

REPORT

on the

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

**Ysgol Gynradd Llanelltyd
Dolgellau
Gwynedd
LL40 2TA**

School Number: 661/2197

Date of Inspection: 22 – 24 March 2004

By

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Registered Inspector W129/13002

Under Estyn contract number: T/148/03P

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CURRICULUM NOMENCLATURE AND KEY STAGES

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

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

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

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

GRADE DESCRIPTIONS

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

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

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1. CONTEXT

The school and its priorities

Ysgol Llanelltyd is situated in the Mawddach valley on the outskirts of the village of Llanelltyd, which is three miles from the town of Dolgellau. The number of pupils attending the school has risen slightly during the past four years. During the inspection period, there were 31 full-time pupils and five children receiving part-time nursery education on the school's roll. The school serves the village and the adjacent rural area. According to the school, pupils come from backgrounds that are neither prosperous nor economically disadvantaged. Pupils represent the full range of ability and 3% of them are registered for free school meals. At present, 2 pupils are identified as having Special Educational Needs [SEN]. None of these have a statement of SEN.

50% of pupils come from homes where Welsh is spoken. The school implements the language policy of the Local education Authority [LEA], namely Gwynedd, and it is categorised as being naturally Welsh-speaking. This means that Welsh is the main medium of the life and work of the school but the aim is to ensure that all pupils are fluently bilingual by the time they transfer to the secondary sector.

The School Development Plan [SDP] has clear aims and objectives, including the following main priorities for 2003-2004 namely to:

- revise planning for mathematics and improve mental mathematics revise the existing scheme of work in English and extend reading resources for pupils in KS2;
- devise strategies to further develop pupils' skills in design and technology;
- continue to develop information technology (IT) skills across the curriculum;
- continue to develop the school's self-evaluation strategies.

The school was last inspected in the spring term of 1998. The headteacher has been in post since 1997.

2. MAIN FINDINGS

The main findings of the report

- Ysgol Llanelltyd effectively fosters the personal and educational development of its pupils. The quality of the educational provision and the standards achieved by pupils are generally good, and at times, very good.
- 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. Standards are as follows:

	Nursery	Reception
Language, literacy and communication skills	Good	Good
Personal and social development	Good	Very good

Development in mathematics	Good	Very good
Knowledge and understanding of the world	Good	Very good
Physical development	Good	Good
Creative development	Good	Good

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

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

- In the period 1999-2002, the percentage of KS2 pupils who achieve at least level 4 in the NC tests and assessments in Welsh, English, mathematics and science were similar to or slightly higher than the national norms. In KS1, in the same period, the percentage of pupils who achieved level 2 or higher, based on teacher assessment, in Welsh, mathematics and science is slightly higher than the national norms. In 2003, as the number of pupils eligible to be assessed were less than five in KS1 and KS2, the results are not included in this report.
- In the key skills across the curriculum, the under-fives achieve good standards in literacy, numeracy and information and communication technology (ICT). In KS1 and KS2, pupils achieve very good standards in listening, and good standards in oracy and reading in Welsh and English. Writing in both languages is satisfactory; at times, worksheets do not provide pupils with enough opportunities to write more extensively. Standards of achievement are good in numeracy, and satisfactory in ICT; there is no deliberate planning for its development across the curriculum.
- The overall quality of teaching is good. Of the lessons observed, 70% were good, 20% were very good and 10% were satisfactory. Lessons are well planned and effective resources are provided for them. The good teaching is characterised by clear expectations, suitable pace and effective concluding sessions. In a good number of lessons, pupils show enthusiasm and answer questions at length. However, more able pupils are not always provided with tasks that are sufficiently well matched to their needs.
- The quality of assessment, recording and reporting is good. An assessment policy and effective systems are in place. Good use is made of assessment information as a basis for planning. Teachers mark pupils' work diligently, but the quality of marking is not

consistently high and pupils' self-assessment skills are insufficiently developed. The annual report to parents gives a clear and full picture of their child's progress.

- The school provides a broad and balanced curriculum of good quality. It is based on varied and relevant learning experiences and conforms fully to the requirements of the NC and religious education. The experiences provided for pupils, including educational visits, stimulate their interest and help to raise standards of achievement. Appropriate use is made of homework to support and reinforce learning. Personal and Social Education is given good attention within the provision, and equal opportunities are provided for all.
- The spiritual, social, moral and cultural development of pupils is very good. The daily act of collective worship provides pupils with spiritual and moral insight, and the values of care and respect for others are a very prominent feature of the school's ethos. The range of extra-curricular activities, including Urdd activities, residential visits and team games, enhance pupils' learning and promote their personal and social development. Pupils are made aware of the diversity of other cultures and beliefs and of the value of differences as well as similarities; their response is invariably positive.
- The school promotes pupils' bilingualism in Welsh and English well and there is a clear and consistent role for the Welsh dimension.
- Pupils' behaviour and attitudes are very good.
- Pupils' attendance levels over the last three full terms are satisfactory. One term fell to just under 90%; this is fully explained in the registers and records.
- The quality of the provision for pupils with SEN is good and they make good progress.
- The provision by governors and staff to offer support and guidance to pupils and to take care for their welfare are very good.
- The school's partnership with parents, the community, schools and other institutions contributes very well to pupils' standards of achievement. The school's partnership with industry is also very good.
- The small numbers of latecomers to the school, who are learning Welsh, receive valuable support from the intensive course offered by the language centre serving the area.
- The quality of self-evaluation and planning for improvement is good. The School Development Plan (SDP) provides clear priorities for development. It is appraised, and regular reports are presented to the governors on the progress made. Target-setting and analyses of pupils' performances in the NC assessments are undertaken well. At times, the strategies for monitoring marking and differentiation do not have sufficient effect on pupils' individual performances.
- The quality of leadership and efficiency is good. The school is managed well and its budget administered efficiently. The head undertakes her managerial and educational responsibilities effectively. Part-time and full-time staff co-operate well and demonstrate a substantial commitment to the school. The day-to-day administration of the school is

very good. The governors are fully aware of their responsibilities and they are committed to improving standards and the provision for pupils.

