

**REPORT**

**on the**

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

**LLANGOED PRIMARY SCHOOL  
LLANGOED  
ANGLESEY  
LL58 8SA**

School Number: 660/2155

Date of Inspection: 25 – 27 March 2003

**By**

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Registered Inspector 78384

Under Estyn contract number: T/189/02P

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## **CURRICULUM NOMENCLATURE AND KEY STAGES**

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

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

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

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

## **GRADE DESCRIPTIONS**

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

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

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## **1. CONTEXT**

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

The school is situated in the village of Llangoed, about two miles from the historic town of Beaumaris on Anglesey. It provides education for pupils between 3-11 years. At the time of the inspection there were 75 full-time pupils and five part-time nursery children on roll. The pupils are divided within three mixed-age classes (Nursery/Reception/Y1; Y2/Y3; Y4/Y5/Y6).

The school considers its catchment area to be neither prosperous nor economically disadvantaged. English is the main language spoken at home by 88 per cent of pupils, with Welsh being the main language of the remainder. The pupils represent the full ability range. Thirty per cent of the pupils are registered as being entitled to free school meals.

Twenty five pupils are on the school's register of special educational needs (SEN) and five of these have a statement of SEN. Three of the pupils with a statement of SEN who are in Y6 have been exempted from Welsh in the curriculum.

The school lists the following as some of its main aims:

- to maintain and raise standards of achievement in all subjects;
- to lay secure foundations for effective teaching and learning;
- to develop pupils' ability to use English and Welsh confidently in order to enable them to become full members of the bilingual community around them;
- to develop a civilised school community that places emphasis on social and moral values that foster pupils' self confidence and respect for others;
- to ensure a curriculum that is broad, balanced, rich and relevant;
- to enable all pupils to develop the understanding, knowledge and skills that will be relevant to modern society;
- to ensure that all pupils have equality of opportunity to take part in all aspects of the curriculum and school life.

## **2. MAIN FINDINGS**

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

- The overall quality of the provision for the under fives is appropriate to their needs. The exception is the lack of a secure and stimulating outside play area which is an unsatisfactory aspect of the provision. Pupils make good progress towards the desirable learning outcomes for children's learning. Standards of achievement in the six areas of learning are as follows:

Language, literacy and communication skills	Good
Personal and social development	Very Good
Mathematical development	Good
Knowledge and understanding of the world	Good
Physical development	Satisfactory
Creative development	Very Good

In Key Stage 1 (KS1) and Key Stage 2 (KS2), pupils' standards of achievement in different National Curriculum (NC) subjects and religious education are as follows:

<b>Subject</b>	<b>KS1</b>	<b>KS2</b>
Welsh	Satisfactory	Satisfactory
English	N/A	Good
Mathematics	Good	Good
Science	Good	Good
Design and technology	Satisfactory	Satisfactory
Information technology	Good	Very Good
History	Good	Satisfactory
Geography	Satisfactory	Good
Art	Satisfactory	Good
Music	Good	Insufficient evidence
Physical education	Insufficient evidence	Insufficient evidence
Religious education	Satisfactory	Satisfactory

- Standards achieved by pupils across the school were good in 65 per cent of lessons inspected and were satisfactory in the remaining 35 per cent.
- The school's 2002 NC assessment results at the end of KS2 show that, in comparison with the national results for the same year, pupils achieve above average standards.
- In both key stages, standards in applying literacy skills across the curriculum are satisfactory and are good in the application of numeracy and information and communications technology (ICT).
- Pupils' spiritual, social and cultural development is satisfactory and their moral development is good.
- Pupils' behaviour and attitudes are satisfactory. The majority of pupils are very friendly and supportive of each other. Most are courteous and respectful. In the youngest class, behaviour and attitudes towards learning are very good and this is reflected in the standards achieved. In the middle of the school, and occasionally amongst those who are older, there are clear instances of pupils failing to concentrate on the tasks in hand. Some continue to be inattentive despite remonstrations from their teachers.
- The quality of teaching was satisfactory in 30 per cent of lessons inspected, good in 45 per cent and very good in 25 per cent.

- In the lessons judged to be satisfactory, the pace is sometimes too slow and tasks set do not fully meet the needs of pupils of different ages and abilities. In some lessons, pupils become noisy and restless and this has an adverse effect on the quality of learning for other pupils.
- Some of the additional features that raise the quality of teaching to very good are that no opportunity is lost to develop pupils' learning. Questions are posed in such a way that extended answers are expected, and are forthcoming from pupils. The teacher's very high expectations result in pupils giving their best at all times. In these lessons, no negative behaviour patterns were observed.
- Procedures for assessment, recording and reporting are good. Marking and evaluation of pupils' work is generally good, particularly in the upper part of KS2 where ways forward are clearly identified for pupils. Reports to parents are of very good quality.
- The school's curriculum is of good quality. It is broad and balanced and meets the requirements of the NC and the locally Agreed Syllabus for religious education. The curriculum for the under fives provides children with a range of good quality learning experiences. Some schemes of work that guide the school's curriculum are of very good quality.
- The quality of the school's provision for support, guidance and pupils' welfare is satisfactory within the school building but there are major concerns about pupils' safety in the playground. Pupils feel at ease with the adults in the school and are confident in seeking support and guidance from them. Staff are not clear about some procedures relating to child protection matters.
- Pupils are appropriately supervised during playtimes but the broken boundary fence to the road and barbed wire in a gap in the boundary hedge pose serious risks for pupils' safety. In addition, there is no safe and secure play area for the under fives and the steep concrete steps leading to classrooms on one side of the school building pose safety problems for them. A raised stone flower-bed in the playground is an additional safety hazard.
- The overall provision for pupils with SEN is good. The provision for pupils with statements of SEN and for those on the school action plus is generally good. They make good progress and achieve satisfactory standards. The provision for pupils on school action is satisfactory. There is insufficient differentiated planning to meet their needs and no formal records are kept for them. In general, the pupils make satisfactory progress and achieve satisfactory standards, albeit at a slower rate than their peers.
- The partnership with parents, community, schools and other institutions is good and the partnership with industry is satisfactory.
- The quality of self-assessment and planning for improvement is good. A culture of self-evaluation is well established in the school and the documentation relating to this is of a high standard.
- Apart from some unsatisfactory issues relating to health and safety and pupils' welfare in the playground, the school is generally well led and satisfactorily managed. A pleasant,

supportive atmosphere has been created within the school that ensures equality of opportunity for all pupils.

