

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

**Ysgol Gynradd Llanddeusant  
Llanddeusant  
Holyhead  
Ynys Môn  
LL65 4AD**

**School Number: 660/2148**

**Date of Inspection: 18 - 20 January 2005**

**by**

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WO/67644**

**Date: 22 March 2005**

**Under Estyn contract number: T/116/04/P**

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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:

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

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## Context

### The nature of the provider

1. Ysgol Llanddeusant is a small rural school providing bilingual education for pupils in the village of Llanddeusant and two neighbouring parishes. The school is located in a building established originally as a church school in 1847. The building was significantly re-modelled in 1971, creating a new hall and additional teaching space.
2. Currently, there are 35 full-time pupils on the school register, the vast majority of whom are in Key Stage 2 [KS2]. There are no nursery children at the school. It is foreseen that there will be a considerable reduction in pupil numbers during the coming years. Welsh is the main spoken language in the homes of some 60% of pupils, but all pupils are expected to be fluent in both Welsh and English by the time they reach KS2.
3. Children are admitted to school on a full-time basis in the September following their fourth birthday. The school contains pupils representing the full range of ability and their attainment levels vary considerably at the time of their admission to school. The area is not prosperous; 33% of pupils are entitled to receive free school meals, a percentage that is considerably higher than the national average. Twenty nine per cent of pupils have special educational needs [SEN], again higher than the national average, and three pupils have statements of SEN.
4. The school was last inspected in February 1999. Since then, a number of curricular issues have been addressed at the school and the monitoring and evaluation arrangements have been further developed. The area has undergone major social change during the last five years, with many non-Welsh speaking families moving into the school's catchment area.
5. The entire teaching team at the school has changed since the last inspection. The KS1 teacher took up her post in September 2004 and the present headteacher was appointed in September 2000.

### The school's priorities and targets

- 6 The school's main priorities and targets for the period 2004 – 2005 include:
  - Focusing specifically on spelling in both languages;
  - Completing the Humanities schemes of work across the school;
  - Reviewing the Music scheme of work;
  - Continuing to develop a portfolio of the core subjects.

## Summary

- 7 The inspection team concurred with the school's judgement in its self-evaluation report in three of the seven key questions. Where there was a difference of judgement, the findings of the inspection team were higher than the view of the school in three questions and lower in one other question.

### Table of grades awarded

	Key question	Inspection grade
1	How well do learners achieve?	2
2	How effective are teaching, training and assessment?	2
3	How well do the learning experiences meet the needs and interests of learners and the wider community?	3
4	How well are learners cared for, guided and supported?	2
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

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

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	92%	8%	0%	0%

- 10 The standards achieved by pupils far exceed the all-Wales Welsh Assembly Government [WAG] targets of 95% of lessons adjudged to be satisfactory or better and 50% good or better.

11. In KS1 and KS2, in the subjects inspected, the standards of achievement are as follows:

Subjects	KS1	KS2
Welsh	Grade 2	Grade 2
English	-----	Grade 3

Information technology	Grade 2	Grade 2
Music	Grade 3	Grade 3
Physical education	Grade 2	Grade 2
Religious education	Grade 2	Grade 2

12. The under-fives make appropriate progress in the key skills of speaking and listening, writing, numeracy and in their use of information and communications technology (ICT).
13. Pupils' standards and progress in KS1 and KS2 in the key skills of speaking and listening, reading and writing Welsh are good. Reading standards in English are also good in KS2. Standards in numeracy and ICT are good in both key stages.
14. Pupils' bilingual competence in both key stages is developing well. In KS1, Welsh learners become increasingly confident in their use of the language and by Year 5 (Y5), a good majority of pupils are able to move easily from one language to another.
15. The pupils succeed in achieving the targets set by the school. During the last two years, the school's assessment and task results at the end of KS1 and KS2 were slightly higher than the targets set by the school and by the WAG.
16. The school succeeds in ensuring that pupils of all social and linguistic backgrounds achieve their potential.
17. At the end of KS1 and KS2, in 2004, pupils' attainments in the National Curriculum [NC] core subjects are higher than those of the catchment and the Local Education Authority (LEA) in all subjects. In both key stages, they compare favourably with other similar schools in relation to size, medium of teaching and the percentage of pupils in receipt of free school meals.
18. The progress made by pupils with SEN towards achieving the targets set for them is generally good.
19. The pupils in both key stages make good progress in their learning. They have an appropriate understanding of what they are doing but have not yet developed the ability to evaluate the strengths and shortcomings of their work.
20. The pupils in both key stages work hard in their lessons and they use their time effectively. They concentrate well on their tasks.
21. The vast majority of pupils at the school behave responsibly in all situations at the school and they respect their fellow pupils and other adults in their presence.
22. The average attendance for the last three terms prior to the inspection was 97%. All pupils attend the school regularly and they arrive punctually at the beginning of the school day.

- 23 When given the opportunity, pupils in KS2 are able to work independently and make decisions in relation to the next steps to be taken in their learning. Occasionally, the nature of the tasks provided does not offer them sufficient opportunities to do so.
- 24 The creative skills of pupils in both key stages are good, with some outstanding features. The work they have produced under the guidance of a resident artist is of a very high standard.
- 25 The progress made by pupils in both key stages in their personal, social and moral development is good. They show concern for their fellow pupils, they accept personal responsibility for their work and exhibit honesty and fairness in all their dealings with others.
- 26 Pupils of all ages at the school display an appropriate awareness of equal opportunity issues and respect for diversity in society.
- 27 The school succeeds in preparing the pupils well for participating fully in the life of the community. Through a range of extra-curricular activities and appropriate educational visits, they come to be well informed about the world of work and various businesses and industries.

