of the achievements and the development of the pupils;
- sub-committees of the Governing Body have been established to ensure that effective use is made of the budget in order to raise standards in every aspect of the work.

## **8.2 Key issues for action**

The school needs to:

- maintain high standards in the subjects and aspects where standards are good or very good;
- ensure that the school handbook conforms with the statutory requirements as set out by the National Assembly;
- produce a collective worship plan to ensure that there is consistency in class and whole school religious services;

- enhance pupils' knowledge and appreciation of international cultural traditions across the subjects and activities.

## APPENDIX

### School Data

#### A. Basic information about the school

Name of school	Ysgol Edern
Type	Maintained by the Local Education Authority
Age-range of pupils	3 – 11
Address of school	Ysgol Eden Ffordd y Rhos EDERN Pwllheli Gwynedd
Post code	LL53 8YW
Phone number	01758 720 272

Headteacher	Miss Gwenan Ellis Jones
Date of appointment	January 1998
Chair of governors	Mr Dewi Wyn Williams
Registered Inspector	Dr Prydwen Elfed-Owens
Date of inspection	17 – 18 June 2002

#### B. School data and indicators

<i>Number of pupils in each year group</i>								
Year group	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	12	7	7	9	7	14	8	64

<i>Number of teachers</i>			
	Full-time	Part-time	Full time equivalent
Number of teachers	2	2	3

<i>Staffing information</i>	
Pupil: teacher ratio, excluding nursery and special classes	26:1
Average class size, excluding nursery and special classes	6:1
Teacher: class ratio	1:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	Reception	KS1	KS2	Whole school
Summer Term 2001	88.9%	94.4%	94.6%	93.8%
Autumn Term 2001	92.2%	94.1%	94.2%	93.8%

Spring Term 2002	86.6%	92.7%	94.0%	92.3%
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Number of pupils excluded during 12 months prior to the inspection	0
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### C. NC Assessment results

#### END OF KEY STAGE 1: 2002

As the number of pupils eligible to be assessed at the end of KS1 was more than 5 but fewer than ten, only performance indicators are shown

Percentage of pupils achieving at least Level 2 in mathematics, science and Welsh or English			
By teacher assessment		By test	
In the school:	89%	In the school:	89%
In Wales:	89%	In Wales:	89%

#### END OF KEY STAGE 2: 2002

As the number of pupils eligible to be assessed at the end of KS1 was more than 5 but fewer than ten, only performance indicators are shown

Percentage of pupils achieving at least Level 4 in mathematics, science and Welsh or English			
By teacher assessment		By test	
In the school:	100%	In the school:	100%
In Wales:	77%	In Wales:	77%

### D. The evidence base of the inspection

The school was inspected over a period of two days by a team of two team inspectors and one lay inspector. During the inspection:

- 43 lessons or part lessons were observed with the time being shared fairly equally between classes;
- the work was discussed with pupils, the head and all the teaching and support staff;
- the pupils were questioned in detail about their knowledge and understanding of the curriculum;
- a wide cross-section of the pupils was heard reading in both languages;
- samples of pupils' work, completed during the current term and during previous terms, were inspected;
- all the school's documentation, including its policies and long medium and short-term schemes of work, was examined;
- the School Development Plan was scrutinised in detail;
- attendance registers and pupils' assessment records were examined;
- the school budget was analysed in detail;
- inspectors were present in the religious service on two mornings;
- a parents' meeting was held which 11 parents attended and 30 parents' questionnaires were

- analysed;
- two meetings were held with the governing body.

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

<b>Name</b>	<b>Role</b>	<b>Sections of the report</b>	<b>Subjects [section 7]</b>
Dr Prydwen Elfed-Owens	Registered Inspector	1, 2, 3.1, 3.2, 4.1, 5.1, 5.4, 6.1, 6.2, 8.1, 8.2, Appendix	Welsh, English, information technology, music, religious education, children under five
W Dafydd Thomas	Team Inspector	5.2, 5.3, 5.5, 6.3	Mathematics, science, geography, history, design and technology, art, physical education
Griff C. Morris	Lay Inspector	4.2, 4.3, 5.6, 5.7 [shared]	-

*The inspectors wish to express their thanks to the school governors, head, staff, pupils and parents for their willing co-operation during the inspection.*