- The governing body is knowledgeable about school affairs and provides good support for the head teacher and staff. Together with the head teacher, they undertake their responsibilities for oversight of the budget effectively.
- The head teacher and governors state that they have raised the safety issues on the playground with the appropriate authority on numerous occasions but that no action has been taken. Where pupils' safety is in question, these matters have to be addressed as a matter of great urgency.
- The quality of staffing, internal accommodation and resources are good.
- Not all of the nine key issues listed in the last inspection report in December 1997 have been successfully addressed. Work remains to be done to improve standards in Welsh and effective strategies for the development of pupils' bilingual skills are not established. The boundary fence remains broken and the provision for the under fives is impaired by a lack of a safe and stimulating outside play area. The remaining key issues have been satisfactorily addressed.

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

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

Standards achieved by pupils across the school were good in 65 per cent of lessons inspected and satisfactory in 35 per cent.

- The educational provision for the under fives is appropriate. However, the lack of a secure and stimulating outside play area is an unsatisfactory aspect of the provision. The children make very good progress and achieve very good standards in personal and social development and in creative development. They achieve good standards and make good progress in language and literacy, mathematical development and knowledge and understanding of the world. In general, they achieve satisfactory standards in their physical development although the lack of an outside play area detracts from the full development of their gross physical skills.
- In KS1, standards of achievement are good in mathematics, science, information technology, history and music. They are satisfactory in Welsh, design and technology, geography, art and religious education. There was insufficient overall evidence to form a judgement on standards in physical education.

- In KS2, standards of achievement are very good in information technology and are good in English, mathematics, science and geography. They are satisfactory in Welsh, design and technology, history, art and religious education. There was insufficient evidence to form an overall judgement in music and physical education.
- Pupils with SEN who are on school action plus and who are the subjects of statements of SEN make good progress and achieve satisfactory standards towards the targets set. Pupils on school action make satisfactory progress, albeit at a slower rate than their peers, and achieve satisfactory standards in general.
- The school's KS2 NC assessment results for 2002 show that, in comparison with the national results for the same year, pupils achieved higher than average standards in Welsh, English, mathematics and science. There is no significant difference between the performance of boys and girls.

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

In both key stages, standards of achievement in applying literacy skills across the curriculum are satisfactory and standards in the application of numeracy and ICT skills across the curriculum are good.

- In general, pupils listen attentively and most respond appropriately to presentations, instructions and commands. Most pupils speak confidently in English and some older children in KS2 make extended contributions as they answer questions and contribute to discussions. Pupils across the school are less confident in their ability to converse effectively in Welsh.
- There are no consistent strategies for developing pupils' bilingual skills across the school. A mixture of both languages is used in lessons where the medium of the instruction has been designated to be in one language. As a result confusion occurs in some pupils' oral responses and this detracts from the quality of their oral expression, particularly in Welsh.
- Pupils read at a satisfactory level in Welsh. In English, they read to a good level and are confident in seeking information from reference sources, including the internet.
- Pupils across both stages have satisfactory opportunities to write for recording and creative purposes although there are limited opportunities in some subjects such as religious education. The majority produce writing of a satisfactory standard across the curriculum in English and Welsh.
- Pupils generally are developing good standards of numeracy skills and this supports their ability to use number in a variety of contexts. Their ability to reason and analyse information when handling data are good. This is particularly evident in science where pupils use graphs and tables to present information effectively. Older pupils make good use of their understanding of co-ordinates to read maps in geography.
- Pupils' use of ICT across the curriculum is good. They use their developing word processing skills across a number of subjects. They use the internet and CDRoms to

gather information and they are familiar with the use of the interactive whiteboard to support their learning. Pupils in both key stages make good use of their data base skills, particularly in science and history.

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

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

Pupils' spiritual, social and cultural development is satisfactory and their moral development is good.

- Relationships between pupils and between staff and pupils are generally good. In a few instances, pupils are inattentive and do not respond effectively to their teachers' instructions.
- Pupils develop a good understanding of the difference between right and wrong and show respect for others and their property.
- While pupils generally work well together, opportunities for them to take responsibility and show initiative are more limited.
- Pupils develop a satisfactory understanding of environmental issues and of their responsibility for the natural world.
- They demonstrate a good awareness of those less fortunate in their own locality and in the wider world and contribute well to charitable causes.
- Daily acts of worship make an important contribution to pupils' spiritual and moral development. Teachers contribute effectively to ensure that the content of assemblies enables pupils to understand the world in which they live. Pupils' spiritual development is enhanced through opportunities for quiet reflection during acts of worship.
- Pupils develop a satisfactory knowledge and appreciation of their own culture and heritage. Their knowledge and awareness of other cultural traditions is at an early stage of development.

### **4.2 Behaviour and attitudes**

Pupils' behaviour and attitudes are satisfactory.

- The school has adopted an appropriate range of policies and procedures for promoting and fostering appropriate standards of behaviour and attitudes to learning. These are more effectively applied in some classes than others.
- During the early years, behaviour and attitudes towards learning are very good and this is reflected in the standards achieved. In the middle of the school, and occasionally amongst

those who are older, there are clear instances of pupils failing to concentrate on the tasks in hand. Some continue to be inattentive despite remonstrations by their teachers.

- The majority of pupils are very friendly and supportive of each other. They socialise well and this makes a valuable contribution to the cohesive nature of the school. Most are courteous and show respect for their teachers and support staff and this is extended to visitors to the school.
- During the inspection, no bullying or aggressive behaviour was seen. This is reflected in the views of the parents who are completely satisfied with this aspect of school life.

### **4.3 Attendance**

Attendance levels are satisfactory.

- Attendance rates for the three terms prior to the inspection show an average of just over 93 per cent.
- Registers are administered correctly and in accordance with statutory requirements.
- The monitoring system for attendance is good and parents co-operate well.
- Pupils are punctual at the start of the school day and for lessons.

