

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

**YSGOL GYNRADD EIN HARGLWYDDES
CAERNARFON ROAD
BANGOR
GWYNEDD
LL57 2UT**

School Number: 661/3301

Date of Inspection: 1 – 3 November 2005

by

**Mr Wil Williams
Registered Inspector WO88/67644**

Date: 16 December 2005

Under Estyn contract number: T/023/05P

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Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The national curriculum covers four key stages as follows:

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a standard inspection.

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Context

The nature of the provider

1. Ysgol Ein Harglwyddes is a voluntary aided Catholic primary school situated on the western outskirts of the city of Bangor. The school serves the Roman Catholic parishes of Bangor, Bethesda, Menai Bridge and Llangefni with some pupils travelling significant distances in order to get to school. It provides education for pupils aged 3-11.
2. There are 99 full-time pupils on roll together with 14 part-time nursery children. English is the main language spoken at home by about 74% of pupils with a small minority (4%) having Welsh as a mother tongue. Twenty-two per cent of the pupils have neither Welsh nor English as their first language. A small, but variable number of travellers' children attend the school. Thirty-three pupils receive support teaching in English as an additional language. Welsh Second Language Programmes of Study are taught.
3. The pupils come from a wide range of background and about 21% are entitled to free school meals. This figure is slightly higher than the Gwynedd and national averages.
4. Children are admitted into the school full-time at the beginning of the term following their fourth birthday. The school has pupils of the full range of ability and their attainment varies greatly when they start at school.
5. Approximately 28% of pupils have special educational needs which is substantially higher than the national average, and three of them have statements of special educational needs.
6. The school was last inspected in September 1999. Since that date, attention has been given to a number of curricular aspects in the school and monitoring and evaluation systems have been newly developed. The present headteacher was appointed to her post in May 1993.

The school's priorities and targets

7. The school's main priorities and targets for the 2005-6 period include:
 - introduce the principles of the Foundation Phase;
 - raise standards in teaching and learning English, Welsh and information technology;
 - implement new assessment procedures for the foundation subjects;

Summary

8. The team's findings match the school's judgement in the self-evaluation report in all seven key questions.

Table of grades awarded

9. The inspection team judged the school's work as follows:

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

Standards

10. Pupils' standards of achievement in the areas of learning and subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	87%	13%	0%	0%

11. Standards of achievement of children under five are as follows:

Areas of learning	Nursery	Reception
Language, literacy and communication	Grade 2	Grade 2
Personal and social development	Grade 1	Grade 1
Mathematical development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 2	Grade 2
Creative development	Grade 2	Grade 2
Physical development	Grade 2	Grade 2

12. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Desirable Outcomes for Children's Learning.
13. At Key Stage 1 and Key Stage 2, in the subjects inspected, standards of achievement are as follows:

Subject	Key stage 1	Key stage 2
English	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Design and technology	Grade 2	Grade 2
History	Grade 2	Grade 2
Art	Grade 2	Grade 2

14. Pupils experience success in their work, whatever their ability, social or linguistic background. Pupils with special educational needs make good progress and achieve the targets set for them.
15. The under-fives make good progress in their communication and mathematical key skills. Their information and communication technology skills are developing appropriately.
16. Key Stage 1 and Key Stage 2 pupils achieve good standards in their communication and mathematics skills. Key Stage 2 pupils also make good progress in information and communication technology, but progress in Key Stage 1 is hampered by the lack of appropriate hardware and software.
17. There are significant shortcomings in the standards of pupils' bilingual competence. Although pupils have a passive understanding of Welsh and are willing to speak Welsh in informal situations, their ability to use Welsh language confidently in different curricular contexts is limited.
18. Pupils at both key stages make good progress in their learning. They work hard in lessons and make appropriate progress in their ability to work independently.
19. In 2005, the attainment of Key Stage 1 pupils in the National Curriculum was higher than the national average in all three subjects and was also better than the performance of similar schools.
20. The attainment of Key Stage 2 pupils was similar to the national averages in all three subjects. In comparison with schools with a similar percentage of pupils eligible for free school meals, English results were in the upper quartile of performance, mathematics was slightly higher than the median and science was in the lower quartile.
21. The standard of pupils' behaviour throughout the school is outstanding. Pupils show a great deal of self-discipline and are considerate and polite towards others.
22. Pupils have a good understanding of the strengths and weaknesses of their work and can identify what they need to do to improve.
23. Pupils of every age make outstanding progress in their personal and social skills. As they mature, they develop to be responsible individuals who can communicate and interact freely with their peers and with adults.

24. Pupils demonstrate good co-operative skills. They work together well and are mindful of the feelings of others. Their ability to tackle problem-solving tasks is limited.
25. Pupils of all ages respect the beliefs, attitudes and traditions of other cultures. They are well aware of equal opportunities matters and of the need to treat others fairly.
26. Visits that pupils make to the local community and other places contribute substantially towards expanding their understanding of their own community and of the world of work.
27. Average attendance across the three full terms before the inspection was 92%, which leaves room for improvement. Although the vast majority of pupils arrive at school punctually a significant minority are often late. In most cases, this can be attributed to shortcomings in the school transport system.