- A good range of resources is provided to support the curriculum. Good use is made of the learning space but, for some curricular activities, the early years and KS1 class is cramped for the number of pupils who use it.
- The school has responded positively to all the issues identified in the 1998 inspection report and there have been clear improvements. In one or two cases, however, some further improvements are necessary.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards achieved in subjects and areas of learning

- Nursery children achieve good standards in all the six areas of learning. Reception children achieve very good standards in their personal and social development, their mathematical development and in their knowledge and understanding of the world. Standards are good in the other three areas of learning.
- In KS1, in the core subjects, pupils' standards of achievement in Welsh are good in oracy, reading and writing. Standards of achievement are good in mathematics and science. In KS2, pupils achieve good standards in all the aspects of Welsh. In English, standards in listening and reading are good and satisfactory in speaking and writing. Standards are good in mathematics and science.
- In the foundation subjects, KS1 pupils' standards of achievement are good in design and technology, ICT, music, religious education and physical education, and are very good in history, geography and art. In KS2, standards are satisfactory in design and technology, very good in ICT and history, and are good in all the other subjects.
- The NC assessments show that boys' achievement is slightly lower than that of the girls but the gap is not significant. Generally, over the years, the attainment of boys and girls is fairly equal. Pupils with SEN make good progress in accordance with their age and ability.
- In the period 1999-2000, the percentage achievements of KS2 pupils in the NC tests and assessments in Welsh, English, mathematics and science were similar to or slightly higher than the national norms. In KS1, in the same period, the percentage of pupils who achieved level 2 or higher, based on teacher assessment, in Welsh, mathematics and science were slightly higher than the national norms. In 2003, as the number of pupils eligible to be assessed is less than five in KS1 and KS2, the results are not included in this report.

3.2 Standards achieved in key skills across the curriculum

Standards are very good in listening, good in speaking, reading and arithmetic, and satisfactory in writing and ICT.

- The progress and achievement of the children under five in the key skills across the six areas of learning are good in the nursery and reception classes. The children from non-Welsh homes make considerable progress in a short period in communicating in Welsh in a range of contexts.
- Pupils in the two key stages listen attentively on all occasion and, in areas such as music and dance, show an ability to listen critically. The quality of listening in religious services is also good and pupils appreciate other standpoints. Pupils succeed in making lively contributions to discussions through listening intelligently.
- KS1 and KS2 pupils speak well and often with zest. They contribute well to group and class discussions. They express themselves clearly in a range of contexts across the curriculum using suitable subject vocabulary. Some pupils tend to use English rather than Welsh during group discussions.
- Pupils in the two key stages read a wide range of material which is suited to their age and ability. Use is made of higher reading skills to research knowledge from books and the internet. They also read correctly and confidently from a screen.
- The written work is satisfactory, with pupils producing descriptive and factual pieces across the curriculum. There is an occasional good example, for instance, of recording a practical activity, but examples of extended writing in various contexts are rare, because of the over-dependence on work sheets.
- English is presented formally in KS2; the standards are satisfactory in listening, speaking, reading, and writing across the curriculum.
- The pupils apply their numeracy skills well in several fields of the curriculum. Correct measurements are a prominent characteristic of practical work in geography and science. The pupils make suitable and intelligent use of data in various fields and apply their mathematical knowledge and understanding well within experimental activities.
- The pupils' use of ICT skills is satisfactory across all the subjects. The pupils process words effectively and make suitable use of CD-ROMs and the interactive white board to present or reinforce knowledge. Good use is made of computer programmes to develop knowledge and understanding of concepts in music and art, but there is no suitable planning throughout the school to include ICT as a natural tool in the process of developing all the areas of the curriculum.

4. ETHOS OF THE SCHOOL

4.1 Pupils' spiritual, moral, social and cultural development

The spiritual, moral, social and cultural development of the pupils is very good.

- The school fully meets the statutory requirements for collective worship. Services are established firmly on Christian values, and they have an ethos of worship, where there is an opportunity to reflect on what is heard. The pupils contribute effectively through

playing a practical part in the services. There are a number of school policies emphasising the importance of developing various ways for pupils to discuss their feelings, and respond sensibly and with enthusiasm to stimuli. During Circle Time, KS1 and KS2 pupils respond sensitively to various subjects.

- The moral provision emphasises the difference between good and bad, and pupils' understanding is very good. Respect for others and for property is clearly incorporated within the school's rules. The teachers provide the pupils with strong moral examples, and the pupils in turn show obvious respect towards adults. Pupils' moral responsibility is nurtured through annual support for a number of charities, such as 'Operation Christmas Child' and Christian Aid, and the humanitarian nature of the work contributes positively to the standards.
- The school succeeds in creating a very welcoming and caring community where positive attitudes are nurtured particularly well. The school gives challenging responsibilities to the older pupils, for example, looking after the fruit shop. The quality of relationships within the school is very good, with the older pupils caring for the youngest. The pupils play a prominent part in the life of the local community and the links between the school and the community are especially strong.
- A prominent place is given to Welsh aspects across the curriculum, and pupils' awareness of the culture of Wales at a local and national level is very good. Their cultural development is enhanced through involvement in Urdd activities. Comparative studies in geography, music and religious education introduce pupils to other cultures and religions in a positive manner. The teachers are aware of their duty to ensure that pupils respect racial equality, and they take advantage of every opportunity that occurs naturally to foster positive attitudes. The pupils develop an increasing understanding of the concepts of diversity.

4.2 Behaviour and attitudes

The behaviour and attitudes of the pupils are very good.

- Pupils behave well in their lessons, in services, when eating dinner and when playing together during break times.
- Good behaviour is promoted by policies and classroom procedures, which are implemented consistently and fairly. This is further encouraged by the warm and cohesive nature of the school community.
- Pupils' attitude to their learning is very good. They are enthusiastic and apply themselves consistently to their tasks. This makes a marked contribution to the standards achieved.
- Pupils are open and friendly. They communicate with ease and confidence and are courteous and respectful of their teachers, support staff and visitors to the school. They respond well to various duties and responsibilities given to them.
- No instances of bullying were seen during the inspection.

4.3 Attendance

Attendance levels are satisfactory.

- Over the past three terms attendance levels averaged almost 94%. One term marginally fell to 90%, but this is fully explained in both the registers and records. Attendance patterns are carefully monitored and any causes for concern are promptly acted upon.
- Registers are administered and completed in accordance with the requirements of the National Assembly.
- All absences are correctly accounted for and the supporting documentation confirms the statistical information reported. Attendance expectations are clearly outlined to parents.
- Pupils come punctually to school and the timetable runs on time during the day.

5. QUALITY OF EDUCATION

5.1 Teaching

The quality of teaching was good in 70% of the lessons, very good in 20% and satisfactory in 10% of the lessons observed. No unsatisfactory teaching was seen.