## **5. QUALITY OF EDUCATION**

### **5.1 Teaching**

The quality of teaching was satisfactory in 30 per cent of lessons inspected, good in 45 per cent and very good in 25 per cent.

- In general, teachers have a sound knowledge of the subjects they teach and of the requirements of the NC and religious education.
- Arrangements for the continuing development of staff are good. All teaching staff and some support staff have attended recent and relevant courses. In addition, some members of staff have led LEA based courses in mathematics, language, humanities and self-evaluation.
- The nursery nurse and learning support assistants give very good support to teachers. Their knowledge and skills are deployed effectively for the benefit of pupils.
- For the most part, lessons are well structured and teachers achieve a good balance of whole-class, group and individual work.
- In the lessons judged to be satisfactory, the pace is sometimes too slow and tasks set lack challenge and do not fully meet the needs of all the pupils of different ages and ability in

the class. In some lessons, pupils become noisy and restless and a few continue with such behaviour even after being told off by their teachers. Such behaviour tends to have an adverse effect on the quality of learning for other pupils.

- In the lessons judged to be good, there are clear aims and objectives to lessons and activities are planned appropriately to meet the different needs of pupils in the class.
- The few pupils with behavioural problems are dealt with quietly and effectively.
- A suitable and imaginative range of resources is used effectively to support the work.

The additional features that raise the quality of teaching to very good are:

- Opportunities are continuously taken to extend pupils' learning. For example, register time in the younger class is used very effectively to develop pupils' learning across the curriculum. At this time, the children sing their names to the rhythm set by the teacher and learn about the passing of time by establishing what activities will be undertaken at certain times of the day.
- In this class, no opportunity is lost to develop pupils' thinking skills and questions are posed in such a way that extended answers are expected and are forthcoming from the children.
- The teacher's very high expectations result in pupils of all ages and ability giving their best at all times. In this class, no negative behaviour patterns were observed.

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

Procedures for assessment, recording and reporting are good.

- The school has an effective assessment policy and good use is made of evidence obtained from baseline and other standardised tests to set effective targets.
- The on-going marking and evaluation of pupils' work is generally good, particularly in the upper part of KS2 where ways forward are clearly identified for pupils.
- Teachers evaluate pupils' development in all subjects on a yearly basis. Ongoing assessment opportunities are not however consistently identified in medium and short-term planning.
- Opportunities for pupils to assess and evaluate their own work are beginning to develop but are not yet fully established in all areas of work.

- School portfolios, including samples of pupils' work relating to their performance in accordance with national criteria, are in place for language and science. These provide a useful indicator of pupils' progress and achievement across the school. Such examples have not been compiled for mathematics and the foundation subjects.
- Reports to parents comply with statutory requirements. They are of very good quality and provide detailed information about pupils' progress in all subjects as well as setting clear targets for further improvement. Parents have suitable opportunities to meet class teachers to discuss the reports in greater detail.

### **5.3 Curriculum**

The quality of the curriculum is good.

- The curriculum for the five part-time nursery children and for the reception children is appropriately documented and takes due consideration of the desirable learning outcomes. The curriculum provides the children with a range of good quality learning experiences.
- The curriculum is broad and balanced and meets the requirements of the NC and the locally Agreed Syllabus for religious education.
- The attention paid to key skills and the opportunities provided for pupils to apply them in other subject areas are satisfactory in literacy and good in numeracy and ICT.
- There are good policy documents for all curriculum subjects and aspects. All schemes of work provide an appropriate base for the development of the teaching and learning and some are of very good quality.
- The school is socially inclusive and there is equality of access and opportunity for all pupils, including those with SEN. In accordance with LEA policy, the three Y6 pupils who are the subject of a statement of SEN have been exempted from taking Welsh in the NC standardised assessment tasks at the end of KS2.
- Homework is provided regularly; provision varies between classes but usually complements work in class. Parents are generally satisfied with the content and amount of homework given.
- Extra-curricular activities including a variety of sporting and curricular activities, together with a range of educational visits, all have a positive impact on pupils' learning across the curriculum.
- The planning for the Cwricwlwm Cymreig is good throughout the school. Effective use is made of opportunities to develop pupils' knowledge of Wales and its culture and this is evident in displays, teachers' planning and pupils' work.

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

The quality of the school's provision for support, guidance and pupils' welfare is satisfactory within the school building but there are major concerns about pupils' safety in the playground.

- The school has an appropriate range of policies that set clear guidelines for such matters as personal and social development, race awareness and equal opportunities.
- Responsibility for child protection rests with a member of staff. The head teacher and staff are not clear about some procedures relating to child protection matters.
- The designated member of staff for first aid has relevant qualifications.
- Teachers and support staff know the pupils well. Pupils, in turn, feel at ease with the adults in the school and are confident in seeking support and guidance from them.
- Appropriate attention is given to health and sex education within the curriculum.
- Arrangements regarding health and safety and pupils' welfare are unsatisfactory on the outside play area. Pupils are appropriately supervised during play times but the broken boundary fence to the road and the barbed wire in a gap on another boundary fence pose serious risks to pupils' safety. In addition, there is no safe and secure play area for nursery and reception children, and the steep concrete steps leading to classrooms on one side of the school pose safety problems for them. A raised stone flower-bed in the playground is an additional safety hazard.

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

The overall provision for pupils with SEN is good. Most pupils make good progress and achieve satisfactory standards in relation to the targets set.

- The school has a comprehensive SEN policy that is well implemented. Guidelines used by the school fully conform to the new SEN Code of Practice.
- The co-ordinator for SEN has been delegated responsibility for this aspect only since the beginning of the academic year. The governor with responsibility for this area of the curriculum takes an active interest in its development.
- Systems for identifying pupils with SEN are effective. Good use is made of baseline assessment for early identification of pupils who need additional support.
- Twenty-five pupils are identified as having special educational needs on the current school register. Five pupils have statements of SEN, a further six are identified as receiving school action plus provision and 14 are placed in the school action category. All pupils on the register have individual education plans (IEPs) which identify their specific needs.