### **The quality of education and training**

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

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
0%	90%	10%	0%	0%

29. The quality of teaching in the lessons exceed the all-Wales WAG targets of 95% of lessons adjudged to be satisfactory or better and 50% good or better.
30. Teachers' subject-based knowledge is good. They exhibit an understanding of the most appropriate methods to use when introducing the contents of lessons.
31. Pupils with SEN are taught effectively and they make good progress towards their targets. They are well supported by their teachers and support staff.
32. The good features of the teaching includes:
- clear aims and objectives for lessons, with an effective emphasis on reinforcing and reviewing the learning;
  - provision of interesting activities and a variety of resources that sustain pupils' interest;

- good relationships between teachers and pupils that have a positive impact on pupils' achievements;
  - skilful questioning with the older pupils that encourages them to think for themselves;
  - effective and regular use of the interactive whiteboard to support the learning and teaching;
  - pupils' bilingual competence that is skilfully nurtured through encouragement and support.
- 33 In a small number of lessons, the presentations are too long and there are insufficient opportunities for pupils to work independently, for example, to engage in role-play or to develop their own ideas. The work does not always correspond as well as it should to pupils' needs.
- 34 The quality of assessment at the school is good. Pupils' work is marked regularly and constructive written comments noting the steps required for improvement are included, but the school has not developed adequate strategies to ensure that pupils act on the comments made on a regular basis. Although there are some examples of pupils' involvement in self-assessment, this element has not been developed sufficiently.
- 35 The annual reports to parents meet the statutory requirements. They are of good quality and they provide useful information for parents about their children's progress in all subjects, together with helpful comments about their personal and social development.
- 36 The school responds well to pupils' needs and provides equal access to a broad and balanced curriculum that conforms to legal requirements.
- 37 There is appropriate planning for the majority of curriculum subjects so as to provide interesting and differentiated experiences. The contents of the schemes in a small number of subjects do not sufficiently develop elements of the programmes of work of the NC and the planning for the development of the key skills is not sufficiently purposeful.
- 38 Appropriate opportunities are provided to ensure that pupils gain the basic key skills.
- 39 Although there are no specific schemes in this area, a number of aspects of Personal and Social Education [PSE] permeate the curriculum and ethos of the school.
- 40 The learning experiences effectively promote pupils' spiritual, moral, social and cultural development. The school places a strong emphasis on caring for others and virtues such as honesty and truth.

- 41 The quality of the provision in both languages is good. Pupils' bilingual skills are regularly developed throughout both key stages. The Cwricwlwm Cymreig features prominently in the curriculum.
- 42 The pupils benefit from a range of useful opportunities to take part in numerous extra-curricular activities. Many pupils participate in these activities, gaining information and developing valuable skills. The curriculum is enhanced by a good variety of educational visits.
- 43 The school is aware of sustainable developments and global citizenship, but these aspects are not specifically addressed within the curriculum.
- 44 The partnership and links with parents are grade 1. The parents appreciate the school's work and are supportive of its aims and objectives. A good number contribute directly to the educational provision. The Parents and Teachers' Association is active and raises considerable sums of money for school funds.
- 45 There are effective arrangements for communicating with parents. The information provided is of good quality and is suitable for Welsh and non-Welsh speakers.
- 46 There are strong links between the school and the local community. Village residents respond well to events and celebrations held at the school.
- 47 There are good links between the school and other local primary schools and with the local secondary school.
- 48 Pupils' experiences across the curriculum enable them to gain a range of skills that are valuable in terms of lifelong learning. These include bilingualism, ICT skills, numeracy skills and personal and social skills.
- 49 The quality of care, support and guidance provided to pupils is good. The school provides a welcoming and homely environment in which all pupils feel happy and confident. Pupils feel comfortable in seeking advice and guidance from staff.
- 50 Pupils benefit greatly from the opportunities they receive during specific lessons and periods of collective worship to reflect and to discuss serious personal matters. There is no school council to give pupils opportunities to discuss issues at the school that are of personal importance to them.
- 51 Care and service arrangements are effectively planned and managed. There is a good understanding between the school and parents in order to ensure that the school's safety and security arrangements are fully implemented by all concerned.
- 52 There are sound procedures for securing pupils' welfare and there are effective measures in place to eliminate any unacceptable behaviour.

- 53 There are highly effective arrangements for assisting new pupils of all ages to settle in quickly at the school.
- 54 The provision for pupils with SEN is good. The school identifies pupils' special needs at an early stage and intervenes as required. The one to one support provided by the integration assistants is highly effective.
- 55 The planning of the school curriculum and organisation gives careful consideration to the diversity of pupils' backgrounds and to their linguistic needs. The school takes purposeful action to provide equal access for all pupils and to promote gender equality.

### **Leadership and management**

- 56. The headteacher's positive leadership provides a clear sense of direction for the work of the school. She succeeds in effectively co-ordinating the work of the teachers, support staff, the governing body and parents.
- 57. Effective arrangements are in place to establish targets for improvement. The whole-school targets that are set on an annual basis are both achievable and realistic.
- 58. The members of the governing body know the school well and they undertake their management and statutory responsibilities effectively. They work effectively with the headteacher, but they have not yet given sufficient attention to their monitoring and evaluation responsibilities.
- 59. The headteacher, governors and staff are appropriately informed about the school's performance in the various areas of the NC. They use this information to determine priorities for improvement as outlined in the School Development Plan [SDP].
- 60. The self-evaluation arrangements that were established recently contain a number of appropriate strategies for gathering evidence and forming an opinion on pupils' standards of achievement. There are no formal arrangements for gathering the views of parents and pupils and the findings of the self-evaluations are not shared with the governing body.
- 61. The SDP is a useful document for setting the direction of the work of the school over the next three years.
- 62. The school has made good progress since the last inspection. It has successfully addressed the shortcomings identified and there has been a significant improvement in the six Key Issues noted.
- 63. The school plans appropriately and provides resources in accordance with its educational priorities and targets. Pupils are well supported by teachers and assistants.

64. Overall, there is a good supply of resources at the school for all ages, including the under-fives. The size of the building and the rooms and the facilities they contain are adequate for teaching the under-fives and KS1 and KS2 pupils, and are appropriate for teaching all NC subjects.

## **Recommendations**

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

- R1 Raise standards in English and music by addressing the shortcomings identified;
- R2 Continue to develop the self-evaluation system and include a more proactive role for the governing body in the process;
- R3 Continue to revise the curriculum schemes, with particular reference to education for sustainable development;
- R4 Plan more purposefully for PSE and establish a School Council.

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

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

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	92%	8%	0%	0%

67. The standards achieved by pupils far exceed the all-Wales WAG targets of 95% of lessons adjudged to be satisfactory or better and 50% good or better.

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

69. In KS1 and KS2, in the subjects inspected, the standards of achievement are as follows:

Subjects	KS1	KS2
Welsh	Grade 2	Grade 2
English	-----	Grade 3
Information technology	Grade 2	Grade 2
Music	Grade 3	Grade 3
Physical education	Grade 2	Grade 2
Religious education	Grade 2	Grade 2

70. The pupils succeed in achieving the targets set by the school. During the last two years, the school's assessment and task results at the end of KS1 and KS2 were slightly higher than the targets set by the school and by WAG.

71. The under-fives make appropriate progress in the key skills of speaking and listening, writing, numeracy and in their use of ICT.

72. Pupils' standards and progress in KS1 and KS2 in the key skills of speaking and listening, reading and writing Welsh are good. Reading standards in English are also good in KS2. Standards in numeracy and ICT are good in both key stages.