Good features

- Teachers have a good knowledge of the subjects they teach and of the desirable outcomes for the children under-five. The wide range of stimulating learning experiences the children have ensures that they make significant progress in the six areas of learning
- Teachers plan their lessons thoroughly and presentations are organised and lively, often making effective use of the local and surrounding area.
- The effective interaction between teachers and pupils enables pupils to feel confident when offering ideas and expressing opinions. Pupils' interest is retained throughout the lesson, the questioning is effective and expectations are high. Effective conclusions to lessons reinforce pupils' knowledge.
- There is effective use of a wide range of resources, which enhances presentations and stimulates pupils' responses.
- Appropriately differentiated tasks are provided, and teachers make purposeful use of pair and group work to improve oral communication and develop ideas.

Shortcomings

- In the comparatively small number of lessons where there are deficiencies, too many activities are introduced in one lesson thereby depriving pupils of enough time to complete their tasks.

- There are examples of worksheets that limit the opportunities for pupils to express themselves extensively, especially the more able pupils. Marking is not of a consistently high quality, and pupils are not sufficiently encouraged to improve their own written work.

5.2 Assessment, recording and reporting

The quality of the assessment, recording and reporting is good.

- Teachers know the pupils very well and are aware of their ability.
- The assessments meet the statutory requirements including the assessment of pupils with special educational needs (SEN).
- Children under five are suitably assessed, using the basic assessment guidelines. Effective use is made of the assessments to plan purposefully.
- In response to the pupils' work, the teachers make positive comments and there are examples of marking linked to the aims of the task, but they do not always offer beneficial help on how to improve the content and the expression.
- Assessment leaflets are used effectively to record the detailed remarks of teachers each year. Core subjects are assessed three times a year and the basic subjects twice a year. For example, in music very effective use is made of published optional assessment material. All the assessments are used appropriately to plan the next steps in the learning process.
- Teachers analyse the results of the statutory tests effectively to improve pupils' performance.
- A start has been made on compiling portfolios of standardised work in the core subjects to improve the consistency of assessments. However, at present, they are not wholly functional.
- Each pupil's progress is tracked carefully and personal targets have been set for individuals in language and mathematics. Pupils play a small part in the process of setting targets but the targets are not at hand so that pupils can remind themselves of them. Generally, pupils' self-assessment skills have not been developed sufficiently.
- Parents have opportunities three times a year to visit the school. The reports to parents contain useful remarks concerning the child's development in all the curriculum subjects. The parents are happy with the format. The reports give an honest picture of the pupils' achievements and contain information on how to further improve the work.

5.3 Curriculum

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

- The curriculum for the under-fives is based on the Desirable Outcomes for Children's Learning and the six areas of learning are carefully planned.

- In KS1 and KS2, the curriculum includes the NC subjects and religious education and all subjects are taught for appropriate periods of time. Opportunities for the development of key skills are consistently identified in teachers' planning, but there is no whole school approach to ensure progression and continuity in the development of these skills.
- Subject schemes of work are good, and teachers' short and medium term plans are detailed and clear.
- The school fulfils its aim of enabling pupils to be confident in their use of both Welsh and English and there is a clear and consistent role for Y Cwricwlwm Cymreig.
- Pupils are organised into two classes. One class contains the reception and part-time nursery children and KS1 pupils; the other class contains all the year groups in KS2. For the most part, teachers provide well in setting pupils of different age ranges appropriately structured tasks to match their needs. At times however, some tasks are not sufficiently challenging for the higher ability pupils.
- The school has a personal, social and health education policy, an equal opportunities policy and an anti-racism policy. In accordance with its policy on anti-racism, pupils are made aware of the diversity of cultures and beliefs and of the value of differences as well as similarities. Pupils' response is invariably positive.
- Provision for pupils with SEN is effective; they have access to the full range of learning experiences.
- Homework is used to good effect to support school-based learning and the Home School Agreement is in full compliance with the statutory requirements.
- The school makes very good use of visitors and educational visits. These arrangements contribute greatly to pupils' learning activities.
- Pupils benefit from a number of extra-curricular activities, including residential visits, Urdd activities, team games and sports.

5.4 Support, guidance and pupils' welfare

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

- Pupils' welfare is of the greatest importance to the teachers. They are caring and sensitive towards individual pupils who, as a result, gain confidence, a feeling of security and a desire to learn. Pupils trust their teachers and are prepared to express their feelings in Circle Time.
- Effective use of the LEA guidelines regarding child protection has resulted in a very good policy of action within the school.
- There are good relationships between the school and organisations such as the police and the fire brigade. These relationships contribute well to the area of personal and social education (PSE).

- Teachers put into practice the demands of health and safety effectively, and the risk assessment made of the building and the site ensure that there are no dangers that can be avoided. Practical steps are taken to ensure the safety of the pupils while they are at school, including securing the entrances with digital locks.
- A fire drill is held each term and there are clear guidelines around the building reminding everyone of the necessary procedures.
- The arrangements for the supervision of pupils are noted clearly in the school's documentation and their application is very effective. The school has shown initiative through monitoring parking arrangements near the school to ensure the safety of the pupils.
- The equal opportunities policies of the school ensure that no pupils suffer prejudice on the basis of belief, language, educational ability, social position or disability. Pupils with SEN receive valuable support across the school, and equal opportunities are a prominent element in all school activities.
- The school provides the pupils with clear information concerning alcohol and drug abuse and helps them to understand the effects and results of their misuse.
- The school's sex education policy is functional, and there are special arrangements for the older pupils when the nurse visits to give relevant lessons.
- The school's PSE programme places appropriate emphasis on healthy eating, personal feelings, and the undertaking of responsibilities, equally distributed between boys and girls.

5.5 Provision for pupils with special educational needs (SEN)

The quality of the provision for SEN is good. Pupils make progress and achieve standards which are at least satisfactory and often good, according to their age and ability.

- The procedures for the two pupils with SEN are suitable and effective, and they fully satisfy the requirements of the 2002 Code of Practice. There are no pupils with statements.
- Pupils with SEN have complete access to all the NC areas and they are fully integrated into the work and activities of the school. Appropriate use is made of standard tests so that pupils' needs are recognised early.
- The co-ordinator keeps a register of pupils with SEN and detailed records of the pupils. The register is reviewed regularly.
- Particularly good support is provided in language and mathematics by a specialist teacher for one hour each week. She works with individuals in withdrawal sessions and is very effective in promoting progress.

- Appropriate and detailed individual educational plans are drawn up by the SEN co-ordinator, the specialist teacher and the class teachers. Reachable targets are noted clearly in the plans.
- The teachers provide suitably differentiated work for various ages within the classes but, generally, there is insufficient differentiation to satisfy the educational needs of all pupils. The SEN pupil in the class suitably follows up tasks done with the specialist teacher.
- The parents of children with SEN are consulted regularly and the co-operation between the school and the home promotes improvement.
- Good use is made of outside agencies and good support is received from the member of the governing body who has responsibility for the SEN.