- The provision for pupils with statements of SEN and for those on the school action plus stage is good. The pupils make good progress and achieve satisfactory standards in relation to the targets set. Three of the pupils with statements attend a special unit each morning and the other two have appropriate additional support within the school.
- Classroom assistants work closely with class teachers in planning activities and keeping useful records of pupils' progress. They are involved in the formation of the IEPs and have opportunities to be present in the termly meetings with parents to identify progress and review the IEPs.
- No formal records are kept of pupils on the initial school action stage. Classroom teachers' curriculum plans do not include the planning of differentiated activities for these pupils and there is no formal planning of differentiated activities for more able pupils. In general, the pupils make satisfactory progress, albeit at a slower rate than their peers, in the class work they undertake.
- Links with outside agencies are good. The school makes effective use of their expertise and support for assessments and advice on provision.

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

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

- It is clear from their responses in the pre-inspection parents' meeting and the questionnaires received that the vast majority of parents appreciate greatly the efforts made by the school on behalf of their children.
- Parents support the school in a number of ways including providing help in the classroom for reading and craft activities and during educational visits and other school functions.
- There is an active Parent/Teachers' Association that organises many and varied social events and raises significant sums to buy additional resources for the school.
- The quality of information to parents, including newsletters, reports and parents' evenings, is of a good standard. There is a Home School Agreement and the School Prospectus complies fully with statutory requirements.
- The school has good links with the community. Members of the community contribute to the life of the school in a variety of ways. They support school functions and events and some have contributed to curriculum activities with talks about their lifetime experiences. Good links have also been established with the local chapel and churches. Other institutions, such as the police, fire officers and coastguard also make a valuable contribution and serve effectively to enhance pupils' learning experiences.
- Good liaison arrangements have been developed with other schools and institutions. The school takes advantage of joining other neighbouring schools for in-service training and beneficial curricular and pastoral links have been established with the local secondary

school. An interesting contact has recently been formed with a school in Ireland; this link is in the process of being developed.

- The school provides job experience opportunities for students from the secondary school, local colleges and university.
- School life is enriched by numerous educational visits to the locality and further afield to places such as the Lake District.
- Pupils learn about the needs of others that are less fortunate than themselves by raising funds for a number of charities.

## **5.7 Partnership with industry**

The partnership with industry is satisfactory.

- The school has an appropriate policy for industrial links.
- Visits to a local tourist centre and Llanberis Slate Quarry have resulted in school topics that have been effective in supporting pupils' learning. Pupils have also benefited from talks by people from various occupations about their work.
- A partnership has been developed with a local embroidery company and a promising start has been made on a project with a local publishing company for the production of a book on local history, which will largely be the work of the pupils.
- There are no links with Educational Business Partnership (EBP) or similar organisations.

# **6. MANAGEMENT**

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

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

- A culture of self-evaluation is well established in the school and the documentation relating to this is of a high standard. Staff and governors work together to evaluate the school's strengths and weaknesses.
- The school's self evaluation document provides a clear analysis of current strengths and areas for development. Staff and governors are clear on aims for improvement. Monitoring reports by the head teacher and curriculum leaders are recorded and are of good quality. They identify ways to improve the quality of teaching. However not all weaknesses, such as those relating to a consistency in teaching strategies for developing pupils' language skills in English and Welsh and for good behaviour patterns, have been picked up.

- The school development plan (SDP) is a useful document that contains appropriate strategies for improvement. It also includes clear criteria for evaluating progress and realistic timescales for action. All has been priced effectively within the school budget.
- The school has responded satisfactorily to some of the key issues in the 1997 inspection report but some remain unresolved. In particular, work remains to be done on improving standards in Welsh and in overcoming safety problems on the outside play area.
- Effective use is made of national and county data in order to compare aspects of the school's performance against other schools. Test results are analysed and strategies are in place to ensure that the information is now being used more effectively to set quantitative targets.

## **6.2 Leadership and efficiency**

Apart from some unsatisfactory health and safety issues in the school playground, the school is generally well led and satisfactorily managed.

- There are clear aims and values that are reflected in the day to day work of the school. A pleasant and supportive ethos has been created that ensures equality of opportunity for pupils in all aspects of school life.
- The head teacher does not have teaching responsibility for a class. He is timetabled for part of the week to teach mathematics and physical education across classes to provide some non-contact time as well as classroom support for teachers.
- The governing body is knowledgeable about school affairs, and members provide good support for the head teacher and staff. Each member has oversight of a curriculum subject and most make regular visits to the school.
- The head teacher and governors effectively undertake their responsibilities for oversight of the budget. Expenditure is appropriately linked to priorities identified in the SDP and is carefully monitored to ensure value for money.
- There are urgent matters relating to health and safety issues on the school playground that are in need of immediate attention. These include: mending broken boundary fences; providing a safe and secure area for children under five; and removing a stone flower-bed that poses safety problems. The head teacher and governors state that they have notified their concerns on these matters on numerous occasions but that no action has been taken.
- Not all the key issues listed in the last inspection report have been successfully addressed.
- The day to day administration of the school is good.

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

Overall, the quality of staffing, accommodation and learning resources are good.

- The school is suitably staffed for the number of pupils on roll. Their qualifications and experience are appropriate to their responsibilities. They benefit from a range of in-service training experiences and work well as a team.
- Support staff work effectively with teachers and make an important contribution to the life and work of the school.
- There are suitable job descriptions for all staff and the head teacher is responsible for the induction of new teachers.
- The building and the size of classrooms are suitable for the number on roll. The standard of displays within the school is generally good. There is a designated library area and a computer suite.
- There are appropriate facilities for the development of indoor physical educational skills and good use is also made of the school field for games. There is not, however, a safe outdoor area for the under five children to promote their physical development.
- There is a good supply of learning resources that are used effectively to support the work across the curriculum. The use made of ICT resources is particularly good.

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

### **Standards achieved by pupils**

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

The five nursery children (3-4 years) attend on a part-time basis each afternoon and have good support from a nursery assistant, with NNEB qualifications, as well as the class teacher. The 11 reception children (4-5 years) are educated alongside Y1 pupils. The educational provision for the under fives is appropriate apart from the lack of a safe and stimulating outside play area which is unsatisfactory. The desirable learning outcomes are successfully promoted and general standards are good.