73. Pupils' bilingual competence in both key stages is developing well. In KS1, Welsh learners become increasingly confident in their use of the language for discussing and recording their work in a number of curricular contexts. By Y5, a good majority of pupils are able to move easily from one language to another as they undertake investigational tasks, such as discovering information on the Internet.

74. The school succeeds in ensuring that pupils of all social and linguistic backgrounds achieve their potential. Good support is provided for pupils of all ability ranges. The performance of girls and boys is comparable.
75. At the end of KS1 and KS2, in 2004, pupils' attainments in the NC core subjects are higher than those of the catchment and the LEA in all subjects. In both key stages, they compare favourably with other similar schools in relation to size, medium of teaching and the percentage of pupils in receipt of free school meals.
76. The rolling results for the last three years indicate that the school's performance in both key stages is above the median.
77. Pupils in both key stages make good progress in their learning. They learn new knowledge and skills effectively in their involvement with class-based tasks and are happy to offer their own ideas.
78. Learners of all ages have an appropriate understanding of what they are doing, but they have not yet developed the ability to evaluate the strengths and shortcomings of their work and to consider what is required of them to improve. This is particularly evident in their written work.
79. The vast majority of pupils make good progress in their knowledge and understanding of their skills as they move through the school. The assessments and tests at the end of both key stages show that pupils attain the appropriate national levels.
80. The progress made by pupils with SEN towards achieving the targets set for them in their Individual Education Plans [IEPs] is generally good. This can be attributed to the good support they receive in their classes.
81. The pupils in both key stages work hard in their lessons and they use their time effectively. They concentrate well on their tasks, showing good motivation and they make good progress towards achieving their potential. They respond enthusiastically in their lessons, particularly in oral sessions, and they show interest in their work.
82. The vast majority of pupils at the school behave responsibly in all situations at the school and they respect their fellow pupils and other adults in their presence. They are considerate and they relate well to each other and are particularly tolerant of pupils with learning difficulties.
83. The average attendance for the last three terms prior to the inspection was 97%. All pupils attend the school regularly and they arrive punctually at the beginning of the school day.
84. When given the opportunity, pupils in KS2 are able to work independently and make decisions in relation to the next steps to be taken in their learning. Pupils in Y5 are able to offer a good range of problem-solving strategies, displaying considerable imagination and ingenuity. Occasionally, the nature of the tasks

provided in KS2 does not offer sufficient opportunities for pupils to practise and develop their independent working skills.

85. The creative skills of pupils in both key stages are good, with some outstanding features. The work they have produced under the guidance of a resident artist is of a very high standard.
86. The progress made by pupils in both key stages in their personal, social and moral development is good. They work together happily in group situations or in pairs, and are very happy to help each other. They show concern for their fellow pupils; they accept personal responsibility for their work and exhibit honesty and fairness in all their dealings with others.
87. Pupils of all ages at the school display an appropriate awareness of equal opportunity issues and respect for diversity in society. Their studies of the major world religions in religious education lessons deepen the pupils' knowledge and understanding of the beliefs and worship practices of people from traditions other than their own.
88. The school succeeds in preparing the pupils well for participating fully in the life of the community. Through a range of extra-curricular activities and appropriate educational visits, they come to be well informed about the world of work and various businesses and industries. They have a good recognition of their community and play a full part in its life and work.

## The quality of education and training

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

#### Grade 2: Good features and no important shortcomings

89. The judgement of the inspection team does not correspond to the Grade 3 awarded by the school in its self-evaluation report.

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	90%	10%	0%	0%

91. The quality of teaching in the lessons exceed the all-Wales WAG targets of 95% of lessons adjudged to be satisfactory or better and 50% good or better.

92. Teachers' subject-based knowledge is good. They exhibit an understanding of the most appropriate methods to use when introducing the contents of lessons.

93. Pupils with SEN are taught effectively and they make good progress towards their targets. They are well supported by their teachers and support staff.

94. The good features of the teaching includes:

- clear aims and objectives for lessons, with an effective emphasis on reinforcing and reviewing the learning;
- provision of interesting activities and a variety of resources that sustain pupils' interest;
- good relationships between teachers and pupils that have a positive impact on pupils' achievements;
- skilful questioning with the older pupils that encourages them to think for themselves;
- effective and regular use of the interactive whiteboard to support the learning and teaching;
- pupils' bilingual competence that is skilfully nurtured through encouragement and support.

95. In a small number of lessons, the presentations are too long and there are insufficient opportunities for pupils to work independently, for example, to engage in role-play or to develop their own ideas. The work does not always correspond as well as it should to pupils' needs.

96. The quality of assessment at the school is good. The assessment findings, including NC assessments, provide useful information for planning work and setting targets for individual pupils. They are used to help pupils to make progress during the year and in the key stage.
97. Teachers carefully observe pupils at work and they offer appropriate support and guidance.
98. Pupils' work is marked regularly and constructive written comments noting the steps required for improvement are included. The school has not developed adequate strategies to ensure that pupils act on the comments made on a regular basis.
99. Individual pupils' files and the booklets used to assess the core and foundation subjects contain useful details on pupils' progress and the next steps for improvement.
100. The useful portfolio of exemplar work in English has been carefully levelled and it contains written comments to exemplify standards and to ensure consistency of analysis.
101. A similar file is being developed in Welsh.
102. Although there are some examples of pupils' involvement in self-assessment in history, this element has not been sufficiently developed. Pupils are not sufficiently familiar with the individual targets for improvement.
103. The annual reports to parents meet the statutory requirements. They are of good quality and they provide useful information for parents about their children's progress in all subjects, together with helpful comments about their personal and social development. Currently, the reports do not contain the individual improvement targets for improvement; this aspect is identified as a priority for the future. 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 3: Good features outweigh shortcomings**