5.6 Partnership with parents and community, schools and other institutions

Partnership with parents, the community, schools and other institutions is very good and is one of the main strengths of the school.

- Parents are especially supportive of the work and aims of the school and a hardworking 'Friends of the School' Association raises substantial sums of money. It provides a valuable focus for the school's involvement with the community.
- Parents praise the information received about their children's education in open evenings and end of year reports.
- A number of parents come in to school to talk about their work, to help in class and with educational visits and sporting events.
- The quality and extent of the information parents receive from the school are very good. The handbook for parents and the annual report of the governors meet all statutory requirements. All the parents have also endorsed the Home School Agreement.
- Effective use is made of the local community as a resource to enhance class studies, and speakers from the community come in to share their expertise. The pupils themselves contribute to a good range of charities and local cultural activities. They also benefit from the support of the local clergy of all denominations.
- The hall in the nearby Community Centre is used for physical education occasionally.
- There is good liaison with the secondary school where pupils transfer at the end of Y6. The partnership with other primary schools in the district is also very good. They share resources, and co-operate effectively when initiating school based in-service training.
- Pupils and college students are welcomed for periods of work experience and a member of the community comes to school on a regular basis to listen to pupils reading.
- The school has close links with external agencies including departments of the LEA; they readily offer support and co-operate with the school.

5.7 Partnership with industry

The partnership with industry is very good.

- The school has adopted a policy and a curricular strategy in its partnership with industry and business. It has succeeded in increasing the pupils' awareness of the world of work and the principles of entrepreneurship.
- It has established a wide range of contacts and completed visits to a number of outlets, businesses, enterprises and providers, extending from power stations, sites of alternative and sustainable technologies, small businesses, the Forestry Commission as well as the Building Department of Coleg Meirion Dwyfor. A high proportion of information garnered from these partnerships has been translated into effective curricular work.
- The school has set up a shop to sell fruit. In addition to promoting healthy eating, it has fostered the responsibility of managing and pricing stock, attracting customers and accounting income has enabled them to understand the fundamentals of running a business.
- Pupils are aware of the importance of re-cycling and the relevance of protecting the environment and the encouragement of sustainable development.

6. MANAGEMENT

6.1 Quality of self-evaluation and planning for improvement

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

- The SDP is a useful and effective management tool. It offers clear priorities, which include the relevant details for their development and implementation. It is constantly appraised and reviewed and regular reports are presented to the governors on the progress made. The aspects contained in the plan place appropriate emphasis on curricular issues and the work of maintaining and raising standards.
- The present targets for improvement include raising standards in aspects of mathematics, English, design and technology, ITC and developing systems for improving monitoring and self-evaluation. These are appropriate to the needs of the school. In each case, details are given regarding the person or persons responsible, the timetable for completion, the necessary resources and cost.
- Appropriate consideration has been given to the matters the school intends to develop beyond 2004. Once more, they are based on maintaining standards and building upon good practice and they are timetabled appropriately.
- The school makes good use both of information from NC assessment tests and its own assessment procedures to set a range of school, class and individual targets.

- Targets set for individual pupils in KS2 have resulted in improvements in certain aspects of Welsh writing, but the strategies used to monitor and evaluate marking and differentiation do not have sufficient effect on improving pupils' individual performances.
- The school has responded positively to the key issues noted in the 1998 inspection report. There are clear improvements in all of them. In one or two cases, further improvements are still necessary.

6.2 Leadership and efficiency

The quality of leadership and efficiency is good.

- The head, who is responsible for teaching a class, is extremely committed to her teaching duties and to her management responsibilities. The provision in both contexts is of a high quality. She provides sensitive and caring leadership. Members of staff work in close co-operation and demonstrate a high degree of commitment to the school.
- The school has clear aims that are well supported by the parents. There is a commitment to providing a good range of opportunities for all the pupils.
- Day to day administration and management are very good. The school is run smoothly, for the good of the pupils, teachers and parents.
- The school makes consistent progress in achieving the targets set in the SDP. On the whole, the processes used for monitoring the required outcomes are appropriate. The monitoring of teaching and pupils' written work is insufficiently formalised.
- The governors have a good awareness and a lively interest in the work and life of the school. They play an active part in the planning. They have contributed to and are familiar with the school's core documentation. They occasionally visit the school during school hours. Meetings of the finance sub-committee are held as necessary.
- Written and oral information is regularly provided for the governors about curricular matters and self-evaluation arrangements.
- The school's financial resources are managed well. There are close links between the expenditure decisions taken and the priorities identified in the SDP.

6.3 Staffing, accommodation and learning resources

- Teachers are appropriately qualified to teach pupils of primary age. Good use is made of their particular strengths to teach art and science, and this has a positive effect on standards in those subjects, as has the employment of a part-time teacher to teach music.
- Teachers conscientiously undertake responsibilities for co-ordinating all subjects and aspects of school life. They benefit from attending a range of in-service training events which are planned to cater for their professional training needs and are linked to priorities in the SDP. The impact of training on standards of work in science, for example, is

evident in the classroom. They also benefit from working alongside LEA advisors on matters specific to the school.

- The small numbers of latecomers to the school, who are learning Welsh, receive valuable support from the intensive course offered by the language centre serving the area.
- The qualified nursery assistant contributes well to the experiences of children in her care.
- All ancillary staff make a valuable contribution to the life and work of the school.
- Over the years, the original school building, and the more recent extensions, have received appropriate attention. The classrooms are of sufficient size for most activities although the early years and KS1 class is cramped when undertaking activities such as design and technology.
- The general fabric of the building is in good order and has no major deficiencies. The building, the schoolyard and grassed area are maintained in a clean and tidy condition. There is a good surface to the hard play area.
- The standard of displays within the school is good. They celebrate pupils' achievements as well as making an important contribution to the development of the curriculum and the provision of a conducive environment to learning. Effective use is made of the additional space provided in the canteen for subjects such as music and design and technology.
- The school makes effective use of the local community centre's hall, and the swimming pool in a nearby town, for delivering aspects of the physical education curriculum.
- The school's learning resources are appropriate and are of an acceptable quality to meet the needs of the curriculum. The school regularly reviews its resources and the related costs.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

The provision for children under five is appropriate and promotes the desirable results in the six areas of learning. The quality of the provision is at least good and the children get a wide variety of suitable activities which correspond to their level of development.

In the nursery class (3-4 years), the standards are good in the six areas. In the reception class (4-5 years), the standards are very good in personal and social development, knowledge and understanding of the world, and mathematics. The standards are good in language, literacy and communication, physical development and creative development.

Good features

Nursery and reception children develop good language, literacy and communication skills.