The five nursery children have settled in well and are already able to listen and concentrate for an appropriate amount of time. They are making good progress in all aspects of their work and are achieving good standards in relation to their age and stage of development.

## **Reception children**

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

Standards of achievement are good.

#### **Good features**

- The children listen attentively and respond eagerly to the teacher and other adults. They follow instructions accurately. Most are Welsh learners and their understanding and oral competence are developing satisfactorily.
- Good progress is made in early reading skills. Children enjoy stories and become particularly familiar with the books of a selected author that are displayed in the classroom. They are familiar with the order of a book for example, the cover page, spine and back page and with terms such as author and illustrator.
- They recognise their own names and many can recognise the names of other children in the class. The more able are also beginning to recognise some familiar words from the books displayed.
- Six children can write their names and engage confidently in underwriting. They form letters well and begin to copy words accurately. The remaining five are making good progress with their letter formation and can trace and copy patterns effectively.

#### **Shortcomings**

There are no significant shortcomings.

### **Personal and social development**

Standards of achievement are very good.

#### **Good features**

- The children establish very good relationships with other children and adults. They cooperate and play happily with Y1 pupils, sharing resources and apparatus.
- They persevere with their tasks, take turns when playing in the shop and other play areas and clear up after practical activities.
- They are beginning to have confidence in expressing their thoughts and feelings about characters in stories and through role play.

#### **Shortcomings**

There are no significant shortcomings.

## **Mathematical development**

Standards of achievement are good.

### **Good features**

- The children's mathematical development is good. Over half can recognise, name and order numbers to 10 and the other can do the same with numbers to five.
- The majority can confidently sort and match objects according to size, colour and shape.
- The children are developing a good mathematical vocabulary for comparing objects by size and shape. They understand the concepts of bigger/smaller, fat/thin and more than/less than.

### **Shortcomings**

There are no significant shortcomings.

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

Standards of achievement are good.

### **Good features**

- The children have experimented with dough, made jelly and ice cubes. They are developing a good understanding of what happens to different materials when water is added and when they come into contact with heat or extreme cold.
- They discuss daily weather conditions and are in the process of collating their findings in a simple graphical form.
- Through reading activities relating to Morgan the Sailor, they have looked at and discussed the different countries in which his relatives live around the world.
- They confidently use the electronic Roamer to move backwards and forwards around water splashes on the floor. They can use the mouse adeptly to create word and pictures on the computer screen and they are familiar with how to drag objects across the screen when using the interactive whiteboard.
- They know some stories associated with St David and they are becoming familiar with Christian traditions through visiting the local church and participating in a mock baptism of Elen the doll.

### **Shortcomings**

There are no significant shortcomings.

### **Creative development**

Standards of achievement are very good.

### **Good features**

- Very good standards have been achieved during activities to make puppets from characters encountered in the Morgan the Sailor books. The children have made hats, jelly and birthday cards for a party to celebrate Morgan's birthday.
- They have mixed colours and experimented with various shades of blue. The examples of the different shades and hues created are included in a class book which is accessible for pupils and visitors to browse through.
- Animals created from dough made by the children are imaginative and of a very good standard. They display good manipulative skills.

### **Shortcomings**

There are no significant shortcomings.

### **Physical development**

Standards of achievement are satisfactory.

- Children make good progress in their physical development. They develop their fine physical skills effectively through using pencils, scissors and paintbrushes with increasing accuracy.
- They move imaginatively to music in dance lessons and, at a very basic level, they are beginning to develop the skills of observing and evaluating each other's performance.

### **Shortcomings**

- As a result of not having a safe and stimulating outside play area, the children's gross motor skills involving climbing and using large toys in a variety of situations, are underdeveloped.

## **Welsh**

Standards of achievement are satisfactory in both key stages.

### **Good features**

- In KS1, pupils listen well to stories and presentations and they respond effectively to instructions. The speaking skills of the majority are limited but, using a mixture of English and Welsh, they talk about their curricular experiences and about their interests fairly confidently.
- By Y2, most pupils develop a satisfactory range of vocabulary and language patterns.
- Pupils' reading skills develop satisfactorily. In Y2, the majority read to a satisfactory standard and discuss content and characters in their books with understanding and interest.
- The majority of pupils produce pieces of writing of a satisfactory standard that include stories, letters descriptions and personal accounts.
- In KS2, the majority of pupils listen attentively to each other and their teachers. They respond satisfactorily during oral tasks and individuals offer opinions logically and with perception.
- Most pupils read accurately and with satisfactory levels of understanding. They can offer sensible observations about the plot and characters within their reading books. By the end of the key stage, a small number of good readers can read more challenging books easily and with understanding.
- Throughout KS2, pupils produce a satisfactory range of writing that includes descriptions about the locality, recipes, personal responses to poetry and music, letters, diaries and empathetic writing from the standpoint of characters from history.
- By the end of key stage, most pupils develop a sound grasp of the basic conventions of writing. They produce interesting pieces of writing with a satisfactory measure of accuracy. Some abler pupils display a sound understanding of paragraphing conventions and a number use ICT for redrafting purposes.
- Standards of handwriting and presentation are generally good.

### **Shortcomings**

- A small group of pupils in the two older classes find listening for extended periods difficult and become noisy and restless in some lessons.

- As a result of their limited vocabulary range and lack of confidence in expressing themselves through the medium of Welsh, the oral contributions of many pupils from Y2 upwards is very limited. They are unable to talk easily and at length about their work or on topics of interest to them.
- In both key stages, there are shortcomings in aspects of pupils' writing accuracy, in particular with spelling and syntax.
- Pupils do not use their reading skills to maximum effect to gather information from books and other sources.

## **English**

Although English is introduced in Y2, the subject becomes officially part of the NC for pupils in KS2. Standards of achievement are good in speaking, listening and reading and are satisfactory in writing.