The quality of education and training

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6%	69%	25%	0%	0%

29. Teachers have a good knowledge of the subjects they teach, they plan their lessons thoroughly and have a good relationships with the pupils. The tasks set are often interesting; they are explained clearly to the pupils and are tailored to meet the needs of all pupils. Effective use is made of group and pair activities and good plenary sessions enable pupils to evaluate their learning.
30. In a small minority of lessons, tasks are not appropriate, plenary sessions lack focus and opportunities to stimulate pupils' imagination and enhance their understanding, are missed.
31. The arrangements for assessing and recording pupils' work are good. All pupils are regularly assessed and their progress tracked as they move through the school.
32. Pupils' work is marked to a consistently good standard. The individual targets agreed upon with pupils contribute significantly to their educational, social and personal development.
33. Annual reports to parents are of good quality and give parents useful information on their child's personal and social development.
34. The school responds well to pupils' needs and provides equal access to a broad and balanced curriculum

35. At Key Stage 1 and Key Stage 2, the curriculum is suitably planned for each age group in order to present cohesive, varied and differentiated experiences for the pupils. Planning for the under-fives is insufficiently developed in terms of providing continuity and progression for the nursery and reception age groups.
36. The curriculum is enhanced by a variety of educational visits, mainly related to experiences in history, geography and art. Extra-curricular activities are rarely provided as the majority of pupils do not live within easy distance of the school, and therefore could not participate in these activities.
37. Pupils who receive support teaching in English as an additional language benefit greatly from the well planned withdrawal sessions.
38. There is appropriate provision to ensure that every pupil develops the necessary basic and key skills. The Cwricwlwm Cymreig is appropriately planned in a number of subject areas. Opportunities for pupils to develop their bilingual competency across the curriculum are limited.
39. The school is a highly inclusive community. All pupils have equality of access and opportunity within the curriculum.
40. The school successfully introduces the skills required for lifelong learning and also in promoting the principles of citizenship and community responsibility amongst its pupils.
41. All aspects of the quality of care, support and advice offered to learners are outstanding.
42. The school has a warm and caring ethos where pupils feel that they are appreciated and supported. Teachers know pupils well and pay particular attention to their personal and educational progress. Pupils have confidence in their teachers and can approach them readily to discuss any personal matters.
43. The school gives good attention to Personal and Social Education in its life and work. The School Council and circle time have been firmly established.
44. There are active monitoring systems for encouraging good behaviour, attendance and punctuality. Registration is conducted efficiently although there are instances of holidays in term time in excess of the permitted ten days, being recorded as authorised.
45. The school takes all reasonable care to protect the pupils from harm and promotes their well being through awareness of health and safety and through its day-to-day procedures.
46. The provision for pupils with special educational needs is good. Pupils are fully included in the life and work of the school and full records are kept of their performance and progress.

47. The quality of provision for equal opportunities is an outstanding feature of the school. Full account is taken of the diversity of pupils' backgrounds and their social, educational, ethnic and linguistic circumstances.
48. The policies and practices of the school actively promote gender equality and any form of stereotyping is challenged. Diversity is valued and good race relations are fostered across all activities.
49. There are effective strategies and procedures for dealing with and eliminating any oppressive behaviour.

Leadership and management

50. The positive leadership of the headteacher coordinates the efforts of the governing body and the teachers well giving the work of the school a clear sense of purpose.
51. Members of the governing body have a good understanding of their role and of their contribution to school strategic planning. They have started to undertake their monitoring and evaluating responsibilities but this aspect needs to be further developed.
52. A number of useful strategies are utilised to evaluate the school's performance. Curriculum leaders play an active part in the process but their role is not fully developed. Parents and pupils are not actively involved in the self-evaluation processes.
53. The School Development Plan is a useful strategic document which gives the school's development a clear sense of direction.
54. The numbers of teaching staff are sufficient ensuring a reasonable pupil:teacher ratio. Teachers are appropriately trained for the age group and subject areas that they teach and they have a good range of experience. Classroom support staff make a valuable contribution to the quality of the teaching and learning.
55. There are sufficient resources for teaching the under-fives and most of the curriculum subjects, but the lack of computers and software in Key Stage 1 affects the development of pupils' skills in information and communication technology.
56. The size and facilities of the building and the accommodation are sufficient for teaching all subjects and areas of learning. However, access to the school from the busy main road is hazardous, there is no water supply in the classrooms and there are too many flights of stairs in the building. These cause difficulties for pupils, staff, parents and visitors to the school.
57. The school's financial and physical resources are managed economically and efficiently giving good value for money

58. The school has made good progress in addressing all the Key Issues identified in the 1999 inspection report.

Recommendations

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

- R1 Further develop the school's self-evaluation systems by taking account of the views of pupils and parents and ensuring a more active role for curriculum leaders in the monitoring of lessons;
- R2 Raise the standards of pupils' bilingual competence and in particular their ability to use Welsh in a number of cross-curricular contexts;
- R3 Within the constraints of the school budget, improve the resources provision for information and communication technology;
- R4 Continue with the present efforts to alleviate some of the difficulties arising from the location of the school building.

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

Standards

Key question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings.

59. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
60. Pupils' standards of achievement in the areas of learning and subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
%	87%	13%	0%	0%

61. Standards of achievement of children under five are as follows:

Areas of learning	Nursery	Reception
Language, literacy and communication	Grade 2	Grade 2
Personal and social development	Grade 1	Grade 1
Mathematical development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 2	Grade 2

Creative development	Grade 2	Grade 2
Physical development	Grade 2	Grade 2

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

Subject	Key stage 1	Key stage 2
English	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Design and technology	Grade 2	Grade 2
History	Grade 2	Grade 2
Art	Grade 2	Grade 2

63. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Desirable Outcomes for Children's Learning.
64. A good majority of the pupils in both key stages succeed in achieving the whole-school targets and the individual targets set for them.
65. Pupils experience success in their work, whatever their ability, social or linguistic background. Pupils with special educational needs make good progress and achieve the targets set for them.
66. The under-fives make good progress in their communication and mathematical skills. They speak confidently, listen intently to their teachers and peers and use basic mathematical skills well in practical situations. Their information and communication technology skills are developing appropriately.
67. Key Stage 1 and Key Stage 2 pupils' achieve good standards in their communication and mathematical skills. They discuss their work confidently, use the appropriate subject vocabulary confidently and employ a number of mathematical strategies in different curricular contexts.
68. Key Stage 1 pupils use information and communication technology software confidently but the range of their work is limited by lack of appropriate hardware and software. Key Stage 2 pupils use a broad range of software confidently for a variety of cross-curricular purposes.
69. There are significant shortcomings in the standards of pupils' bilingual competence. Although pupils have a passive understanding of Welsh and are willing to speak Welsh in informal situations, their ability to use Welsh confidently in different curricular contexts is limited.
70. Pupils' creative skills across the school are good. The under five use their imagination well during play and creative activities and Key Stage 1 and 2 pupils work creatively during art lessons and role play situations.
71. Pupils at both key stages make good progress in their learning. They work hard in lessons, are well motivated and make good progress towards reaching their

potential. They respond enthusiastically in lessons and face new challenges confidently.