- The nursery children listen well and respond orally with enthusiasm. They speak quite confidently and are able to express their needs effectively. They hold books correctly, they know some letters and recognise their names.
- The reception children listen attentively and speak enthusiastically. They respond to questions with confidence and role-play effectively. They use books correctly and write their names correctly. A few children succeed in copying sentences neatly.

The personal and social skills of the nursery children are good, and those of the reception children very good.

- The children work and play together well and understand what is expected of them in the class. When playing a game, they wait their turn patiently, and they are able to concentrate for increasing periods when they are at their tasks. They benefit socially from sharing a class with older children.
- The reception children form very good relationships with each other, and they play and work together happily. They have a very good awareness of cleanliness and understand the importance of class rules exceptionally well. They dress and undress independently in physical educational lessons. They respond positively to a range of cultural and linguistic experiences.

In their mathematical development, the standards of achievement of the nursery children are good, and those of the reception children are very good.

- The nursery children count to ten with ease and separate objects according to size, colour and shape. They use simple mathematical terms, such as big and small, naturally as they discuss their work.
- The reception children place number and symbol together with ease and understand the concept of sequence. They discuss the differences between shapes with confidence and differentiate between big and small, long and short, and heavy and light. Their mental work is developing very well.

In their knowledge and understanding of the world, the standards of the nursery children are good and those of the reception children are very good.

- The nursery children discuss the weather effectively and they know the names of parts of the body. They have a good understanding of the concept of change as people or plants grow. They know the colours.
- The reception children can name and discuss the five senses. They understand the meaning of today and a long time ago, and they remember a number of Bible stories particularly well. They speak enthusiastically of their visit to the church, and they know

many facts about Hinduism. They discuss enthusiastically their work on capacity, and they know a great deal about people who help them, especially the postman.

The physical development of the nursery and reception children is good.

- The nursery children use small tools, such as a paintbrush, and glue skilfully. When they play with large toys in the yard they show good control over their bodies and they play energetically.
- The reception children use writing tools, scissors and painting tools effectively. In the physical education lessons, they show a good control over their bodies and a good awareness of parts of the body.

The creative development of the nursery and reception children is good.

- The reception children create collages, lively pictures and simple clay models. They respond enthusiastically to music and they sing energetically.
- The reception children create lively work in various media. They develop their knowledge of rhythm well, they recognise high and low sounds and experiment with percussion instruments with enthusiasm.

Shortcomings

There are no significant shortcomings.

Welsh

In KS1 and KS2, standards of achievement are good in listening, speaking, reading and writing.

Good features

- KS1 pupils are able to express themselves effectively for various purposes and with increasing confidence and accuracy.
- Pupils in the two key stages talk confidently with their fellow pupils and with adults about their work and experiences. A good number make extended responses in a class or group situation. Their ability to listen and follow instructions is good.
- Pupils make effective use of words and phrases they have learnt, including subject-specific vocabulary.
- KS1 pupils succeed well in mastering the skills of reading according to their age and ability. They read words and phrases linked to the text with confidence, and they effectively decode unfamiliar words by using familiar spelling patterns. They respond and discuss the content of their books appropriately.

- In KS2, the great majority read with meaning and with good intonation, whether the content is a story, non-fiction or poetry. When reading fiction, they can discuss the story elaborating on what appeals to them, and expressing opinions on events. They show a good appreciation of the literature presented in class and read aloud clearly and confidently. They use dictionaries skilfully.
- In KS1, a substantial number of pupils achieve good standards in their writing work. They demonstrate an increasing understanding of sentences and punctuation as they write independently for different purposes. They make effective use of textbooks to guide their work. In their stories and descriptive pieces, they show good progress in their use of different syntax, conjunctions and adjectives, and they use basic punctuation consistently in their work.
- In KS2, the pupils are more aware of the need to write in different styles for different audiences. A large number write well, using a variety of constructions and idioms. They write more extensively in forms such as non-fiction, descriptive, personal writing, poetry, and formal and informal letters. They have a competent understanding of punctuation and the older pupils have a competent knowledge of paragraphing.

Shortcomings

- At times, the spoken language has too great an influence on pupils' written language and they do not improve their own work sufficiently
- A small number of pupils across the age ranges read laboriously.

English

English is presented gradually in KS1, but the pupils are not assessed formally or statutorily. However, the teachers build purposefully on language already acquired by the pupils, and by Y2 pupils make satisfactory progress, with an occasional pupil showing good standards in oracy, reading and writing.

In KS2, the standards are good in listening and reading, and satisfactory in speaking and writing.

Good features

- In KS2, pupils listen well. They express themselves satisfactorily and offer relevant comments when discussing in groups and in class discussions. They talk sensibly with adults, and a small number can offer opinions effectively and confidently.
- Pupils read a variety of texts with a good measure of fluency and understanding. They express opinions well about the content of books, especially class novels, and a few pupils discuss the authors' styles in depth. They use suitable strategies to separate the elements of unfamiliar words, and their knowledge of phonics is good. A majority of the pupils across the key stage gather knowledge from various sources effectively.

- The pupils write satisfactorily within a limited range of forms for specific purposes, such as reviewing books. Y3 and Y4 pupils are able to summarise a story neatly, and Y5 and Y6 pupils succeed in following the criteria given to them to achieve satisfactory work. The poetry created by KS2 pupils when working with a poet is of a satisfactory standard.
- The standard of the handwriting and the presentation of the work is satisfactory.

Shortcomings

- Uncertainty regarding syntax and vocabulary impairs the ability of a number of pupils to express themselves effectively when communicating orally. The same shortcomings, together with a lack of knowledge of the rules of spelling, are evident in the written work.
- Pupils do not write at length in a wide range of forms for a variety of purposes.

Mathematics

Standards of achievement are good in KS1 and KS2

Good features

- KS1 pupils deal with numbers confidently, and they have a good knowledge of number bonds. They understand concepts such as odd and even numbers thoroughly. Older pupils count quickly to a 100, and they know the simplest multiplication tables well. Pupils explain effectively the processes they use when dealing with number problems mentally.
- KS1 pupils know a good range of two dimensional shapes and make up relevant questions to enable them to research their properties.
- Y2 pupils have a good understanding of analogue and digital clocks. They measure carefully and correctly with a ruler and they record their work correctly in standard units.
- In KS1, pupils gather simple knowledge correctly and record it in several different graph formats, for example, a graph of their favourite fruits. Their interpreting skills are good.
- Numeracy skills in KS2 are good. Generally, Y3 and Y4 pupils have a good understanding of the value of place to hundreds, in addition and subtraction work. Their knowledge of fractions is good. When doing mental work, they answer quickly and correctly and they explain their number strategy effectively.
- In Y5 and Y6, pupils make good progress in their knowledge of multiplication tables. They understand number well in the context of money, and they can use the decimal point correctly and consistently. They are good at recognising equivalence between fractions, decimals and percentages.
- Shape and measuring work is good in B3 and B4, and the pupils understand and know a wide range of two and three dimensional shapes. In their shape work, Y5 and Y6 pupils find area and perimeters quickly, and they estimate sensibly.

