

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

**YSGOL LLANGWM  
LLANGWM  
CORWEN  
CONWY  
LL21 0RA**

**School Number: 662/ 2262**

**Date of Inspection: 25-27 May 2004**

**By  
Mr D. M. Cray  
Registered Inspector WO 92/16768**

**Date: 28 July 2004**

**Under Estyn contract number T/133/03P**

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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:

{PRIVATE }	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(KS) 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 some shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

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## 1. CONTEXT

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

Ysgol Llangwm is located in the village of the same name, some five miles to the west of Corwen. It is maintained by Conwy Local Education Authority (LEA) and serves the village and surrounding hinterland. It is an area rich in its cultural heritage, which is sustained and nurtured with great care. Pre-inspection documentation suggests that the area is considered to be neither prosperous nor economically disadvantaged. Pupils reflect the full range of ability.

There are currently 42 pupils between 3 and 11 years of age on the school register, and they are admitted to school on a part-time basis in the September following their third birthday and on a full-time basis in the September following their fourth birthday. Over the years, numbers have remained relatively constant.

Two per cent of pupils are entitled to receive free school meals – a figure that is considerably below county and national averages – and four (10%) are designated as having special educational needs (SEN). Eighty five per cent come from homes where Welsh is the main spoken language and the school follows the Welsh first language programme of the National Curriculum (NC). The school was last inspected during the summer term of 1998 and staffing at the school has remained unchanged since then.

The school has a statement of aims and objectives in its prospectus and the current School Development Plan (SDP) contains considerable detail in relation to the following priorities:

- raise standards and target results on the basis of the self-evaluation findings for 2002-2003 and the assessment results for 2003;
- changes in the curriculum for seven year olds;
- extend the school's links;
- health and safety issues;
- areas of self-evaluation for 2003-2004;
- performance management;
- school buildings and resources;
- develop pupils' thinking and independence skills.

The following targets have been set for 2004:

Percentage of Key Stage (KS) 1 pupils who attain Level 2 (L2) or above

Subject	Welsh	Mathematics	Science
Target	80%	80%	80%

Percentage of KS2 pupils who attain LA or above

Subject	Welsh	English	Mathematics	Science
Target	100%	80%	80%	100%

## 2. MAIN FINDINGS

### The main findings of the report

- Ysgol Llangwm is a school to be proud of and is an example of very good practice in primary education in small schools. It makes an outstanding contribution to the development of the children of the area and they receive experiences that inspire them to achieve very high standards.
- The overall quality of educational provision for the under-fives is appropriate to their needs. Standards in the six areas of learning are as follows:

Language, literacy and communication skills	Very good
Personal and Social Development	Good
Mathematical Development	Good
Knowledge and Understanding of the World	Very good
Physical Development	Good
Creative Development	Very good

- In KS 1 and KS2, pupils' standards of achievement in the different subjects of the NC and religious education are as follows:

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

Physical education	Very good	Good
Religious education	Very good	Very good

- In KS1 in 2003, according to teacher assessments, 100% of pupils attained L2 or above in the core subjects at the end of the key stage (Wales 79%; Conwy 78%). In 2002 the figure was 80% (Wales 80%; Conwy 82%) and in 2001 it was 75% (Wales 81%; Conwy 81%).
- In KS2 in 2003, 75% of pupils at the school attained L4 or above, as determined by test/task results in the core subjects (Wales 71%; Conwy 72%). In 2002 it was 57% (Wales 68%; Conwy 69%) and in 2001 the figure was 80% (Wales 68%; Conwy 69%).
- In relation to comparator schools in Wales, the school's performance in KS1 has been below the best 50%, but above the 25% lowest performing in two of the last three years. It was in the best 25% in 2003.
- Over the same period, the school's performance in KS2 has been below the best 50%, but above the 25% lowest performing in two of the three years. It was in the 25% lowest performing in 2002.
- From year to year, assessment groups in the main include relatively few pupils and the performance of individual pupils has a marked effect on whole-school results.
- Overall, the standards achieved by the under-fives and KS1 and KS2 pupils in key skills across the curriculum are good.
- Pupils' spiritual, moral, social and cultural development is very good and are impressive features of the life and work of the school. The morning services of collective worship are firmly grounded in Christian values. Pupils receive good opportunities to contribute and they are wholly familiar with taking the lead and arranging the services themselves. The school is an integral part of the close-knit community of Llangwm and plays an important part in the social and cultural life of the locality. Welsh culture and heritage is given due prominence in the daily life and work of the school.
- Pupils' behaviour and attitudes are very good and their levels of attendance are also very good.
- There is very good quality teaching across the school and is an evident strength of its provision. Teaching is very good in 44% of lessons observed; it is good in 50% and satisfactory in 6%.
- The quality of assessment, recording and reporting is very good. Teachers have a very good awareness of their pupils' abilities and they keep detailed records in each subject or area of work.
- The quality of the curriculum provided for pupils is very good. Effective schemes of work are provided that ensure that the under-fives receive a very good range of rich experiences within the six areas of learning. The curriculum for KS1 and KS2 is balanced, broad and relevant and contributes appropriately to the high standards achieved in NC subjects and religious education. In order to respond appropriately to the range of needs and abilities presented by pupils, teachers have developed very effective procedures that allow them to provide suitably differentiated activities.