104. The judgement of the inspection team does not correspond to the Grade 2 awarded by the school in its self-evaluation report.
105. The school responds well to pupils' needs, and provides equal access to a broad and balanced curriculum, that conforms to legal requirements.
106. There is appropriate planning for the majority of curriculum subjects so as to provide interesting and differentiated experiences that offer continuity and progression in pupils' learning. The contents of the schemes in a small number of subjects such as art and music do not sufficiently develop elements of the programmes of work of the NC. These are identified as priorities in the SDP.
107. Appropriate opportunities are provided to ensure that pupils gain the basic key skills. Specific attention has been given to improving English spelling and the school has gained the Quality Mark of the Basic Skills Agency for its work in targeting pupils who under-achieve in literacy. A high priority is given to developing pupils' ICT skills.
108. Mid term planning notes certain aspects where the requisite key skills can be developed. However, these are not transferred to the short-term planning. As a result, opportunities are lost to introduce a number of key skills in a co-ordinated and purposeful manner.
109. PSE is not taught as a separate subject, but it permeates all aspects of the curriculum and ethos of the school. The vast majority of pupils exhibit a strong sense of motivation towards their learning and respect towards authority.
110. The learning experiences effectively promote pupils' spiritual, moral, social and cultural development. The school places a strong emphasis on caring for others and virtues such as honesty and truth. The values taught by the school are reflected in the pupils' positive behaviour and attitudes. The periods of collective worship make a significant contribution to pupils' understanding of moral and spiritual issues.
111. The quality of the provision in both languages is good. Through careful planning, pupils' bilingual skills are regularly developed throughout both key stages. The Cwricwlwm Cymreig features prominently in the curriculum, particularly so in the humanities subjects.
112. The pupils benefit from a range of useful opportunities to take part in numerous extra-curricular activities, including clubs, Urdd competitions and joining with other schools to make sports teams. Many pupils participate in these activities, gaining information and developing valuable skills.

113. The curriculum is enhanced by a good variety of educational visits, relating in the main to experiences in history and geography. The regular visits by an art specialist to share her knowledge and skills inspire the pupils to create a range of good quality work.
114. The school is aware of sustainable developments and global citizenship but these aspects are not specifically addressed within the curriculum. Y5 and Y6 are aware that recycling refuse is one way of safeguarding the environment.
115. The partnership and links with parents are grade 1. The parents appreciate the school's work and are supportive of its aims and objectives. A number of parents contribute directly to the educational provision by assisting in the classroom or by holding clubs outside school hours. They also assist teachers during educational visits. The Parents and Teachers' Association is active and raises considerable sums of money for school funds.
116. There are effective arrangements for communicating with parents. The information provided is of good quality and is suitable for Welsh and non-Welsh speakers. The Home-School Agreement is an appropriate and useful document. The Parents' Handbook conforms fully to statutory requirements.
117. There are strong links between the school and the local community. Village residents respond well to events and celebrations held at the school.
118. There are very good links between the school and other local primary schools, with the headteachers collaborating to produce documents and to moderate pupils' work. There are close links with the local secondary school that ensure that pupils transfer smoothly to Y7 at the end of their time in the primary sector.
119. Work-related education is developing well through a clear structure and programme. Visits to local businesses deepen pupils' knowledge of the world of work. Little attention is given to the development of pupils' enterprise and entrepreneurial skills.
120. Pupils' experiences across the curriculum enable them to gain a range of skills that are valuable in terms of lifelong learning. These include bilingualism, ICT skills, numeracy skills and personal and social skills. Pupils also exhibit good problem solving and co-operative skills, but their ability to develop into independent learners and to manage their own learning has not reached its full potential.

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

<b>Grade 2: Good features and no important shortcomings</b>
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121. The findings of the inspection team concur with the school's judgement in its self-evaluation report.
122. The quality of care, support and guidance provided to pupils is good. The school provides a welcoming and homely environment in which all pupils feel happy and confident. Pupils feel comfortable in seeking advice and guidance from staff.
123. Care and service arrangements are effectively planned and managed. There is a good understanding between the school and parents in order to ensure that the school's safety and security arrangements are fully implemented by all concerned.
124. There are highly effective arrangements for assisting new pupils of all ages to settle in quickly at the school. The younger pupils enjoy their early experiences at the school and are well supported by the teacher and the assistant. There is good provision for admitting older pupils to school during the year.
125. There are sound procedures for securing pupils' welfare and there are effective measures in place to eliminate any oppressive behaviour, bullying or any form of harassment of other pupils. A number of these issues are discussed by pupils in a highly mature fashion. There are effective policies in place in the area of child protection.
126. The teachers and support staff execute their responsibilities effectively. They know the pupils well and give appropriate attention to their personal and social education in all school activities.
127. There are effective arrangements in place for registering attendance and punctuality and the school conforms fully to WAG requirements.
128. The provision for pupils with SEN is good and it fulfils the requirements of the Code of Practice. The school identifies pupils' special needs at an early stage and intervenes as required. The support provided in the withdrawal sessions is good. It focuses appropriately on pupils' individual learning needs. The one to one support provided by the integration assistants is highly effective and it promotes the progress and behaviour of the pupils in their care.
129. The school works well with parents and external agencies to review the progress made by SEN pupils and to meet specific needs. All professionals who contribute to the pupil's needs attend or produce a report or the annual reviews.
130. Detailed records are kept of pupils' achievements and their progress is tracked effectively.

131. The planning of the school curriculum and organisation gives careful consideration to the diversity of pupils' backgrounds and to their linguistic needs. The school takes purposeful action to provide equal access for all pupils and to promote gender equality.
132. All pupils receive access to a programme of personal and social education. They benefit considerably from the opportunities they receive during specific lessons and the periods of collective worship. These experiences promote respect and tolerance towards others and enable them to discuss their feelings and moral issues. There is no school council to give pupils opportunities to discuss issues at the school that are of personal importance to them.

## **Leadership and management**

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

#### **Grade 2: Good features and no important shortcomings**

133. The judgement of the inspection team does not correspond to the Grade 3 awarded by the school in its self-evaluation report.
134. The headteacher's positive leadership provides a clear sense of direction for the work of the school. She succeeds in effectively co-ordinating the work of the teachers, support staff, the governing body and parents.
135. Agreed aims and values are well reflected in the work and ethos of the school. Equality is promoted for all, the contribution of each individual is valued and there is a strong sense of trust and mutual understanding amongst all members of the school community.
136. Appropriate consideration is given to national priorities. Some elements of the Healthy Schools Scheme have been completed and the school has gained the Quality Mark of the Basic Skills Agency.
137. The school works well with other small schools in the catchment, producing high quality schemes of work and subject portfolios. These arrangements ensure consistency between the schools in relation to expectations and curricular documentation.
138. An effective system has been established for determining targets for improvement. The whole-school targets that are set annually are achievable and realistic. They provide clear performance objectives for the school.
139. The school is effectively managed. Appropriate performance management arrangements have been established for improving teachers' skills and competence. The headteacher regularly monitors and evaluates curricular areas, and appropriate attention is given to standards of achievement in these evaluations. There is no formal structure for reporting the outcomes of the evaluations to the governing body.
140. The vast majority of the members of the governing body are parents at the school. They know the school well and they undertake their management and legal responsibilities effectively. They work effectively with the headteacher but they have not yet given sufficient attention to their monitoring and evaluation responsibilities.