- Most pupils listen well and show a good level of understanding when responding to questions. The majority speak clearly and with a good vocabulary range and, by the end of KS2, the more able can talk confidently about their work or their reading interests
- The reading skills of the majority are good. Pupils in Y6 know about prominent authors and talk knowledgeably about the books they have read. Most can find information from books and other sources effectively.
- Pupils achieve satisfactory standards in their written work and, by Y6, a few achieve good standards. They write for a satisfactory range of purposes including descriptive and imaginative, responding to a poem, writing letters and devising their own advertisement to sell a Viking ship. There are examples of good quality writing from a few children when describing Santes Dwynwen and when conveying the hopes and fears of the pilgrims on the Mayflower in their compositions of a Pilgrim's Prayer.
- More able pupils in Y6 display a satisfactory grasp of using metaphors in their poems on 'A Short Life'.
- The quality of presentation is generally good and handwriting is usually joined and legible.

## **Shortcomings**

- Pupils' skills of drafting and redrafting their written work are underdeveloped.
- Some pupils tend to write too briefly and there is a lack of extended writing by them across other subjects.

## **Mathematics**

Standards of achievement are good in both key stages.

### **Good features**

- The majority of pupils in both key stages develop an appropriate mathematical vocabulary.
- In KS1, pupils reach good standards in their understanding of number and the value of money. They distinguish between odd and even numbers and add and subtract accurately, counting on and back in steps of different size. By the end of the key stage, the majority of pupils have a good grasp of 2, 5 and 10 times tables.
- Pupils classify objects according to shape and size and make suitable estimates of size, shape and weight.
- Across the key stage, pupils have a good understanding of 2D shapes and their properties and most are able to identify 3D shapes.
- Most have a secure grasp of halves and quarters and the majority can tell the time at quarterly hour intervals.
- Pupils make effective use of simple graphs to classify information and to present findings. They make good use of their ICT skills to enhance their data handling skills.
- Across KS2, pupils make good progress in their mental arithmetic skills. They develop a secure knowledge of the four rules of number and the relationship between them. The majority work accurately and methodically on written exercises.
- Pupils in Y3 and Y4 demonstrate a good grasp of angles, regular and irregular shapes and of symmetry.
- Year 5 pupils have a very good knowledge and understanding of 3D shapes and their properties.
- Pupils in Y6 have a good grasp of fractions and the majority of older pupils are competent when converting simple fractions, decimals and percentages.
- Pupils across the key stage demonstrate good data handling skills in a wide variety of situations. They have a secure understanding of different types of graphs, which they interpret effectively. Pupils use ICT skills particularly effectively in this context.
- They make good progress in their problem solving work particularly in relation to number and money.

## **Shortcomings**

- Some older KS2 pupils have an insecure grasp of tables.

## **Science**

Standards of achievement are good in both key stages.

### **Good features**

- Pupils in Y1 have developed good observational skills when learning about different types of materials. They know and understand changes in materials under different conditions, for example, shaping clay and dough through stretching and flattening, melting chocolate, boiling an egg, making toast and jelly.
- The work is appropriately developed with pupils in Y2 and Y3. They have compared materials on the basis of features such as hardness, flexibility and their magnetic power. Pupils display good understanding of the work and can also discuss knowledgeably which materials are appropriate for different purposes.
- Experiments have been devised to see what materials allow electricity to flow through them and pupils are beginning to grasp the principles of a fair test.
- Pupils in Y4, Y5 and Y6 recognise the difference between solids, liquids and gas. They understand how to create an electrical circuit and display a good scientific vocabulary to explain their findings. They understand and are able to explain the characteristics of a fair test. They can explain why tests need to be repeated to ensure accuracy.

## **Shortcomings**

There are no significant shortcomings.

## **Design and technology**

Standards of achievement are satisfactory in both key stages.

### **Good features**

- In both key stages, pupils demonstrate good making skills in their work on aspects of food technology.
- Focusing on construction kits, cardboard and wood, younger KSI pupils demonstrate that they are beginning to develop good planning skills as they prepare to construct a moveable object to carry toys. The end products are of a satisfactory standard and pupils are beginning to note ways in which their work could be improved.

- Working in groups, pupils in Y2 and Y3 use construction kits effectively as they experiment with different ways of lifting weights. They generate some interesting ideas and display satisfactory evaluation skills as they use the kits to raise a pirate's treasure chest.
- In KS2, pupils demonstrate satisfactory planning and evaluation skills and the majority work well with a variety of textiles to create patterns based on the bark of a tree. They produce some interesting end products, some of which are of good quality. Their written work includes references to the importance of working safely.
- Pupils in Y4, Y5 and Y6 have produced interesting and relevant ideas in the process of producing a mechanical toy from cardboard and wood for younger pupils. They demonstrate satisfactory and, in a minority of cases, good skills during the early stages of construction.

### **Shortcomings**

- In both key stages, pupils' skills of planning and evaluating their own work are underdeveloped.

### **Information technology**

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

#### **Good features**

- Across KS1, pupils demonstrate a good level of confidence in their use of keyboard skills. They open computer programs independently and print their work efficiently.
- They make effective use of their word processing skills to enhance their writing and they incorporate computer generated art work to illustrate some of their work.
- They make good use of data bases to create and produce a variety of graphs. Pupils in Y1, for example, create graphs to identify their favourite shapes while Y2 pupils produce graphs to identify different types of litter found in the locality.
- Across the key stage, pupils make good use of computer programs to support their work in language and mathematics. Older pupils in KS2 make good use of art programs to support their mapping skills.
- Pupils in KS2 make very good use of their data base skills. Older pupils work particularly effectively to categorise and analyse data drawn from a census enumerator's return.
- The majority of pupils use the internet and CD Roms effectively to gather information on a variety of topics.
- The majority are proficient at using use e-mail to send and receive messages and some display good skills in using a digital camera.

- Pupils across the school make very good use of the interactive white-board to support their learning. Older pupils use the facility to present their group research topics to their peers.

### **Shortcomings**

There are no significant shortcomings.

### **History**

Standards of achievement are good in KS1 and Y3. They are satisfactory in the upper part of KS2.

### **Good features**

- Pupils in Y1 are aware of distinctions between the past and the present as they describe and compare ways of washing clothes ‘now’ and ‘then’. Through role-play activities and opportunities to handle various washing day artefacts from the past, they can describe effectively and empathise with the difference between items used then and those in their own homes.
- Pupils in Y2 and Y3 make perceptive comparisons about their village now and at the time of 1881 census. Using old maps, information in the census, and the memories of a villager who visited the school, pupils talk knowledgeably about changes to the village over time in relation to buildings, use of land and jobs.
- Older pupils in KS2 describe and compare changes in the fabric of buildings in Llangoed now and at the beginning of the twentieth century. They can describe some of the differences in the quality of the lives of rich and poor villagers at that time. They have compared the different uses of buildings then and now.