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- The provision for pupils with SEN is very good and they make generally good progress according to age and ability.
  - The school's partnerships with parents and community, schools and other institutions are very good. The partnership with industry is also very good.
  - The quality of the school's self-evaluation and planning for improvement is very good. A self-critical culture exists amongst staff and governors, and the school is in a position that allows it to move forward confidently, in the knowledge that its priorities are based on a set of particularly rigorous processes. The quality of the SDP is very high and it is a valuable management tool that is effectively linked to the outcomes of the processes of self-evaluation. Appropriate priorities have been set for this year, including the intention to modify the self-evaluation timetable in order to place greater emphasis on an evaluation of whole-school aspects. Expectations are high and the school regularly meets its targets, but it has not yet set whole-school targets for 2006, as is required.
  - Leadership and efficiency at the school are very good and positive values are nurtured. Central to this is the emphasis placed by the school on its sense of Welshness, its responsibilities as part of the local community, and the value it places on its pupils as individuals. The headteacher provides highly effective leadership. She has a clear vision and is appreciative of her staff and their efforts to work together and to move the school forward. Governors play a key and proactive role in the leadership of the school, and they receive regular reports from the headteacher to assist them in their decision-making. The school provides very good value for money.
  - The school fulfils the requirements in relation to teaching time for KS2 pupils whilst limiting the morning break to fifteen minutes. The information provided to parents in prospectus form is very well presented and fulfils the requirements of the guidance issued by the Welsh Assembly Government (WAG). Considerable trouble is taken to produce the prospectus and an updated version is distributed to all parents every year. The annual report of the governing body does not fully meet requirements in relation to reporting on school targets. It was seen that the school has a very good understanding of its responsibilities in the area of sustainable development and due attention is given to this aspect of its work within the curriculum.
  - The displays throughout the school are impressive and well presented and they reflect all aspects of the curriculum. They help to show pupils that their achievements are appreciated. There is a good supply of resources to provide for and support curriculum requirements. Storage space is limited, but nevertheless, the teachers succeed in keeping the equipment and resources in a neat and orderly manner. There is a shortage of large play equipment for the under-fives and there is no enclosed, outdoor play area provided for them.
  - The buildings and rooms are adequate for the numbers of pupils currently on the school register and they are well maintained.
  - The school has made very good progress in addressing the issues raised following the inspection in 1998.

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

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

- It was adjudged that pupils' standards of achievement were very good in 46% of lessons observed by inspectors and good in 54%.
- The under-fives achieve standards that are at least good and often very good in the six areas of the Desirable Outcomes for pre-statutory school age children's learning.
- In KS1, pupils' standards of achievement are very good in Welsh and science and are good in mathematics. English is not taught as a subject in this key stage.
- Standards are very good in design and technology, information technology, art, music, physical education and religious education. Standards are good in history and geography
- In KS2, standards are very good in Welsh and science and are good in English and mathematics.
- Standards are very good in design and technology, information technology, music and religious education. They are good in history, geography, art and physical education.
- In KS1 in 2003, according to teacher assessments, 100% of pupils attained L2 or above in the core subjects at the end of the key stage (Wales 79%; Conwy 78% ). In 2002 the figure was 80% (Wales 80%; Conwy 82%) and in 2001 it was 75% (Wales 81%; Conwy 81%).
- In KS2 in 2003, 75% of pupils at the school attained L4 or above, as determined by test/task results in the core subjects (Wales 71%; Conwy 72%). In 2002 it was 57% (Wales 68%; Conwy 69%) and in 2001 the figure was 80% (Wales 68%; Conwy 69%).
- In KS1, the school's results in the NC assessments for 2003 are higher than national and county averages in Welsh, mathematics and science.
- In KS2, the results for 2003 are comparable to national and county averages in Welsh, English and mathematics. They are slightly below national and county averages in science.
- From year to year, assessment groups in the main include relatively few pupils and the performance of individual pupils has a marked effect on whole-school results. There are also from time to time gender-based differences in performance, but the school knows its pupils very well and individuals are targeted in order to ensure that they make the best possible progress.
- In relation to comparator schools in Wales, the school's performance in KS1 has been below the best 50%, but above the 25% lowest performing in two of the last three years. It was in the best 25% in 2003.
- Over the same period, the school's performance in KS2 has been below the best 50%, but above the 25% lowest performing in two of the three years. It was in the 25% lowest performing in 2002.