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

#### **Grade 3: Good features outweigh shortcomings**

141. The findings of the inspection team concur with the grade 3 awarded by the school in its self-evaluation report.
142. The headteacher, governors and staff are appropriately informed about the school's performance in the various areas of the NC. They use this information to determine priorities for improvement as outlined in the SDP.
143. The self-evaluation arrangements that were established recently contain a long-term programme to ensure that all curricular areas are evaluated in turn. A number of strategies are employed for gathering evidence, including investigations of pupils' work, analyses of internal and external tests and lesson observations.
144. Some areas have already been evaluated by the headteacher and staff, judgements were made as to the pupils' standards of achievement in the subject in question and the areas that are in need of further attention were identified.
145. There are no formal arrangements for gathering the views of parents and pupils and the findings of the self-evaluations are not shared with the governing body.
146. The self-evaluation report produced by the school prior to the inspection is concise and gives a useful overview of the school's situation. Judgements are formed on all aspects of the inspection, the areas and aspects of strength are identified and those requiring further attention are also highlighted.
147. Information from the self-evaluation is used to determine the priorities in the SDP. It is a useful document that gives direction to the work of the school over the next three years. Sufficient resources are earmarked for implementing the plan and there are effective arrangements in place for evaluating the outcomes in the priorities set.
148. The findings of the inspection team do not concur with the school's judgement in its self-evaluation report in four of the seven key questions. In three of the questions the school has not sufficiently acknowledged its strengths in terms of the quality of teaching and assessment [Key Question 2], the quality of leadership and management [Key Question 5] and the effectiveness of its management of resources [Key Question 7]. The inspection team disagreed with the school's judgement in Key Question 3 because there are some gaps in the curricular provision.
149. The school has made good progress since the last inspection. It has successfully addressed the shortcomings identified and there has been a significant improvement in the six Key Issues noted.

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

**Grade 2: Good features and no important shortcomings**

150. The judgement of the inspection team does not correspond to the Grade 3 awarded by the school in its self-evaluation report.
151. The pupils are well supported by the teachers and the assistants. The relatively small size of the classes means that each individual pupil receives a high level of support from the teaching staff and assistants. The teachers are well versed in the subjects they teach and the learning assistants execute their responsibilities effectively, making an important contribution to the quality of teaching and the standards of achievement. The teachers and learning assistants are effectively deployed in the school and efficient use is made of their expertise by exchanging learning groups for the teaching of certain subjects such as physical education.
152. Overall, there is a good supply of resources at the school for all ages, including the under-fives. They are of good quality and are conveniently accessible for pupils' use. The IT provision is outstanding and ensures that all pupils receive regular opportunities to use the computers. There is a lack of good quality Welsh books in the central library and in the KS1 class, and this affects the willingness of some pupils to use books.
153. The size of the building and the rooms and the facilities they contain are adequate for teaching the under-fives and KS1 and KS2 pupils, and are appropriate for teaching all NC subjects. Effective and efficient use is made of the available space by the teachers and pupils.
154. The internal and external condition of the building is good. The standard of cleanliness in all rooms and in the school grounds is good, and they are respected by pupils and adults.
155. The colourful displays on classroom walls and along the corridors make a significant contribution to creating an ethos of refinement in the building; they celebrate pupils' work and are an effective learning resource.
156. The school plans appropriately and provides resources in accordance with its educational priorities and targets. It is foreseen that there will be a considerable reduction in pupil numbers during coming years and sums have been kept in reserve for this eventuality. The headteacher and governing body review and evaluate needs and the use of resources on a regular basis.

## Standards achieved in subjects and areas of learning

### Welsh

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

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

#### Good and outstanding features

157. Pupils of all ages and abilities are able to listen well to their teachers and to the contributions of other pupils. The vast majority are very happy to answer questions, showing interest and understanding, and this promotes and extends their learning.
158. In KS1, pupils are able to express themselves appropriately for various purposes with increasing accuracy. In Y2, the majority converse confidently with each other and with adults about their experiences and about events that are within the scope of their experience and interest. They follow instructions well.
159. Pupils master reading skills satisfactorily. They read words and phrases that are associated with the text appropriately and they decode unfamiliar words by using familiar spelling patterns. By reading together in class they strive to express themselves meaningfully and to show understanding by discussing the contents in an elementary manner.
160. Pupils exhibit a growing understanding of sentences and punctuation when writing independently for various purposes. They have a good grasp of continuity and they develop their ideas sensibly. In their stories and descriptive pieces, they show appropriate progress in their use of link words, adjectives and in their variation of sentence patterns.
161. In KS2, pupils' active vocabulary grows and the majority speak clearly and confidently. A considerable number of pupils across the age ranges possess a wide-ranging vocabulary that enables them to hold an extended conversation. They ask relevant questions, expressing and justifying their viewpoints.
162. The pupils develop into independent readers and they read with expression and accuracy according to their age and ability. A number of the older pupils are enthusiastic readers and are able to discuss their favourite authors and give reasons for their choices. They use dictionaries competently and are able to search for information in reference books.
163. Pupils in KS2 are more aware of the need to write in different styles for different audiences. They write in a more extended fashion in forms such as non-fiction, personal descriptions, letters and scripts. As they make progress through the key stage they come to correctly use a range of punctuation marks. Some pupils across the age ranges write in an interesting and lively manner, with a good measure of accuracy. They successfully use paragraphs and are aware that

idioms, adjectives and similes improve their writing. There are examples of grade 1 standard work in year 5.

### **Shortcomings**

164. In both key stages, a small number of pupils do not pay sufficient attention to spelling and punctuation and their syntax lacks sufficient variety.
165. In KS1, the books that pupils read do not always correspond to their age and ability.

<b>English</b>
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**Key Stage 1 – English is not taught formally in KS1.**

**Key Stage 2 – Grade 3: Good features outweigh shortcomings.**

### **Good and outstanding features**

166. Pupils exhibit increasing confidence in expressing themselves in formal and informal situations. They are able to concentrate effectively when listening to others during whole-class and group discussions and a good number of them are able to talk confidently with each other and with adults. They are able to use spoken language effectively for the purpose of questioning, conveying information and expressing opinions. By Y5, they make thoughtful contributions to discussions.
167. Throughout the key stage, the pupils read a variety of books fluently and with appropriate expression. By Y5, pupils handle and discuss the contents of books intelligently, expressing their views about various authors with great maturity. They are able to skim a text in order to discover specific information and they make effective use of the Internet and of reference books in order to gather information. The less able pupils make a fair effort to read books that correspond to their ability and they use appropriate techniques when dealing with unfamiliar words. They all read a range of different texts and they enhance their reading experiences by taking books home.
168. A good majority of pupils in Y3 and Y4 make appropriate progress in their written work. They display appropriate progress in their ability to write sentences and to use correct punctuation within a limited range of forms.
169. Pupils in Y5 write skilfully and confidently. They develop their knowledge of grammar appropriately, using standard forms of nouns and adjectives with appropriate accuracy, and they have an appropriate understanding of punctuation. They produce a range of creative and factual written work, including letters, dialogues, reviews and poems. Pupils' ability to vary their sentence patterns, to use paragraphs and to create various effects is generally good.
170. The handwriting skills of a good number of children develop well throughout the key stage.