72. Pupils make appropriate progress in their ability to work independently. They undertake responsibilities in a mature manner and enjoy any opportunities they have to make decisions.
73. In 2005 at the end of Key Stage 1, pupil attainment in the core subjects of the National Curriculum was higher than the national average in all three subjects with every pupil achieving Level 2 or higher. The school's performance also exceeded that of similar schools in terms of the percentage of pupils receiving free school meals. On average, a third of the pupils succeeded in reaching Level 3 in all three subjects.
74. The attainment of Key Stage 2 pupils was similar to the national averages in all three subjects. In comparison with schools with a similar percentage of pupils eligible for free school meals, English results were in the upper quartile of performance, mathematics was slightly higher than the median and science was in the lower quartile.
75. In both Key Stages, there was no discernible difference between the performance of girls and boys.
76. The standard of pupils' behaviour is outstanding. Pupils move in an orderly manner about the school and show a great deal of self-discipline. They have a clear understanding of what is expected of them and they are considerate and polite. This responsible attitude has a positive effect on the progress they make and the quality of the learning.
77. The sharing of lesson objectives and the emphasis put on setting pupils individual targets, contribute significantly to the good progress made in pupils' ability to evaluate their own work and to identify what they need to do to improve.
78. Pupils of every age make outstanding progress in their personal and social skills. As they mature, they develop to be responsible individuals who can communicate and interact freely with their peers and with adults.
79. In every class in the school, pupils demonstrate very good co-operative skills. They work well together on group tasks and are mindful of the feelings of others. Their ability to tackle problem-solving tasks in a systematic way is limited.
80. At both key stages, pupils respect the beliefs, attitudes and traditions associated with cultures. They are well aware of equal opportunities matters and of the need to treat others fairly.
81. Visits that pupils of both key stages make to the local community and other places of interest linked to current work in class contribute substantially towards expanding their understanding of their own community and the world of work.

82. Average attendance across the three full terms before the inspection was 92%, which leaves room for improvement. Although the vast majority of pupils arrive at school punctually a significant minority are often late. In most cases, this can be attributed to shortcomings in the school transport system.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6%	69%	25%	0%	0%

85. Teachers have a good knowledge of the subjects they teach and of the Desirable Outcomes for the learning of children under five. They plan their lessons thoroughly and use resources effectively.
86. The quality of relationships between the pupils and teachers is very good throughout the school.
87. The good features of the teaching include stimulating introductions, clear explanations of the tasks to be undertaken, activities that are suitably differentiated to meet the needs of all pupils, effective use of group and pair activities and good questioning techniques. Good plenary sessions enable pupils to reflect on the skills learnt and to evaluate their learning.
88. In a small minority of lessons, the tasks set for pupils are not appropriate, the plenary sessions lack focus and opportunities to stimulate pupils' imagination and enhance their understanding, are missed.
89. The arrangements for assessing and recording pupils' work are good.
90. Children under five are regularly assessed in the six areas of learning. The information gathered enables staff to monitor children's all-round development and plan for their needs.
91. There are good arrangements for assessing progress in the core subjects at Key Stages 1 and 2. Assessments are accurate and consistent and standardised tests are used purposefully to track pupils' progress through school. The system for formally assessing the foundation subjects is at a very early stage of development.

92. The individual targets agreed upon with pupils contribute well to their educational, social and personal development.
93. Pupils' work is marked to a consistently good standard. Steps for improvement are noted and these are closely linked to pupils' individual targets.
94. Annual reports to parents are of good quality and satisfy statutory requirements. They give parents useful information on their child's progress and include helpful comments on their personal and social development. Parents appreciate the opportunities to discuss their children's progress with the teachers.

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

Grade 2: Good features and no important shortcomings

95. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
96. The school responds well to pupils' needs and provides equal access to a broad and balanced curriculum.
97. At Key Stage 1 and Key Stage 2, the curriculum is suitably planned for each age group in order to present cohesive, varied and differentiated experiences for the pupils. Planning for the under-fives is insufficiently developed in terms of providing continuity and progression for the nursery and reception age groups.
98. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Desirable Outcomes for Children's Learning.
99. The curriculum is enhanced by a variety of educational visits, mainly related to experiences in history, geography and art. Pupils benefit from visits by members of the community who share with them their knowledge and skills.
100. Extra-curricular activities are rarely provided as the majority of pupils do not live within easy distance of the school.
101. Pupils who receive support teaching in English as an additional language benefit greatly from the well planned withdrawal sessions. Teachers in all classes skilfully foster these pupils language development by encouragement and sensitive support.
102. There is appropriate provision to ensure that every pupil develops the necessary basic and key skills. The Cwricwlwm Cymreig is well planned across a number of subject areas. Opportunities for pupils to develop their bilingual competency across the curriculum are limited.
103. The school is a highly inclusive community. All pupils have equality of access and opportunity within the curriculum.

104. Good attention is also given to the development of work-related education and entrepreneurship in the school's programme of work. Appropriate attention is given in the curriculum to increasing pupils' awareness of local and national matters linked with sustainability.
105. Pupils' experiences across the curriculum enable them to gain a range of skills that are valuable to them in terms of lifelong learning. The school successfully promotes the principles of global citizenship and community responsibility amongst its pupils.