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- Pupils are given opportunities to contribute to the appropriate targets that are set for them.
  - Over time, it was seen that teacher assessments of KS2 pupils are close to test/task results.

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

Overall, the standards achieved in key skills across the curriculum are good.

- The under-fives make good progress in the application of their skills in literacy, numeracy and information and communications technology (ICT) across areas of learning.
- Pupils in both key stages listen attentively in class in Welsh in KS1 and in both languages in KS2. Only on very rare occasions do pupils have to be rebuked and reminded of the need to concentrate.
- Pupils express themselves very well in Welsh across both key stages. Their vocabulary is very well developed and it grows regularly as they are introduced to new work in the various subjects. Pupils in KS2 make good progress in the development of their oral English skills across all subjects.
- They read confidently in Welsh in KS1 and in both languages in KS2 across the curriculum. Pupils make effective use of reference books and other texts to search for information in a range of different contexts.
- In both key stages, pupils write correctly and in an extended format in Welsh across all subjects. In KS2, they write well in English in a range of contexts across the curriculum.
- In both key stages, pupils make good use of their numeracy skills across the curriculum, particularly so in subjects such as science and design and technology.
- The use pupils make of their ICT skills across the curriculum is regularly good in both key stages.

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

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

Pupils' spiritual, moral, social and cultural development is very good and are impressive features of the life and work of the school.

- The school has a warm and welcoming ethos and pupils arrive at school eager to contribute and to learn. The staff provide a happy, stable and caring environment for pupils.
- The sound principles and values expressed in the school's aims are promoted by the headteacher, teachers and others involved with the school.
- The daily services of collective worship are organised on a whole-school and class basis and are firmly grounded in Christian values. They make a very good contribution to the

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promotion of pupils' spiritual, moral, social and cultural development. Pupils are given opportunities for reflection in a way that develops their spiritual awareness. They receive many opportunities to contribute and are wholly familiar with taking the lead and arranging their own services.

- Very good moral standards are achieved and pupils know the difference between good and bad. They show respect to property and respond positively to school rules and to those of society in general. They respond openly and courteously to visitors.
- They contribute regularly to national and local charitable organisations such as NSPCC and Water Aid. The pupils themselves choose and decide which charities to support.
- The school is an integral part of the close-knit community of Llangwm and plays an important part in the social and cultural life of the locality.
- Pupils' social and cultural development is enhanced by regular visits by members of the local community, poets and writers. This is further promoted through the range of extra-curricular activities provided for them.
- There is a strong awareness of the historical and cultural traditions of Wales. Due prominence is given to the culture and heritage of Wales in the daily life and work of the school.
- Activities such as sports and the Urdd play an important part in the life of the school and pupils enjoy considerable success in various competitive events at county and national level. These activities extend pupils' interests and they develop their social skills and their community awareness.
- Pupils are introduced to many of the world's other cultures and belief-systems. Recently, they were given the opportunity to attend school in clothes from other countries. Their awareness is further developed through their study of the music of other cultures and their work in geography. Their knowledge of other beliefs is also enhanced during the religious education lessons.
- Sound attitudes towards issues of global citizenship are promoted as part of a comprehensive programme of personal and social education (PSE). Due prominence is also given to sustainable education and their study of issues such as recycling succeeds in further raising pupils' awareness.
- The school has a policy on racial equality. Justice and tolerance comes naturally to the pupils and they are aware of the need to show respect for others regardless of their racial background.

## **4.2 Behaviour and attitudes**

Pupils' behaviour and attitudes are very good.

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- The firm values promoted by the school are reflected in the very high standards of behaviour and attitudes, all of which is supported by a range of highly effective policies and procedures.
  - An impressive feature of the school's provision is the way in which pupils work together on a daily basis. They are happy in their work and play and the effects of this excellent dedication are seen in the high standards achieved.
  - Pupils are friendly, respectful and courteous. They have a natural sense of curiosity, confidence and neighbourliness. They respond very well to their teachers, support staff and visitors to school. The older pupils are particularly mature and responsible in their attitudes towards their younger colleagues.
  - During the inspection, a particularly homely and happy atmosphere pervaded the school as a whole and no instances of bullying, argumentative or aggressive behaviour were seen. Pupils' social inclusion is also very good and is an evident feature of the way in which they assist the small number of pupils for whom Welsh is a second language.