### **Shortcomings**

171. The vocabulary of a significant number of pupils is limited and they lack confidence when contributing to discussions and when expressing their opinions.
172. Pupils' ability to write creatively has not been sufficiently developed; their work tends to lack imagination and vitality.

## **Information technology**

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

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

### **Good and outstanding features**

173. KS1 pupils' understanding of the use of IT in everyday life is good. They communicate ideas in various forms, such as text, tables, pictures and sound with increasing confidence. With assistance, they are able to use the Internet to look for information and to work directly on the screen on specific websites.
174. By using a word processor, a good number of pupils are able to retrieve and store their work and to edit it on screen. By Y2, they are able to add to an existing file and store and use it in future. They use an art package to create interesting pictures on screen.
175. They use an existing database to draw block graphs and pictograms. They use the mouse confidently to move objects displayed on screen.
176. Pupils in KS2 use computers and IT software with great confidence. They use IT equipment and software to very good effect for communicating and exchanging information. Their mastery of word processing is good and when producing posters and pamphlets, they adapt their work to meet the specific needs of different audiences.
177. They make highly effective use of the Internet to gather information. They know how to look for the most appropriate sites for their given area of activity. By the beginning of Y5, they are able to create a database without assistance, re-arrange the information in various formats and investigate the data in some detail.

### **Shortcomings**

178. A small number of pupils in both key stages lack confidence in their use of IT and are too dependent on support from other pupils and teachers.
179. The Logo work and their production of spreadsheets have not developed sufficiently in KS2.

## **Music**

**Key Stage 1 - Grade 3: Good features outweigh shortcomings**

## **Key Stage 2 - Grade 3: Good features outweigh shortcomings**

### **Good and outstanding features**

180. In KS1 and 2, the pupils sing an increasing repertoire of songs for their age and for various occasions. Their pronunciation is clear and, in general, they sing tunefully, with the best displaying control of their breathing, dynamics and pitch. A number of the older pupils are able to sing a round tune effectively.
181. In KS1 pupils' awareness of rhythm is developing well. The majority know the names of a range of instruments. They are able to describe the sounds they produce and can select appropriate instruments to create different sound effects. In KS2, the pupils handle instruments correctly, they can maintain a regular beat and they successfully experiment with a small number of them producing simple compositions.
182. In KS2, pupils are able to compose by using the pentatonic scale, creating drone accompaniment. They develop and refine their musical ideas effectively. They are able to compose ostinato and provide accompaniment for simple tunes.
183. In both key stages, the pupils listen to their own music and the music of a number of famous composers. They describe and compare the features of the music they hear, making appropriate use of musical terms and vocabulary.
184. A small number of pupils benefit considerably from the guitar lessons they receive from the peripatetic teacher.

### **Shortcomings**

185. Pupils do not give sufficient attention to refining and improving their singing.
186. The older pupils do not engage in sufficiently challenging performance work.
187. Insufficient emphasis is placed on the heritage of Wales, in addition to the traditions of other cultures when evaluating music.

<b>Physical education</b>
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## **Key Stage 1 - Grade 2: Good features and no important shortcomings**

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

### **Good and outstanding features**

188. During the lessons, pupils in KS1 and KS2 work physically hard and improve the quality of their performance through practice. They are able to effectively explain the importance of warming up and its effects on the heartbeat. They listen well to their teachers' instructions and show a good awareness of safety requirements as they move about the hall.

189. In KS1, pupils move in a nifty and agile manner about the hall, creating a good range of different forms of movement. They make sensible use of space as they look for room in which to work. They show good imagination as they create movements in tandem with music and their group work when planning and performing dances is very effective. The quality of their performances is generally good.
190. Pupils in KS2 have good control of their bodies as they work energetically in the hall. They move adroitly to music, showing good awareness of the need to produce elaborate shapes with their bodies. They create extended sequences of dance movements.
191. The pupils work well together in groups to design a sequence of movements; they are able to evaluate their own work and that of others and can identify which aspects require further attention.

### **Shortcomings**

192. The sequences of movements produced by some individuals and groups in KS2 are under-developed.
193. The quality of movement of certain individuals in both key stages is hampered through lack of fitness.

## **Religious education**

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

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

### **Good and outstanding features**

194. In KS1 and 2, pupils have a sound awareness of the Bible as a special book in the Christian religion and they are well informed about stories about the life of Jesus. They are able to describe the main Christian festivals.
195. They understand that praying is part of worship. They know a number of different prayers and say them during the day. Several pupils have created their own simple prayers for various occasions.
196. In KS1, the pupils are able to talk about the virtues of a good friend and about how important it is to be obliging and to love others. They also know that families and the school community have rules to guide the way in which they live from day to day.
197. Pupils make good progress in their knowledge of the Hindu faith. They know about the Hindu shrine, the artefacts it contains and how it is used every day.

198. In KS2, pupils develop a wider perspective as they study aspects of Christianity and the Islam faith in greater depth. They begin to appreciate religious and cultural diversity, and they understand that other communities have motives that are similar to their own.
199. They have visited the local Church and are able to discuss the internal and external features, together with the significance of places of worship, in some detail.

### **Shortcomings**

200. There are no significant shortcomings.

## **School's response to the inspection**

The staff and governors of Ysgol Llanddeusant are pleased to be able to say that the findings of the report are fair, positive and constructive.

The inspection findings are broadly comparable to the school's own judgements in its self-evaluation report.

The inspection was an evolving process featuring a professional and productive dialogue. Opportunities were given to present the necessary evidence, to justify viewpoints and to express views on specific issues. The school took advantage of this opportunity to highlight its strengths. It was felt that the role of the nominee had been a highly valuable element in the process.

The inspection acknowledged very many positive aspects. It was noted that the standards achieved by pupils in their lessons far exceeded Welsh Assembly Government targets and that pupils succeed well in achieving the targets set for them. The high quality of the teaching is recognised and rightly so given the commitment and skills of our teachers. The good progress made by pupils in both key stages in their personal, social and moral development was emphasised, recognising the importance of their learning experiences in this regard. The report recognises the high priority the school places on care for others, honesty and truth, and this is reflected in pupils' behaviour and positive attitudes, an aspect of our work in which we take great pride. Emphasis is placed on pupils' success in the development of their bilingual competence. It was noted that pupils' cross-curricular experiences enable them to gain a range of skills that are valuable in the context of lifelong learning. There are many aspects where standards are acknowledged to be good, and we feel as a school that we are in a position to aim at further development and achievement.