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

Grade 1: Good with outstanding features

106. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
107. All aspects of the quality of care, support and advice offered to learners are outstanding. The school is a warm, caring ethos community where pupils feel that they are appreciated and supported.
108. New children settle quickly into the nursery class and feel happy in the learning environment.
109. Teachers know pupils well and pay particular attention to their personal and educational progress. Pupils have confidence in their teachers and can approach them readily to discuss any personal matters.
110. The school gives good attention to Personal and Social Education in its life and work. The School Council and circle time have been firmly established.
111. There are active monitoring systems for encouraging good behaviour, attendance and punctuality. Effective strategies are used to defuse potentially tense situations and to enable pupils to manage their own behaviour. Parents are encouraged to become fully involved in any action taken by the school.
112. Registration is conducted promptly and efficiently although there are instances of holidays in term time in excess of the permitted ten days, being recorded as authorised.
113. There are clear well-documented procedures for assuring pupils' well-being and health and safety and all reasonable care to protect them from harm.
114. The school works hard to ensure the welfare of every pupil and when specific issues arise, works in close partnership with other responsible agencies.
115. Pupils are encouraged to discuss their feelings and concerns and the school ensures they are listened to well. Sound arrangements for child protection have been established.

116. The provision for pupils with special educational needs is good and conforms to the requirements of the Code of Practice for Wales. The policy is of good quality and the teachers implement the guidelines accurately. Pupils are fully included in the life and work of the school and full records are kept of their performance and progress.
117. The special educational needs co-ordinator is well informed of the needs and requirements of these pupils. The additional support provided recently for pupils both in class and in withdrawal sessions, is very effective. A range of appropriate strategies is used to meet their needs, and the resources used to promote their learning is adequate.
118. Pupils' Individual Education Plans are of good quality. The targets set are clear and within pupils' ability. Regular meetings are arranged with parents of pupils who are on the register to discuss their children's development and there are good links with outside agencies.
119. The quality of provision for equal opportunities is an outstanding feature of the school.
120. The school recognises the diversity of pupils' backgrounds and takes full account of their social, educational, ethnic and linguistic background when planning and delivering its support and guidance.
121. The policies and practices of the school actively promote gender equality and any form of stereotyping is challenged. Diversity is valued and is seen as an additional dimension to the school's life and ethos. Good race relations are fostered across all activities.
122. A climate of good behaviour has been created in the school which ensures that there are effective strategies and procedures for dealing with and eliminating any oppressive behaviour.

Leadership and management

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

Grade 2: Good features and no important shortcomings

123. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
124. The headteacher, governing body and the teachers provide clear direction for the school's development. The positive leadership of the headteacher coordinates their efforts well giving a clear sense of purpose to the work of the school.
125. Common values are shared about learning, behaviour, relationships and equal opportunities. There are appropriate policies that concentrate on the needs of pupils and reflect the unique nature of the school.

126. The contribution of pupils, teaching and non-teaching staff is appreciated and their views are considered when formulating whole-school policies.
127. Appropriate attention is paid to national priorities. The school is working on elements of the Healthy School Scheme and has gained the Basic Skills Agency Quality Mark accreditation. A very successful Family Numeracy Programme has been run for those parents wishing to help their children in their mathematics. The school co-operates in a number of partnerships, including the University, the Local Education Authority and other primary schools in the catchment area.
128. Staff who have leadership and management roles contribute effectively to the general development of the school. They undertake a good proportion of responsibilities and provide guidance and support for their colleagues. Their monitoring and evaluation role is not yet fully developed.
129. There are effective processes for setting end of key stage targets in Year 2 and Year 6. All staff are involved in the process and every effort is made to ensure that the whole-school targets are both challenging and achievable.
130. The Performance Management system is operated effectively. Good opportunities are provided for teachers to use their personal objectives as a basis for their continuous professional development.
131. Members of the governing body have a good understanding of their role and of their contribution to school strategic planning. They are committed to their work and fulfil their responsibilities effectively. They know the school well and have recently started to undertake their responsibilities for monitoring and evaluating the educational provision. So far, this aspect of their work has not been developed to its full potential.
132. They fulfil their statutory responsibilities thoroughly.

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

Grade 3: Good features outweigh shortcomings

133. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
134. The headteacher and the subject co-ordinators are well informed about the school's performance and make effective use of the information gathered through self-evaluation to raise standards and make improvements. The team's findings match the school's judgement in the self-evaluation report in all seven key questions.
135. There are clear evaluative elements in every aspect of the school's self-evaluation work and a specific focus is placed on pupils' standards of achievement and the quality of educational provision. A number of strategies are

used to collect evidence including inspecting pupils' work, analysis of results of tests and assessments, and employing the services of education advisers.

136. Curriculum leaders play an active part in the school's self-evaluation arrangements. They collate evidence from a number of different sources in their subject reports and note the strengths and the shortcomings of the subject being evaluated. They report regularly to the governing body on the outcomes of their evaluations.
137. Aspects to be further developed include the monitoring of lessons by co-ordinators and the role of parents and pupils in the self-evaluation processes.
138. Although some use is made of national assessment data, little reference is made to national benchmark information in order to compare the school's performance with schools similar in size, free school meals and linguistic background.
139. The self-evaluation report produced by the school prior to the inspection was of good quality and had clear links with the priorities included in the School Development Plan.
140. The School Development Plan is a useful strategic document which gives the school's development a clear sense of direction. Sufficient resources are allocated to implement the plan and there are effective arrangements to evaluate the outcomes of the priorities.
141. The school has made good progress in tackling the Key Issues identified in the 1999 inspection. Whole-school schemes of work have been formulated, progress has been made in establishing procedures for monitoring the teaching, work is appropriately differentiated, and standards in design and technology, geography, art and history in Key Stage 2 have shown a marked improvement. The governing body has also become far more involved in reviewing the school's educational provision and in devising strategies for improvement.