### **Shortcomings**

There are no significant shortcomings in KS1 and Y3.

- Older pupils in KS2 do not have a secure recall of the periods in history they have previously covered.
- Pupils in Y4, Y5 and Y6 have an unsatisfactory grasp of chronology.

## **Geography**

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

### **Good features**

- Pupils in Y1 are aware of changes in the weather through recording the different conditions in graphical form. Pupils ask and answer questions in relation to the information contained in the graph. Through reading the Morgan the Sailor books, they recognise some countries in which Morgan's relatives live. Their geographical vocabulary is developing well as they use appropriate words in class discussions.
- Pupils in Y2 and Y3 can locate Llangod on maps of Anglesey and Wales. Linking with their work in history, they have studied differences in jobs, population and services today and yesterday. Some can offer their own suggestions for improvement.
- Older pupils in KS2 use and understand four point grid references on an ordnance survey map and can plan routes using these. Some able Y6 pupils understand and can use eight point grid references. They can also use an eight-point compass to give exact directions from various places on Anglesey to the school. They are familiar with using different types of maps, including aerial maps and they can locate different maps on the Internet.

### **Shortcomings**

- Pupils across the school are not confident in making comparisons between human and physical features in different localities.
- Some older pupils do not display efficient skills of geographical enquiry.

## **Art**

Standards of achievement are good in Y1 and are satisfactory throughout the rest of the school.

### **Good features**

- Pupils in Y1 have experimented with mixing colours to get various shades. Using their colour mixing skills, they have copied the colours in Hokusai's work and they have been effective in creating different shades of blue to paint a seascape in his style. They have also succeeded in creating a large wave effect in a collage they have made of Hokusai's work. Good standards have been achieved.
- A study of paintings of buildings by artists Cefyn Burgess and Paul Klee has been undertaken by pupils in Y2 and Y3. The pupils have looked at how the artists have used colour and shape in their work. Pupils have made their own sketches of various buildings in Llangod. They have endeavoured to paint a sketch of a local chapel in Klee's abstract style with satisfactory results.

- Some older pupils in KS2 display good control of their pencils when sketching spheres and cubes. They are aware of the effect of light on the surfaces. They succeed well in using their pencils to produce suitable detail, tone and shade and produce finished products of good quality.
- Close observational sketches of shells on display, created by pupils in KS2, are of good quality.

### **Shortcomings**

- As a result of the over-prescription of some tasks, the creative and imaginative skills of Y2 and Y3 pupils are limited.
- A significant minority of older pupils do not have good pencil control and their finished products are of unsatisfactory quality.

### **Music**

Standards of achievement are good in KS1. There was insufficient evidence to make an overall judgement on standards of achievement in KS2 but the scheme of work and teachers' planning show that pupils have an appropriate range of experiences in the subject over the course of the academic year.

### **Good features**

- Pupils in KS1 listen attentively and can identify and make distinctions between the sounds made by different instruments. They can distinguish between stringed and other instruments.
- They have a good sense of rhythm and can keep a beat effectively when playing tuned and untuned instruments.
- They drag pictorial representations of different instruments across the interactive whiteboard screen and put them in order according to their musical characteristics.

### **Shortcomings**

- The quality of pupils' singing in assemblies, from all classes, is lacklustre and devoid of verve and enthusiasm.

### **Physical education**

During the inspection, it was not possible to observe the full range of work in physical education. There is, therefore, insufficient evidence to make an overall judgement of

standards of achievement. Teachers' planning shows that there is adequate coverage of all aspects of the subject over the academic year.

In the two dance lessons observed during the inspection good standards were achieved.

### **Good features**

- Reception and Y1 pupils demonstrate good gymnastic skills as they used their arms and legs to create different shapes. They display a good awareness of the need for warming up activities and used space effectively. Their skills of evaluating their own and others' performance is developing well.
- Pupils in Y4/5/6 displayed imaginative control and good rhythm in their movements as they respond to a variety of musical stimuli. Their warming up activities are well developed and they make perceptive and relevant comments as they evaluate their work.
- Pupils from Y2 to Y6 have regular swimming lessons and school records show that the majority make good progress in this aspect of physical activity.

### **Shortcomings**

There were no significant shortcomings in the lessons observed.

### **Religious education**

Standards of achievement are satisfactory in both key stages.

- In both key stages, pupils develop an increasing understanding of Christianity through focusing on Christian festivals. In the school assembly and in their class lessons, pupils listen to stories from the Bible which instil the need for good relationships and caring values. Pupils display satisfactory recall of the stories.
- KS1 pupils develop a sound knowledge of stories about Jesus. They are also beginning to develop a basic understanding of some of the things that Jesus wanted the people to learn.
- Following a visit to a local chapel, pupils in Y1 demonstrate a good grasp of the main features of the baptism service.
- Through their focus on a local chapel, Y2 pupils are beginning to develop an awareness of the significance of various features relating to the building.
- Y1 and Y2 pupils develop a sound understanding of the importance of the Welsh Bible through being introduced to the stories of William Morgan and Mari Jones.
- Y2 pupils display satisfactory awareness of other religious customs through their study of the Succot in Judaism.

- KS2 pupils have a satisfactory knowledge of the various features of Jesus' life.
- They have good knowledge of the significance of the Christmas festival to Christians.
- They are aware of the importance of rules for communities and have drawn up their own class rules.
- They have a sound grasp of the concept of pilgrimage and the significance of various holy places, including those in Wales.
- Older pupils demonstrate a satisfactory grasp of features relating to the Muslim faith.

### **Shortcomings**

- Older KSI pupils have an insecure knowledge and understanding of features relating to the inside of a Christian place of worship.
- In both key stages, pupils' knowledge and understanding of other faiths are limited.
- The ability of pupils in both key stages to refer to religious artefacts to enhance their knowledge and understanding is underdeveloped.