It was agreed that some aspects require improvement, amongst them giving pupils the opportunity to work more independently, to improve their skills in English and to extend pupils in the development of their musical performance skills. We are confident that we will be able to address the recommendations in the report and in this regard the school will seek to face up to the challenge of further raising and extending our levels of achievement.

At Ysgol Llanddeusant there is a genuine feeling of pride in all that we do. The inspection has given the school the opportunity to look in detail at all aspects of our life and work, and the preparation of the self-evaluation report has been a constructive process as we note all the school's achievements to date. The inspection has reinforced our strengths whilst clearly identifying the areas that require further development.

We look forward to continuing to raise standards so as to allow the school to reach its full potential.

## Appendix A

### Basic information about the school

Name of school	Llanddeusant
School type	Natural bilingual
Age-range of pupils	3 – 11 years
Address of school	Llanddeusant Holyhead Ynys Môn
Post-code	LL65 4AD
Telephone number	01407 730467
Headteacher	Mrs Rhian Lloyd Jones
Date of appointment	September 2000
Chair of governors	Mr William Spencer Hughes
Reporting inspector	Wil Williams
Dates of inspection	18 - 20 January 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	0	4	1	4	9	8	6	3	35

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

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	16:1
Pupil: adult (fte) ratio in nursery classes	
Pupil: adult (fte) ratio in special classes	
Average class size, excluding nursery and special classes	17.5
Teacher (fte): class ratio	1.1:1

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole School
Spring 2004	100	94	94.6	96.2
Summer 2004	96.6	97	97.8	97.1
Autumn 2004	100	96	98.6	98.2

Percentage of pupils entitled to free school meals	33%
Number of pupils excluded during 12 months prior to inspection	0

## Appendix C

### National Curriculum Assessment Results: End of Key Stage 1

<b>National Curriculum Assessment KS1 Results 2004</b>	Number of pupils in Y2	8
As the number of pupils eligible for assessment at the end of Key Stage 1 in was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	100%	In Wales	79%

### National Curriculum Assessment Results: End of Key Stage 2

<b>National Curriculum Assessment KS2 Results 2004</b>	Number of pupils in Y6	3
As the number of pupils eligible for assessment at the end of Key Stage 2 was fewer than five, summary information is not included.		

## Appendix D

### Evidence base of the inspection

- The team of three inspectors inspected work in all classes. Between them they spent six full days at the school;
- pre-inspection meetings were held with governors, staff and parents;
- a range of documentation produced by the school was examined, including examples of work by the pupils across the curriculum in the early years and the two key stages;
- nineteen lessons or sessions were observed;
- morning assemblies were attended;
- pupils were listened to reading and were questioned about their knowledge and understanding of the curriculum;
- school registers were inspected;
- discussions were held with the headteacher and school staff relating to curricular and management matters;
- minutes of governors' and staff meetings were examined as well as documents relating to the school's financial matters;
- pupils were observed as they arrived and departed from school, and during breaks;
- thirteen parents were present at the pre-inspection meeting and 7 questionnaires were returned;
- a post-inspection meeting was held with the staff and governing body.

## 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.	English, physical education, information technology
Ms Lisa J Davies	Team	Key questions 2; 3; 4.	Welsh, music, religious education
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 LLANDDEUSANT

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Ysgol Llanddeusant 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 Llanddeusant took place between 18-20 January 2005 . An independent team of three 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:

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

The inspection team concurred with the school's judgement in its self-evaluation report in three of the seven key questions. Where there was a difference of judgement, the findings of the inspection team were higher than the view of the school in three questions and lower in one other question.

## Table of grades awarded

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?	3
How well are learners cared for, guided and supported?	2
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

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

Standards of achievement in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	92%	8%	0%	0%

The standards achieved by pupils far exceed the all-Wales Welsh Assembly Government [WAG] targets of 95% of lessons adjudged to be satisfactory or better and 50% good or better.

In KS1 and KS2, in the subjects inspected, the standards of achievement are as follows:

Subjects	KS1	KS2
Welsh	Grade 2	Grade 2
English	-----	Grade 3
Information technology	Grade 2	Grade 2
Music	Grade 3	Grade 3
Physical education	Grade 2	Grade 2
Religious education	Grade 2	Grade 2

The under-fives make appropriate progress in the key skills of speaking and listening, writing, numeracy and in their use of information and communications technology (ICT).

Pupils' standards and progress in Key Stage 1 (KS1) and KS2 in the key skills of speaking and listening, reading and writing Welsh are good. Reading standards in English are also good in KS2. Standards in numeracy and ICT are good in both key stages.

Pupils' bilingual competence in both key stages is developing well. In KS1, Welsh learners become increasingly confident in their use of the language and by Year 5 (Y5), a good majority of pupils are able to move easily from one language to another.

The pupils succeed in achieving the targets set by the school. During the last two years, the school's assessment and task results at the end of KS1 and KS2 were slightly higher than the targets set by the school and by the WAG.

The school succeeds in ensuring that pupils of all social and linguistic backgrounds achieve their potential.

At the end of KS1 and KS2, in 2004, pupils' attainments in the National Curriculum [NC] core subjects are higher than those of the catchment and the Local Education Authority (LEA) in all subjects. In both key stages, they compare favourably with other similar schools in relation to size, medium of teaching and the percentage of pupils in receipt of free school meals.

The progress made by pupils with special educational needs (SEN) towards achieving the targets set for them is generally good.

The pupils in both key stages make good progress in their learning. They have an appropriate understanding of what they are doing but have not yet developed the ability to evaluate the strengths and shortcomings of their work.

The pupils in both key stages work hard in their lessons and they use their time effectively. They concentrate well on their tasks.

The vast majority of pupils at the school behave responsibly in all situations at the school and they respect their fellow pupils and other adults in their presence.

The average attendance for the last three terms prior to the inspection was 97%. All pupils attend the school regularly and they arrive punctually at the beginning of the school day.

When given the opportunity, pupils in KS2 are able to work independently and make decisions in relation to the next steps to be taken in their learning. Occasionally, the nature of the tasks provided does not offer them sufficient opportunities to do so.

The creative skills of pupils in both key stages are good, with some outstanding features. The work they have produced under the guidance of a resident artist is of a very high standard.