- In KS2, across the age ranges, data work is good, with pupils increasing in their ability to gather information, and analysing it in a variety of graph formats, using ICT effectively.

Shortcomings

There are no significant shortcomings.

Science

Standards of achievement are good in KS1 and KS2.

Good features

- In KS1 and KS2, pupils have good investigative skills and they develop effectively a systematic approach to their work. They make good progress in their ability to plan a fair test and to predict an outcome.
- They use scientific vocabulary effectively to describe the features of their investigations. They keep correct records using diagrams, text, tables and graphs.
- In KS1, pupils know, name and label different parts of a plant with confidence; they understand that special conditions are necessary to sustain life.
- The pupils develop good observational skills by looking at different parts of the body. They classify, separate and compare different objects, and use their senses effectively as they list their features. They understand how different exercises affect the body and the pulse, and the importance of caring for the teeth, and that an adequate and variable diet is necessary to keep healthy.
- Through practical experiences, they are aware of and can name a number of materials, such as types of wood, rock, plastic and metal. They predict successfully what a magnet will attract.
- In KS2, the pupils know the differences between solids, fluids and gases in terms of their properties. They research into the changes in materials, and they know the ones that can and cannot be reversed.
- They have experimented successfully with different types of sound sources, and come to the correct conclusions concerning reverberations and their ability to travel through a variety of materials.
- They offer sensible answers to questions while researching sources of light and reflectors. Older pupils have a sound understanding that the shape and size of a shadow depends on the light source.
- They use scientific tools confidently and with care, measuring correctly and checking work for its accuracy. They make appropriate use of ICT to support their work in the subject.

Shortcomings

- At times, the older pupils do not handle investigative work that is challenging enough, which calls for more independence on their part in its planning and execution.

Design and technology

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

Good features

- In KS1, the pupils use materials such as glue, cardboard, tissue paper and wood with confidence, and they measure, mark, cut and colour well. They use art techniques appropriately to decorate items such as cards and hats.
- The pupils observe familiar products and, on this basis, they can suggest appropriate ideas for the process of making. They use pictures and words effectively to convey what they intend to do. There is a good example of this in their assignment on making jam.
- They work together to design and make a new hat for the cook, and they discuss skilfully the importance of measuring, shape, colour and a badge before starting on the task. In the making of a colourful bedspread, they experience how to dye squares of material, drying them carefully, and putting the squares together to make a colourful and practical finished product. The quality of their recording throughout the process is good.
- The pupils throughout the two key stages are aware of how to use tools and equipment safely, and of the importance of cleanliness while handling food.
- In KS2, a considerable majority of pupils can recognise and sort a range of materials satisfactorily, and choose the most appropriate to make a product or a model, and they have a variety of necessary skills to enable them to produce the articles.
- Pupils gather information and use it to produce a number of possible ideas, and the quality of what is produced is good in the work on bridges, and carriages that move. In these instances, they present sketches of what they intend to make, and suitable attention is given to planning the next steps in order to bring their ideas to fruition.

Shortcomings

- In KS2, the pupils do not research and evaluate a wide enough range of products.

Information technology

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

Good features

- In KS1, the pupils work independently with the tools and name the different parts of the computer correctly. They move objects across the screen quickly and confidently.

- KS1 pupils make simple programmes for the wanderer and manage them successfully. The modelling work of KS2 pupils is good. They apply themselves successfully to LOGO work that is increasingly challenging. They succeed in making effective spreadsheets, such as one for a day at the fair, and a spreadsheet for the school fruit shop.
- KS2 pupils can change a format, retrieve a picture, make capital letters and delete words, while they are word processing. They restore work in order to edit it, and store and print independently. They combine text, pictures and charts effectively.
- KS2 pupils are confident when working independently with the interactive white board, and they make interesting and challenging Powerpoint presentations.
- In the two key stages, the pupils develop their art and music skills well by means of the computer, and there are several good examples to be seen around the school.
- In KS1 and KS2, pupils work independently to produce a variety of graphs and they analyse the graphs intelligently. Pupils at the top of the school handle data very well, for example, to create a database of all the pupils at the school.
- Pupils across the school make effective use of the internet and CD-ROMs, and KS2 pupils use e-mail effectively.
- KS2 pupils benefit a great deal from the computer training they receive at the local High School. During the two terms when they avail themselves of the opportunity to work in the school, they make exceptionally good progress in their skills and deepen their knowledge of computers considerably.

Shortcomings

There are no significant shortcomings.

History

The standards of achievement are very good in KS1 and KS2.

Good features

- The visits to places of historical interest enrich the concepts and historical knowledge of pupils in both key stages. They use historical terminology well.
- In KS1, the pupils confidently refer to differences between the present and the past in their own lives and in the lives of other people, in contexts within their experience. Through studying artefacts, pictures, videos and books they have a very good understanding of the way we learn about the past. For example, they discuss enthusiastically the differences between the work of the postman today and in the past, and they watch a relevant video on the development of the post over a period of time.

- The pupils discuss stories about historical characters and begin to realise why people did things and what happened as a result. They have a good knowledge of the life and work of Betsi Cadwaladr and Florence Nightingale during the Crimean War.
- In KS2, pupils have a very secure knowledge of the periods they have studied, and they can recall well knowledge and facts of their previous and present work.
- They show their knowledge of chronology by naming, for example, the relevant dates from the Tudor period and the Second World War, and some dates and important happenings in the history of their locality.
- They research effectively into the events which contributed to Henry Tudor occupying the throne. Through a variety of writing work, on the basis of the information collected by them, the pupils succeed very well in deepening their understanding of the characters and events of the period. Older pupils use the interactive white board very skilfully to give an interesting presentation on aspects of the life of Henry VIII.
- The conditions of life during the period came alive to the pupils after a visit to Gwydir Castle. They understand the significance of the hole in the wall for Papist priests. They can explain, in considerable detail, the early association of William Morgan with the castle, and why Elizabeth 1 gave him permission to translate the Bible into Welsh. From a study of the portraits of this queen, they understand that historical sources are not always reliable.
- Pupils have a thorough knowledge of aspects of the history of the Celts. They describe their way of life and discuss the conflicts between them and the Romans.
- Older pupils have collected a great deal of information about the Second World War period, and they are able to recall a range of facts about this period. They have a good understanding of how the experiences of the period influenced the lives of ordinary people.