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

Grade 2: Good features and no important shortcomings

142. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
143. The numbers of teaching staff is sufficient and ensures an average class size of 25 pupils. Teachers are appropriately trained for the age group and subject areas that they teach and have a good range of expertise and experience. They update their teaching skills and knowledge regularly through attending a variety of training sessions. The classroom support assistants make a valuable contribution to the teaching and to the quality of pupils' learning.
144. There are sufficient resources for teaching the under fives and most of the curriculum subjects, but the lack of computers and software in Key Stage 1

affects the development of pupils skills in information and communication technology.

145. The size and facilities of the building and the accommodation are sufficient for teaching all subjects and areas of learning. However, access to the school from the busy main road is hazardous, there is no water supply in the classrooms and there are too many flights of stairs in the building. These cause difficulties for pupils, staff, parents and visitors to the school.
146. The school's financial and physical resources are managed economically and efficiently giving good value for money. Short-term and long-term spending is carefully planned, any likely changes in the budget are anticipated, and resources are made available according to priorities and educational targets.

Standards achieved in subjects and areas of learning

The under-fives

Grade 2: Good features and no important shortcomings

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

Outstanding features

Personal and social development

148. Nursery children have settled down confidently and are familiar with school routines. They play together with a sense of purpose, interact well with adults, participate happily in activities shared with reception children, and can wait their turn when this is needed.
149. The children understand the importance of classroom rules and are very ready to share resources. They are keen learners, and they can often concentrate and persevere until the task is completed. They are starting to take responsibility for their personal hygiene. They form good relationships with other children and adults. They listen politely, wait their turn when this is needed and are helpful at tidying up times.

Good features

Language, literacy and communication

150. Nursery children have good listening skills and are very ready to follow instructions. They respond well to stories and rhymes and identify characters and themes in familiar stories. Some recall and predict the next stage. Children understand that written symbols represent sounds and meaning. They 'write' stories using drawings and practising mark making and letter formation.

151. In the reception class, the children are ready to ask questions, and listen well to each other and to adults. They role-play confidently using appropriate vocabulary. They follow the stories read to them with interest and pass comments that show considerable understanding. They handle books correctly and know that words and pictures have meaning. The vast majority can control a pencil well.
152. The substantial numbers of nursery and reception children who are learning English respond positively to the new experiences, and quickly gain a high degree of fluency when communicating in the language. All children respond appropriately to a range of incidental Welsh greetings and instructions, and they participate enthusiastically in simple Welsh story telling activities.

Mathematical development

153. The children use numbers as part of their daily practices. They can count to five easily and they understand the concept of large and small numbers. They succeed in sorting objects according to shape and colour, and they create and finish patterns well. They understand concepts such as 'big' and 'small'.
154. Children recite names of numbers in sequence, counting forwards and backwards to ten. Individuals count quickly and they can use mathematical language, such as 'long', 'short', 'near', 'under', with confidence. They learn effectively how to match, count, organise and handle sets. By comparing the weight of objects, they begin to understand the concept of capacity. They express their ideas fluently when discussing which object is heaviest.

Knowledge and understanding of the world

155. The children notice the changes in the weather and begin to develop a sense of time. They are aware of changes brought about by the seasons. They discuss the weather and they recognise various fruit and minibeasts, and name them correctly as they respond animatedly to a story. They begin to understand the different routines of the day, and their own growth and development from babyhood. They take part in role-play effectively.
156. Reception children understand the nature of some habitats in the school grounds and make observational drawings and models from dough of creatures that live there. They have a good knowledge of what happens to trees and animals during the autumn season. They know well the names of animals that hibernate. Most can explain in some detail the life cycle of the butterfly. All have been involved in planting their own flower bulbs, realising that, in order to grow, they need good soil and regular watering.

Creative development

157. Nursery children work confidently with different media to create attractive models, paintings and print work. They choose suitable character clothes and 'props' for their role-play, which they enjoy and sustain well. They can play percussion instruments and imitate a rhythm effectively.

158. Reception children enjoy singing a variety of rhymes and songs. They accompany some of their songs with instruments, keeping an accurate beat. They choose musical instruments to represent the sounds they have heard on a country walk; they play these well, in sequence and together. Their paintings of hedgehogs demonstrate their ability to produce work that includes colour mixing and the use of various thicknesses of brushes and pens.

Physical development

159. The nursery children develop well the skills of controlling and accuracy in their use of pencils, painting equipment, scissors and building equipment. They effectively manipulate pieces of jigsaw, fit together construction apparatus and play dough, which they push, pull, roll and cut. They show good awareness of space, and a significant number are confident when exploring movement with large wooden toys in the hall.
160. In reception, children build on the fine motor skills developed in nursery. They dress and undress themselves and they show increasing control as they handle a range of appropriate equipment. They develop control and co-ordination of their bodies during physical education activities. They are aware of the different forms of moving. They perform energetically as they walk, crawl and travel on the floor, on benches and low apparatus. They move the apparatus safely and in an orderly manner.

Shortcomings

161. The range of songs and rhymes sung by the nursery pupils are limited.

English

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

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

Good features

162. At both key stages, pupils listen carefully in whole class situations. They are attentive to their teachers and to the contributions of other pupils. They respond effectively to stimuli and to questions. A significant number of pupils converse enthusiastically, offering information and opinions with ease.
163. Pupils make effective use of words and phrases they have learnt, including subject specific vocabulary.
164. At Key Stage 1, a significant number of pupils read well, with lively expression and fluent delivery. They show an interest in the books they have, both at home and in school, and can discuss what they have read effectively. They have a good knowledge of the terminology of books.