The progress made by pupils in both key stages in their personal, social and moral development is good. They show concern for their fellow pupils, they accept personal responsibility for their work and exhibit honesty and fairness in all their dealings with others.

Pupils of all ages at the school display an appropriate awareness of equal opportunity issues and respect for diversity in society.

The school succeeds in preparing the pupils well for participating fully in the life of the community. Through a range of extra-curricular activities and appropriate educational visits, they come to be well informed about the world of work and various businesses and industries.

### **The quality of education and training**

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

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
0%	90%	10%	0%	0%

The quality of teaching in the lessons exceeded the all-Wales WAG targets of 95% of lessons adjudged to be satisfactory or better and 50% good or better.

Teachers' subject-based knowledge is good. They exhibit an understanding of the most appropriate methods to use when introducing the contents of lessons.

Pupils with SEN are taught effectively and they make good progress towards their targets. They are well supported by their teachers and support staff.

The good features of the teaching includes:

- clear aims and objectives for lessons, with an effective emphasis on reinforcing and reviewing the learning;
- provision of interesting activities and a variety of resources that sustain pupils' interest;
- good relationships between teachers and pupils that have a positive impact on pupils' achievements;
- skilful questioning with the older pupils that encourages them to think for themselves;

- effective and regular use of the interactive whiteboard to support the learning and teaching;
- pupils' bilingual competence that is skilfully nurtured through encouragement and support.

In a small number of lessons, the presentations are too long and there are insufficient opportunities for pupils to work independently, for example, to engage in role-play or to develop their own ideas. The work does not always correspond as well as it should to pupils' needs.

The quality of assessment at the school is good. Pupils' work is marked regularly and constructive written comments noting the steps required for improvement are included, but the school has not developed adequate strategies to ensure that pupils act on the comments made on a regular basis. Although there are some examples of pupils' involvement in self-assessment, this element has not been developed sufficiently.

The annual reports to parents meet the statutory requirements. They are of good quality and they provide useful information for parents about their children's progress in all subjects, together with helpful comments about their personal and social development.

The school responds well to pupils' needs and provides equal access to a broad and balanced curriculum that conforms to legal requirements.

There is appropriate planning for the majority of curriculum subjects so as to provide interesting and differentiated experiences. The contents of the schemes in a small number of subjects do not sufficiently develop elements of the programmes of work of the NC and the planning for the development of the key skills is not sufficiently purposeful.

Appropriate opportunities are provided to ensure that pupils gain the basic key skills.

Although there are no specific schemes in this area, a number of aspects of Personal and Social Education [PSE] permeate the curriculum and ethos of the school.

The learning experiences effectively promote pupils' spiritual, moral, social and cultural development. The school places a strong emphasis on caring for others and virtues such as honesty and truth.

The quality of the provision in both languages is good. Pupils' bilingual skills are regularly developed throughout both key stages. The Cwricwlwm Cymreig features prominently in the curriculum.

The pupils benefit from a range of useful opportunities to take part in numerous extra-curricular activities. Many pupils participate in these activities, gaining information and developing valuable skills. The curriculum is enhanced by a good variety of educational visits.

The school is aware of sustainable developments and global citizenship, but these aspects are not specifically addressed within the curriculum.

The partnership and links with parents are grade 1. The parents appreciate the school's work and are supportive of its aims and objectives. A good number contribute directly to the educational provision. The Parents and Teachers' Association is active and raises considerable sums of money for school funds.

There are effective arrangements for communicating with parents. The information provided is of good quality and is suitable for Welsh and non-Welsh speakers.

There are strong links between the school and the local community. Village residents respond well to events and celebrations held at the school.

There are good links between the school and other local primary schools and with the local secondary school.

Pupils' experiences across the curriculum enable them to gain a range of skills that are valuable in terms of lifelong learning. These include bilingualism, ICT skills, numeracy skills and personal and social skills.

The quality of care, support and guidance provided to pupils is good. The school provides a welcoming and homely environment in which all pupils feel happy and confident. Pupils feel comfortable in seeking advice and guidance from staff.

Pupils benefit greatly from the opportunities they receive during specific lessons and periods of collective worship to reflect and to discuss serious personal matters. There is no school council to give pupils opportunities to discuss issues at the school that are of personal importance to them.

Care and service arrangements are effectively planned and managed. There is a good understanding between the school and parents in order to ensure that the school's safety and security arrangements are fully implemented by all concerned.

There are sound procedures for securing pupils' welfare and there are effective measures in place to eliminate any unacceptable behaviour.

There are highly effective arrangements for assisting new pupils of all ages to settle in quickly at the school.

The provision for pupils with SEN is good. The school identifies pupils' special needs at an early stage and intervenes as required. The one to one support provided by the integration assistants is highly effective.

The planning of the school curriculum and organisation gives careful consideration to the diversity of pupils' backgrounds and to their linguistic needs. The school takes purposeful action to provide equal access for all pupils and to promote gender equality.

### **Leadership and management**

The headteacher's positive leadership provides a clear sense of direction for the work of the school. She succeeds in effectively co-ordinating the work of the teachers, support staff, the governing body and parents.

Effective arrangements are in place to establish targets for improvement. The whole-school targets that are set on an annual basis are both achievable and realistic.

The members of the governing body know the school well and they undertake their management and statutory responsibilities effectively. They work effectively with the headteacher, but they have not yet given sufficient attention to their monitoring and evaluation responsibilities.

The headteacher, governors and staff are appropriately informed about the school's performance in the various areas of the NC. They use this information to determine priorities for improvement as outlined in the School Development Plan [SDP].

The self-evaluation arrangements that were established recently contain a number of appropriate strategies for gathering evidence and forming an opinion on pupils' standards of achievement. There are no formal arrangements for gathering the views of parents and pupils and the findings of the self-evaluations are not shared with the governing body.

The SDP is a useful document for setting the direction of the work of the school over the next three years.

The school has made good progress since the last inspection. It has successfully addressed the shortcomings identified and there has been a significant improvement in the six Key Issues noted.

The school plans appropriately and provides resources in accordance with its educational priorities and targets. Pupils are well supported by teachers and assistants.

Overall, there is a good supply of resources at the school for all ages, including the under-fives. The size of the building and the rooms and the facilities they

contain are adequate for teaching the under-fives and KS1 and KS2 pupils, and are appropriate for teaching all NC subjects.

### **Recommendations**

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

- R1 Raise standards in English and music by addressing the shortcomings identified;
- R2 Continue to develop the self-evaluation system and include a more proactive role for the governing body in the process;
- R3 Continue to revise the curriculum schemes, with particular reference to education for sustainable development;
- R4 Plan more purposefully for PSE and establish a School Council.

The governing body is responsible for amending the 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 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.**