Shortcomings

There are no significant shortcomings.

Geography

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

Good features

- KS1 pupils use simple mapping skills very well to record a journey around the locality. They locate and name human and physical features very well on a map of the local area.
- KS1 pupils know the order of the seasons and speak confidently about each one's characteristics. They have a very good understanding of the effect the weather has on people and plants.

- KS1 pupils know of some of the differences between country and town as they discuss and compare Llanelltyd and Dolgellau.
- KS1 and KS2 pupils have a wide knowledge of their locality and they make good use of aerial photography to locate specific places. They discuss the physical and human features well according to their age and ability. For example, older pupils compare effectively Llanelltyd's old bridge with another bridge in the village, and KS1 pupils take pride in their ability to name and identify local mountains and rivers.
- KS2 pupils have a good knowledge of compass directions and their understanding of the key to a map is very good. Y3 and Y4 pupils use four figure references appropriately to locate specific places on the map, and Y5 and Y6 pupils show a good understanding of six number references.
- KS2 pupils have a good knowledge of living conditions in Lesotho, a country that is growing economically. They compare effectively the living conditions there with living conditions in areas of Wales.
- The ability of KS1 and KS2 pupils to discuss human influence on the environment is very good. They speak knowledgeably of pollution. KS2 pupils speak enthusiastically of their visit to the Alternative Centre, and as a result they know a great deal about the sun's energy and recycling.
- KS1 and KS2 pupils use geographic words and terms appropriately.

Shortcomings

- KS2 pupils do not relate sufficiently the work they do in some areas, for example, floods and pollution, to the local area.

Art

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

Good features

- In KS1 and KS2, the pupils use a variety of techniques very well. KS1 pupils mix paint effectively, and create lively collages using various materials to convey the four seasons. They create very tasteful pictures with tissue paper. They use batik techniques very effectively to create exceptionally good self-portraits.
- KS2 pupils use a wide range of materials, such as pencil, paint, and pastel, with confidence and in an interesting manner. Their pastel portraits are of a high standard. They experiment confidently with shapes to create an effective collage.
- KS1 pupils describe and compare their work with the work of other children very well.
- In both key stages, pupils experiment successfully with concepts such as texture, line and tone. In KS1, pupils demonstrate very good observational skills in their self-portraits.

KS2 pupils also observe well, and respond to the environment in a way which is more original than the traditional landscape. They look at the patterns of nature near Llyn Bryndu and create an interesting collage work based on their observations. Their drawing work of local buildings is satisfactory, and the follow-up work, a poster advertising Llanelltyd, is pleasant and colourful.

- The modelling skills of pupils in KS1 and KS2 is seen in their three dimensional work. The modelling work, on a large scale, of characters in the story of Branwen created by the older pupils, is striking.
- In both key stages, pupils know of the work of craftsmen and painters from Wales and beyond. They emulate in a detailed manner, using the techniques studied within their own work. For example, KS1 pupils use pastels to create lovely pictures of flowers based on Van Gogh's 'Sunflowers'. KS2 pupils discuss well the shapes present in the work of Aneurin Jones, and have produced lively paintings as they worked with the painter Catrin Williams.
- The printing work across the school is of good quality, with KS1 pupils using their hands to print, and creating a sequence with prints of a variety of objects. In KS2, pupils create tasteful print work in two colours and print fruits on fabric skilfully.
- The sewing and weaving work of KS1 pupils is very good.
- The pupils use the computer effectively to create good pictures. They use the painting programme well to establish an awareness of colour, line and pattern.

Shortcomings

There are no significant shortcomings.

Music

Standards of achievement are good in KS1 and KS2.

- In KS1 and KS2, pupils are very good at focusing their listening on the musical elements in all their activities. They talk about what they hear and do, using appropriate musical vocabulary.
- The great majority know and name a wide range of tuned and un-tuned instruments. In composing and performing, they treat their instruments in a disciplined and confident manner.
- They know an extensive number of songs appropriate to the compass of their voices, and they understand that good poise, clear enunciation, and breath control improve their performance. They have a good sense of rhythm, pitch and beat.
- In KS1, pupils differentiate appropriately between long, short, high and low notes. A good number of them experiment successfully with playing these notes on a percussion instrument.

- Their awareness of how to create, choose and arrange notes to different stimuli is good, and their response to classical music through physical movements is very effective.
- In KS2, the pupils compose music, record their work in the form of graphic scores and play tuned instruments to show their increasing understanding of the standard value of notes.
- The pupils listen to a wide range of music. Through evaluating they can differentiate appropriately between the different musical elements.
- When pupils perform and evaluate, the music chosen places good emphasis on the Welsh heritage as well as the traditions of different cultures. Through their studies of a particular aspect of African music, pupils have considerably deepened and broadened their musical knowledge.
- The very large majority play a part on a tuned percussion instrument in accompanying a song, and the best play a part as a member of a group, performing the song as a round for two voices.

Shortcomings

There are no significant shortcomings.

Physical education

During the inspection, one dance lesson was seen with KS1 pupils and one dance lesson with KS2 pupils. A football session, under the supervision of a parent, was seen after school hours. On the basis of the evidence gained by observing the lessons, the football session, video tapes and pictures, and discussions with pupils and staff, it was judged that standards were good in KS1 and KS2.

Pupils take advantage of the expertise and facilities of Ysgol y Gader to develop gymnastic and ball-playing skills. The school buys the service of *Cwmni Dawns i Bawb* annually to promote the development of pupils' dance skills. Occasional use is made of the Village Hall, since there is no hall at the school.

Good features

- Pupils across the school know of the beneficial effect of physical exercise. In addition, they are well aware of the need for safety in physical activities.
- The physical skills of pupils across the school are developing well as they take part in a variety of physical activities, including swimming. The teachers indicated that the pupils fully satisfied the NC requirements regarding swimming. A video tape was seen of KS2 pupils doing gymnastics, based on shapes on the floor and on equipment, and the standards were good, with a suitable flow in the movements.

- The Football Club, which is held under the auspices of *Campau'r Ddraig*, has a beneficial influence on the standards of pupils' ball-playing. They demonstrate very skilful skills in kicking, receiving, moving with the ball, and shooting. When participating in Tennis Club activities, pupils develop racquet and ball skills, and take part in a tournament and a workshop.
- The skills of KS2 pupils are further developed as they take part and succeed in a range of competitive games and activities with other schools.
- In the dance lessons, KS1 pupils moved vigorously, changing direction in a suitable fashion, and demonstrating a good awareness of parts of the body. In KS2, they moved with good control and responded sensitively to the music. They planned and evaluated the work effectively.
- Older pupils develop good skills in orienteering, canoeing and climbing, while spending time at a residential centre. They were successful in gaining Gwynedd certificates in swimming.