165. A small majority of pupils achieve good standards in their written work. They demonstrate an increasing understanding of sentences and punctuation as they write independently for different purposes. They understand how to write in poetic form as well as stories, diaries and instructions.
166. At Key Stage 2, a good number of pupils are fluent and confident readers. They discuss their books, showing an awareness of some authors and appreciate that fictional prose is different from factual writing. A majority of pupils across the key stage gather knowledge from various sources effectively.
167. Pupils produce a good variety of creative and factual written work that includes letters, newspaper reports, character descriptions and reviews. Pupils' ability to vary sentences, to paragraph and to create different effects is generally appropriate, with a number of the more able pupils achieving good standards. The stories they write demonstrate their ability to fashion a plot and to create a satisfactory ending.

Shortcomings

168. At both key stages, a significant minority of pupils lack appropriate expression and fluency when reading.
169. At both key stages, pupils do not have effective strategies for improving their spelling skills.

Mathematics

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

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

Good features

170. Key Stage 1 pupils read, write and order numbers with increasing accuracy and have good understanding of place value. They can recall well a broad range of previous work, they understand key concepts and can recall numeric facts with appropriate accuracy. By Year 2, pupils can explain their work logically, count orally in different steps and recognise simple numeric patterns. They have a sound understanding of money and can use simple fractions.
171. They have a good understanding of the characteristics of two-dimensional and three-dimensional shapes. They recognise shapes according to their mathematical names and can describe their main characteristics accurately. They use standard units confidently when measuring length and their understanding of time develops appropriately.
172. Key Stage 2 pupils have an appropriate understanding of the place value of five digit numbers and the majority of them can recall and use multiplication and division with appropriate swiftness. They use the four rules with increasing certainty and can provide a logical estimate of answers to numeric problems. By

Year 5, they have an appropriate understanding of fractions, proportions and negative numbers.

173. Pupils use diagrams, graphs and mathematical notation effectively to convey their findings and ideas to others.
174. Pupils can measure and name angles accurately and note the symmetry in two-dimensional and three-dimensional shapes. They choose the equipment and the most appropriate unit of measurement for finding the length, perimeter, surface and mass of objects.

Shortcomings

175. The ability of pupils in both key stages to tackle numerical problems, is limited.
176. Too many pupils in Year 5 and 6 are unsure of multiplication facts and number bonds.

Design and technology

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

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

Good features

177. Key Stage 1 pupils have a good understanding of how materials behave and use that knowledge effectively for designing and make products. They convey their ideas through free-hand drawings, note the materials required and list the steps needed to be taken during the making process.
178. Their making skills develop well as they measure, mark, cut and assemble different materials. They choose appropriate materials for their task and use tools independently in a safe way. They feed information into the floor turtle to create a series of movements.
179. They evaluate their products thoroughly and identify the changes required to improve their effectiveness. They understand the importance of design in real life.
180. Pupils in Years 3 and 4 explore in detail the function and construction of everyday products such as torches, before beginning to plan their own product. They draw detailed labelled diagrams showing good awareness of the properties of the materials used. They express their initial ideas in a series of designs before selecting the one most likely to be successful.
181. In Years 5 and 6, pupils show a good awareness of structure and know of the relationship between strength and shape. They use flow charts effectively during the planning stage and experiment intelligently with different joining techniques.

182. Key Stage 2 pupils use a wide range of materials and components, including electrical components when making products. They can control the screen turtle by creating a simple series of procedures.

Shortcomings

183. In both Key Stages, pupils' have only a limited ability to store commands to control movements.

History

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

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

Good features

184. Pupils at both Key Stages have a good grasp of historical terminology and use it well to explain and describe historical events and to search for evidence.
185. Key Stage 1 pupils' awareness of chronology is good. They can compare the differences between the present and past in their own lives and in the lives of other people. By studying artefacts such as an old cookware and photographs, they develop a good understanding of the way we learn about the past.
186. Pupils know about the lives of many prominent historical characters, both from Wales and England and can explain why they are famous. They demonstrate a good understanding of the way of life during a particular period during discussion about characters from the past.
187. Key Stage 2 pupils can discuss at length the main events of specific periods in history showing a good awareness of chronology and change. They discuss the living conditions during different historical periods in some detail differentiating effectively between the living conditions of the rich and poor. Their awareness of the different historical sources of evidence is good.
188. They displayed remarkable empathy and understanding when studying an event in the history of Wales.

Shortcomings

189. Year 5 and Year 6 pupils find difficulty in expressing and defending a specific historical point of view.

Art

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

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

Good features

190. At both key stages, pupils confidently use a variety of techniques, mix paint effectively and use a range of different materials in an interesting way. Pupils regularly evaluate their own and others' work.
191. The processes undertaken before beginning an art task, for example close observation and sketching, ensure that pupils better understand concepts such as texture, line, tone and pattern; a significant number succeed in using these aspects skilfully in their work. The study undertaken by one class of a painting by Kyffin Williams is a good example of these processes.
192. Artwork following pupils' visits to local museums and churches has resulted in some good quality two and three-dimensional pottery and models.
193. In Key Stage 1, pupils mix colours well and show that they have a firm awareness of colour, tone and pattern in their work. This is evident in their paintings emulating the style of Stephen Jones and Van Gogh, and in their striking depictions of 'The Fire of London'.
194. In Key Stage 2, pupils paint with increasing control, selecting the colours that most effectively match the images they are creating. Art themes frequently reflect accurate observation and attention to detail as well as emulating famous artists. Using a Welsh artist's work as a starting point, pupils experiment with different materials to produce imaginative and interesting 'furniture' models.
195. Older pupils have worked enthusiastically with a visiting artist from Japan to produce varied and effective work.

Shortcomings

196. At times, pupils are not sufficiently aware of how to improve their own work.

School's response to the inspection

The content of the report is a matter of great pride to everyone connected with the school – staff, governors and parents.