## **8. SCHOOL IMPROVEMENT**

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

The following nine key issues for action were highlighted in the last inspection report in April 1997:

- i. raise standards in mathematics and Welsh;
- ii. improve the provision for children under five;
- iii. draw a more specific and clear strategy to decide in which language tasks are to be introduced and completed;
- iv. develop and operate formal systems for assessing, recording and reporting pupils' progress across the curriculum;
- v. implement the policy of monitoring quality, developing the role of curriculum leaders in this respect;
- vi. enrich the quality of the SDP by timetabling developments more specifically in terms of the current year, financing each development and setting targets for the raising of standards;

- vii. ensure better understanding by parents of the current situation regarding homework, by implementing the system more consistently;
- viii. report to parents on the statistics for unauthorised absences;
- ix. repair the holes in the hedges surrounding the school.

Not all the key issues have been addressed successfully. The school has responded in the following way:

- i. Standards are now good in mathematics but, although standards are no longer unsatisfactory in Welsh, much work remains to be done to improve the overall quality of pupils' oral and written competence.
- ii. The quality of the provision inside the school for the under fives is now good. However, the quality of the outside provision is unsatisfactory as there is no safe, secure and stimulating play area to meet their needs.
- iii. A specific and clear strategy for language development remains unresolved.
- iv. Good procedures now exist for assessing, recording and reporting pupils progress and achievement.
- v. There are now good systems in place for monitoring many aspects of the curriculum and teaching. Curriculum leaders are now involved in the process.
- vi. The SDP is now a useful document that contains relevant targets for development and these have been costed effectively.
- vii. Parents state they understand and approve of the amount and consistency of homework undertaken by their children.
- viii. Unauthorised absences are now reported to parents.
- ix. Although they are not the same holes as reported in the last report, there are now other dangerous gaps in the hedges and these, with gaps in the boundary fence, pose severe health and safety problems for pupils.

## **8.2 Key issues for action**

The school needs to:

- address the health and safety issues raised in the report as a matter of urgency;
- raise standards in Welsh, particularly in relation to pupils' oral and written competence, across the school;
- devise strategies that will ensure that pupils become equally competent in English and Welsh;
- ensure that all staff are familiar with all child protection procedures;

- disseminate the very good teaching skills seen in some lessons more widely across the school;
- address the shortcomings listed in subjects and aspects within the report.

#### *Acknowledgement*

*The registered inspector and team wish to thank the governors, headteacher, staff and pupils for their co-operation and courtesy before and during the inspection.*

## APPENDIX

### A. Basic information about the school

Name of School	Llangoed Primary
School type	Primary
Age -range of pupils	3-11
Address of school	Llangoed Anglesey
Post-Code	LL58 8SA
Telephone Number	01248 490680

Headteacher	Mr Einion Williams
Date of appointment	September 1990
Chair of Governors/ Appropriate Authority	Councillor John Rowlands
Registered Inspector	Ms Lona Thomas
Dates of inspection	25-27 March 2003

### B. School data and indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	2.5	11	15	11	15	2	10	11	77.5

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	4	0	4

<i>Staffing information</i>	
Pupil:teacher (fte) ratio (excluding nursery and special classes)	18.8:1
Pupil:adult (fte) ratio in nursery classes	n/a
Pupil:adult (fte) ratio in special classes	n/a
Average class size, excluding nursery and special classes	25
Teacher (fte) : class ratio	25:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole School
Term 1	92.8	95.4	95.2	94.5
Term 2	92.7	92.5	93.3	92.8
Term 3	86.6	92.7	92.6	90.6

Percentage of pupils entitled to free school meals	30
Number of pupils excluded during 12 months prior to inspection	0

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

### END OF KEY STAGE 1: 2002

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school:	57.1	In Wales:	80.4

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

### END OF KEY STAGE 2: 2002

National Curriculum Assessment KS 2 Results: 2002							Number of pupils in Y6: 13					
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher Assessment	School	0	0	0	0	0	0	15	15	69	
		National	0	0	0	0	1	6	17	46	30	
	Test/Task	School	0	0	0	0	0	0	8	8	85	
		National	0	2	1	0	0	5	12	41	38	
Welsh	Teacher Assessment	School	15	0	0	0	0	9	9	36	46	
		National	1	0	0	0	1	4	19	50	23	
	Test/Task	School	15	8	0	0	0	0	8	31	38	
		National	1	2	0	0	0	3	18	51	24	
Mathematics	Teacher Assessment	School	0	0	0	0	0	8	0	39	54	
		National	0	0	0	0	1	4	19	47	28	
	Test/Task	School	0	0	0	0	0	8	0	39	54	
		National	0	2	1	0	0	4	19	43	30	
Science	Teacher Assessment	School	0	0	0	0	0	0	0	54	46	
		National	0	0	0	0	0	2	13	50	35	
	Test/Task	School	0	0	0	0	0	0	0	46	54	
		National	0	2	0	0	0	1	10	47	38	

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school:	84.6	In the school:	92.3
In Wales:	68.1	In Wales:	68.1

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

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

- Twenty lessons were inspected.
- A sample of pupils was heard reading in both key stages.
- A selection of pupils' written and practical work in all subjects was inspected.
- Discussions took place with selected pupils about their knowledge and understanding of the work covered.
- Inspectors held discussions with the head teacher and teachers during the inspection on a vast range of issues related to the school's work.
- The school's planning documents and various files and records were considered.
- Thirteen parents attended the pre-inspection meeting and 22 questionnaires were completed.
- Discussion were held with governors in pre and post inspection meetings.

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

<b>Team member</b>	<b>Subject responsibilities</b>	<b>Aspect responsibilities</b>
Ms L Thomas (RgI)	English; science; history; geography; art; music.	Early Years; context; main findings; standards of achievement; quality of teaching; curriculum; support and guidance; leadership and efficiency; progress since last inspection; key issues.
Mr B Jones (Team Inspector)	Welsh, mathematics, design and technology; information technology; physical education; religious education.	Key skills; social, moral spiritual and cultural; assessment, recording and reporting; SEN; self-evaluation; staffing, accommodation and resources.
Mr W Owen (Lay Inspector)		Behaviour; attendance; links with parents, community school and agencies; links with industry.