Shortcomings

There are no significant shortcomings.

Religious education

Standards of achievement are good in KS1 and KS2.

Good features

- In KS1 and KS2, pupils discuss relationships on different levels, which adds to their understanding of the links between beliefs and morals, and are demonstrated in values such as tolerance, caring for others and forgiveness.
- The pupils have a strong awareness of the Bible as the Christian religion's special book, and they have a good knowledge of stories about the life of Jesus. They can describe the main Christian celebrations.
- In KS1, they develop their understanding of the meaning of worship and prayer. They have visited a local chapel and church, and write their own prayers. They know a variety of prayers and recite them during the school day.
- They are familiar with a number of tales about special people such as Louise Braille and Helen Keller.
- Pupils make good progress in their knowledge of the Hindu religion; they know of the Light Festival, and they discuss the life and work of a small girl from India in the context of this religion.

- KS2 pupils develop a wider perspective as they study other attitudes and religions in greater depth. They begin to appreciate and celebrate variety in religion and culture and understand that other communities have motivations similar to their own.
- The pupils have a good knowledge and understanding of the main features of places of worship and how the most significant are used.
- As they progress during KS2, the pupils develop a greater understanding of the meaning and significance of caring for our world and the creatures that live in it.
- Most of the pupils can detail the main features of the life of a Christian. They know that they are able to adapt the moral lessons of the parables to their own situations.

Shortcomings

There are no significant shortcomings.

8. SCHOOL IMPROVEMENT

8.1 Progress since the last inspection

The school has responded well to the key issues identified in the 1998 report. The Key Issues were as follows:

- raise standards of written work;
- pay more attention to mental work and applying mathematical skills in KS2;
- promote investigative, reference and self-assessment skills;
- create schemes of work in Welsh, English and mathematics;
- draw up short term plans including skills and concepts to be developed;
- develop assessment procedures which help measure progression and continuity;
- maintain the effective ethos and very good partnerships, and the development of pastoral and general policies.

Standards in written work have risen from unsatisfactory to satisfactory in English in KS2. They have risen from unsatisfactory to good in both key stages in Welsh. Appropriate attention has been given to the shortcomings in mathematics and standards in these areas are now good. The school has succeeded in promoting pupils' investigative and reference skills. Effective schemes of work have been produced in Welsh, English and mathematics and short-term plans include the relevant skills and concepts. Assessment procedures are much improved and now measure progression and continuity. Although pupils are involved in some aspects of their own assessments, further work is needed in improving self-assessment skills. Policies have been very well developed, and the effective ethos and very good partnerships have been maintained.

8.2 Key issues for action

In order to continue to improve the quality of education, the school needs to:

- maintain the existing high standards and build on the achievements that are satisfactory through giving attention to the shortcomings identified in the subject sections of the report;
- continue to improve self-evaluation strategies, paying particular attention to monitoring and evaluating marking and differentiated activities for the most able pupils;
- develop a whole-school strategy for improving ITC and aspects of literacy as key skills across the curriculum, noted in section 3.2 of the report;
- improve pupils' self-assessment skills.

APPENDIX

A. Basic information about the school

Name of school	Ysgol Gynradd Llanelltyd
Type	Community
Age range of pupils	3 – 11 years
Address of school	Dolgellau Gwynedd
Postcode	LL40 2TA
Telephone	01341 423156

Chair of governors	Mr. Bruce Lawson
Head	Mrs. Olwen Jones
Date of appointment	1997
Registered Inspector	L. J. Davies
Date of inspection	22-24/3/2004

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	2.5	11	1	4	3	1	4	7	33.5

Number of teachers			
	Full-time	Part-time	Full-time equivalent [fte]
Number of teachers	2	1	2.1

Staffing information	
Pupil : teacher ratio [fte] (apart from nursery and special classes)	18:1
Child : adult ratio [fte] in the nursery classes	5:1
Pupil : adult ratio [fte] in the special classes	
Size of classes on average, apart from nursery and special classes	15.5
Teacher : class ratio	1:1

Percentage of attendance for three whole terms before the inspection				
	R	KS1	KS2	Whole school
Term 1	93%	93%	97%	95%
Term 2	96.5%	96.5%	96.5%	96.5%
Term 3	90.5%	84%	92.7%	89.1%

Number of pupils excluded during the previous 12 months	0
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C. Results of National Curriculum assessments and public examinations

National Curriculum Assessment Results KS1 ; 2003

As the number of pupils who were eligible to be assessed at the end of KS1 was fewer than five, a synopsis of the information is not included.

National Curriculum Assessment Results KS2: 2003

As the number of pupils who were eligible to be assessed at the end of KS2 was fewer than five, a synopsis of the information is not included.

D. Evidence base of the inspection

The school was inspected for a period of three days by three professional inspectors and one lay inspector. A total of six inspector days were spent at the school.

Before the inspection:

- Questionnaires were distributed to all parents. The 16 questionnaires returned were analysed and full attention was given to the information collected from them.
- A parents' meeting was held; 17 parents attended it.
- Meetings were held with the head, staff and governors.
- School documents and samples of pupils' work were inspected.

During the inspection:

- 25 lessons or parts of lessons were attended, with the time being shared fairly equally between the classes. During these sessions, work was evaluated in each of the NC areas and religious education.
- The inspectors listened to a cross-section of pupils from every age group reading.
- The inspectors discussed their life and work in the school with pupils.
- Pupils' behaviour was observed during breaks, in the dining room and at the beginning and the end of the school day.
- Inspectors attended the services and observed some of the extra-curricular activities.
- Discussions were held with the head, the staff with responsibilities and the support staff.

Following the inspection:

- Meetings were held with the head, staff and governing body.

E. Composition and responsibilities of the inspection team

Name	Role	Sections of report	Subjects
Lisa J. Davies	Registered Inspector	1, 2, 3.1, 5.1, 5.3, 6.1, 6.2, 6.3, 8.1, 8.2.	Welsh, science, design and technology, history, music, religious education
Zohrah Evans	Team Inspector	3.2, 4.1, 5.2, 5.4, 5.5,	Early years, English, mathematics, ITC, geography, art, physical education
William Owen	Lay Inspector	4.2, 4.3, 5.6, 5.7,	

The inspectors wish to express their gratitude to governors, the head, staff, pupils and parents of Ysgol Llanelltyd for their co-operation and assistance before and during the inspection.