The fact that the inspectors consider that a number of aspects of the school's work are outstanding is very heartening and a tribute to the commitment and activity of the professional staff, hard working governors, diligent pupils and supportive parents.

It is good to note that the quality of lessons observed were all of a good standard and that the quality of care, support and advice offered to the children is outstanding.

It is also acknowledged in the report that there are very many successful strategies in place to support learners of all abilities and that a number of the partnerships that the school fosters are very effective. It was good to see that the inspectors' findings

judged that the children were very happy at school and that the relationship between them and the teachers is praised.

It was also judged that the school had made good, significant progress in tackling the key issues since the last inspection in 1999.

The school will now incorporate the recommendations noted in the report into the Development Plan and will act upon them as soon as possible.

Appendix A

Basic information about the school

Name of school	Ysgol Ein Harglwyddes
School type	Voluntary Catholic School
Age-range of pupils	3 – 11 yrs
Address of school	Caernarfon Road, Bangor, Gwynedd
Post-code	LL57 2UT
Telephone number	01248 352463
Headteacher	Mrs Colette Owen
Date of appointment	1 st May 1993
Chair of governors	Canon Bernard Morgan
Reporting inspector	Wil Williams
Dates of inspection	1 – 3 November 2005

Appendix B

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	7	11	17	14	15	17	9	16	106

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	5	0	5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	21:1
Pupil: adult (fte) ratio in nursery classes	7:1
Average class size, excluding nursery and special classes	25
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn term 2004	88	94	92
Spring term 2005	78	87	92
Summer term 2005	73	85	90

Percentage of pupils entitled to free school meals	21%
Number of pupils excluded during 12 months prior to inspection	1

Appendix C

National Curriculum Assessment Results: End of Key Stage 1

National Curriculum Assessment KS1 Results 2005			Number of pupils in Y2					13
Percentage of pupils at each level								
			D	W	1	2	3	2+
English:	Teacher Assessment	School				69	31	100
		National		4	13	63	20	83
Mathematics	Teacher Assessment	School				69	31	100
		National		2	11	63	24	87
Science	Teacher Assessment	School				61	39	100
		National		2	10	65	23	88

Percentage of pupils attaining at least level 2 in mathematics, science and English according to teacher assessment			
In the school	100%	In Wales	80%

National Curriculum Assessment Results: End of Key Stage 2

National Curriculum Assessment KS2 Results 2005			Number of pupils in Y6										10
Percentage of pupils at each level													
			D	A	F	W	1	2	3	4	5	4+	
English	Teacher assessment	School					8	8	62	23	85		
		National	1			1	5	16	46	30	76		
Mathematics	Teacher assessment	School					8	15	39	39	77		
		National				1	3	17	46	31	77		
Science	Teacher assessment	School						20	40	40	80		
		National					1	11	50	37	87		

Percentage of pupils attaining at least level 4 in mathematics, science, and English by Teacher Assessment			
In the school	76.9%	In Wales	72%

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

Appendix D

Evidence base of the inspection

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

These inspectors visited:

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

Members of the inspection team had meetings with:

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

The team also considered:

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

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

Appendix E

Composition and responsibilities of the inspection team

Inspector	Type	Aspects	Subjects/areas of learning
Mr Wil Williams	Rgl	Context; Summary; Recommendations; Annexes; Key questions 1; 5; 6 and 7.	Mathematics, design and technology History
Miss L J Davies	Team	Key questions 2; 3; 4.	Early years English Art
Mr W Owen	Lay	Contributions to key questions 1; 3; 4 and 7	

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

Acknowledgement

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

SUMMARY REPORT ON THE INSPECTION OF YSGOL EIN HARGLWYDDES

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Ysgol Ein Harglwyddes was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school. A copy of this summary is sent to every family with a child at the school. **The full report can be obtained from the school.**

The inspection of Ysgol Ein Harglwyddes took place between 1-3 November 2005. An independent team of inspectors, led by Mr Wil Williams undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a standard inspection.

The team's findings match the school's judgement in the self-evaluation report in all seven key questions.

Table of grades awarded

The inspection team judged the school's work as follows:

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

Standards

Pupils' standards of achievement in the areas of learning and subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	87%	13%	0%	0%

Standards of achievement of children under five are as follows:

Areas of learning	Nursery	Reception
Language, literacy and communication	Grade 2	Grade 2
Personal and social development	Grade 1	Grade 1
Mathematical development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 2	Grade 2
Creative development	Grade 2	Grade 2
Physical development	Grade 2	Grade 2

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

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

Subject	Key stage 1	Key stage 2
English	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Design and technology	Grade 2	Grade 2
History	Grade 2	Grade 2
Art	Grade 2	Grade 2

Pupils experience success in their work, whatever their ability, social or linguistic background. Pupils with special educational needs make good progress and achieve the targets set for them.

The under-fives make good progress in their communication and mathematical key skills. Their information and communication technology skills are developing appropriately.

Key Stage 1 and Key Stage 2 pupils achieve good standards in their communication and mathematics skills. Key Stage 2 pupils also make good progress in information and communication technology, but progress in Key Stage 1 is hampered by the lack of appropriate hardware and software.

There are significant shortcomings in the standards of pupils' bilingual competence. Although pupils have a passive understanding of Welsh and are willing to speak Welsh in informal situations, their ability to use Welsh language confidently in different curricular contexts is limited.

Pupils at both key stages make good progress in their learning. They work hard in lessons and make appropriate progress in their ability to work independently.

In 2005, the attainment of Key Stage 1 pupils in the National Curriculum was higher than the national average in all three subjects and was also better than the performance of similar schools.

The attainment of Key Stage 2 pupils was similar to the national averages in all three subjects. In comparison with schools with a similar percentage of pupils eligible for free school meals, English results were in the upper quartile of performance, mathematics was slightly higher than the median and science was in the lower quartile.

The standard of pupils' behaviour throughout the school is outstanding. Pupils show a great deal of self-discipline and are considerate and polite towards others.

Pupils have a good understanding of the strengths and weaknesses of their work and can identify what they need to do to improve.

Pupils of every age make outstanding progress in their personal and social skills. As they mature, they develop to be responsible individuals who can communicate and interact freely with their peers and with adults.

Pupils demonstrate good co-operative skills. They work together well and are mindful of the feelings of others. Their ability to tackle problem-solving tasks is limited.

Pupils of all ages respect the beliefs, attitudes and traditions of other cultures. They are well aware of equal opportunities matters and of the need to treat others fairly.

Visits that pupils make to the local community and other places contribute substantially towards expanding their understanding of their own community and of the world of work.

Average attendance across the three full terms before the inspection was 92%, which leaves room for improvement. Although the vast majority of pupils arrive at school punctually a significant minority are often late. In most cases, this can be attributed to shortcomings in the school transport system.

The quality of education and training

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6%	69%	25%	0%	0%

Teachers have a good knowledge of the subjects they teach, they plan their lessons thoroughly and have a good relationships with the pupils. The tasks set are often interesting; they are explained clearly to the pupils and are tailored to meet the needs of all pupils. Effective use is made of group and pair activities and good plenary sessions enable pupils to evaluate their learning.

In a small minority of lessons, tasks are not appropriate, plenary sessions lack focus and opportunities to stimulate pupils' imagination and enhance their understanding, are missed.

The arrangements for assessing and recording pupils' work are good. All pupils are regularly assessed and their progress tracked as they move through the school.

Pupils' work is marked to a consistently good standard. The individual targets agreed upon with pupils contribute significantly to their educational, social and personal development.

Annual reports to parents are of good quality and give parents useful information on their child's personal and social development.

The school responds well to pupils' needs and provides equal access to a broad and balanced curriculum

At Key Stage 1 and Key Stage 2, the curriculum is suitably planned for each age group in order to present cohesive, varied and differentiated experiences for the pupils. Planning for the under-fives is insufficiently developed in terms of providing continuity and progression for the nursery and reception age groups.

The curriculum is enhanced by a variety of educational visits, mainly related to experiences in history, geography and art. Extra-curricular activities are rarely provided as the majority of pupils do not live within easy distance of the school, and therefore could not participate in these activities.

Pupils who receive support teaching in English as an additional language benefit greatly from the well planned withdrawal sessions.

There is appropriate provision to ensure that every pupil develops the necessary basic and key skills. The Cwricwlwm Cymreig is appropriately planned in a number of subject areas. Opportunities for pupils to develop their bilingual competency across the curriculum are limited.

The school is a highly inclusive community. All pupils have equality of access and opportunity within the curriculum.

The school successfully introduces the skills required for lifelong learning and also in promoting the principles of citizenship and community responsibility amongst its pupils.

All aspects of the quality of care, support and advice offered to learners are outstanding.

The school has a warm and caring ethos where pupils feel that they are appreciated and supported. Teachers know pupils well and pay particular attention to their personal and educational progress. Pupils have confidence in their teachers and can approach them readily to discuss any personal matters.

The school gives good attention to Personal and Social Education in its life and work. The School Council and circle time have been firmly established.

There are active monitoring systems for encouraging good behaviour, attendance and punctuality. Registration is conducted efficiently although there are instances of holidays in term time in excess of the permitted ten days, being recorded as authorised.

The school takes all reasonable care to protect the pupils from harm and promotes their well being through awareness of health and safety and through its day-to-day procedures.

The provision for pupils with special educational needs is good. Pupils are fully included in the life and work of the school and full records are kept of their performance and progress.

The quality of provision for equal opportunities is an outstanding feature of the school. Full account is taken of the diversity of pupils' backgrounds and their social, educational, ethnic and linguistic circumstances.

The policies and practices of the school actively promote gender equality and any form of stereotyping is challenged. Diversity is valued and good race relations are fostered across all activities.

There are effective strategies and procedures for dealing with and eliminating any oppressive behaviour.

Leadership and management

The positive leadership of the headteacher coordinates the efforts of the governing body and the teachers well giving the work of the school a clear sense of purpose.

Members of the governing body have a good understanding of their role and of their contribution to school strategic planning. They have started to undertake their monitoring and evaluating responsibilities but this aspect needs to be further developed.

A number of useful strategies are utilised to evaluate the school's performance. Curriculum leaders play an active part in the process but their role is not fully developed. Parents and pupils are not actively involved in the self-evaluation processes.

The School Development Plan is a useful strategic document which gives the school's development a clear sense of direction.

The numbers of teaching staff are sufficient ensuring a reasonable pupil:teacher ratio. Teachers are appropriately trained for the age group and subject areas that they teach and they have a good range of experience. Classroom support staff make a valuable contribution to the quality of the teaching and learning.

There are sufficient resources for teaching the under-fives and most of the curriculum subjects, but the lack of computers and software in Key Stage 1 affects the development of pupils' skills in information and communication technology.

The size and facilities of the building and the accommodation are sufficient for teaching all subjects and areas of learning. However, access to the school from the busy main road is hazardous, there is no water supply in the classrooms and there are too many flights of stairs in the building. These cause difficulties for pupils, staff, parents and visitors to the school.

The school's financial and physical resources are managed economically and efficiently giving good value for money

The school has made good progress in addressing all the Key Issues identified in the 1999 inspection report.

Recommendations

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

- R1 Further develop the school's self-evaluation systems by taking account of the views of pupils and parents and ensuring a more active role for curriculum leaders in the monitoring of lessons;
- R2 Raise the standards of pupils' bilingual competence and in particular their ability to use Welsh in a number of cross-curricular contexts;
- R3 Within the constraints of the school budget, improve the resources provision for information and communication technology;
- R4 Continue with the present efforts to alleviate some of the difficulties arising from the location of the school building.

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

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