### **4.3 Attendance**

Pupils' levels of attendance are very good.

- The school has adopted, and successfully operates, a good range of policies and procedures related to attendance. Across the last three full terms, levels of attendance have averaged at some 98%.
- The registers are called and administered in accordance with the requirements of the WAG.
- Records are carefully kept and parents' letters show clearly that they co-operate with the school to achieve the very good levels of attendance that apply.
- The levels of attendance of the under-fives are a fair reflection of those that apply for the school as a whole.
- Pupils' punctuality is very good. They are eager to come to school and this provides for a prompt and smooth start to the school day.

## **5. QUALITY OF EDUCATION**

### **5.1 Teaching**

There is very good quality teaching across the school, and is an evident strength of its provision. Teaching is very good in 44% of lessons observed; it is good in 50% and satisfactory in 6%.

- Teachers have a sound understanding of the subjects they teach. They vary their teaching strategies effectively according to the requirements of the lesson. They provide opportunities for pupils to work as a whole class, in groups, pairs and as individuals.

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- The teachers and classroom assistants know their pupils very well and they enjoy a warm and mutually respectful relationship.
  - A wide range of carefully prepared resources are used to very good effect.
  - Teachers' expectations are high. The stimuli are particularly lively and they engage pupils' interest from the outset. Tasks are planned to maintain a suitable balance between formal activities and those of a more practical nature.
  - Lessons are very carefully planned and the effective differentiation for the range of age and ability in the classes is a regular feature of the provision.
  - Important concepts are reinforced through careful questioning that encourages pupils to recall earlier work as a basis for moving on to the next stage and to develop an inquisitive attitude towards their learning in general. They become independent learners by theorising, predicting, making decisions and by explaining their work and its logic to others.
  - Sessions are appropriately and effectively paced.
  - Classroom assistants make an important and very valuable contribution to the work undertaken in classes by guiding and supporting individuals and groups. There is careful and well-structured co-operation and joint planning between the adults in order to provide the best teaching.

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

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

- The school has a clear policy and very good procedures for assessing pupils' progress.
- The assessment process is operated on an ongoing basis, as part of the day-to-day work of the school. Regular opportunities for assessing pupils are identified in the mid and short term schemes of work. These are used effectively to inform future planning.
- Teachers have a very good awareness of their pupils' abilities and they keep detailed records in each subject area.
- The school has a termly timetable for assessing elements of the core and foundation subjects.
- Moderating sessions are held in order to collectively discuss and assess samples of pupils' work.
- The under-fives are assessed in accordance with LEA procedures. The Baseline Assessment and the booklet *Teithio Gyda'n Gilydd* (Travelling Together) are used to assess their progress and appropriate use is made of the findings in order to achieve early identification of pupils with special needs.
- The progress made by each nursery and reception child and by KS1 pupils are recorded in the Record of Attainment booklet that creates a composite picture of their development.

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- The school has an effective system of tracking pupils' progress from the Baseline Assessment up to the end of Year 6 (Y6).
  - Pupils are encouraged from the outset to evaluate their work and they do so with increasing confidence. Pupils' assessment sheets are commendable and are an effective means of improving the quality of their performance.
  - Pupils are entirely familiar with setting personal targets as part of their efforts to improve the quality of their work. A set timescale is set for its implementation and review.
  - The arrangements for assessing pupils with SEN are very good and good use is made of the information in order to set targets in their Individual Education Plans (IEPs).
  - Early in the spring term, summative reports of pupils' performance in the core subjects are distributed to the parents of Y6 pupils. This is a means of targeting any aspect of pupils' work that requires attention and to raise their standards. The interaction between teachers, pupils and parents as they relate to the targets of individual pupils is an example of very good practice which is applied throughout the school.
  - Pupils' work is marked regularly. Teachers strive to mark the work with the pupils. Positive comments are appended and effective use is made of the information in order to improve their performance.
  - Each pupil has a personal file that provides a clear and complete picture of his or her development.
  - Parents are invited to school three times a year to discuss their children's work and a report is sent to them at the end of the summer term.
  - The reports produced are appropriate and they fulfil the requirements of the Desirable Outcomes for the under-fives.
  - The end of year reports provided for parents of KS1 and KS2 pupils conform to statutory requirements and give a clear picture of their development. They show a sound knowledge and recognition of individual pupils and parents appreciate the personal nature of the comments.

### **5.3 Curriculum**

The quality of the curriculum provided for pupils is very good. It conforms fully to the requirements of the Desirable Outcomes, the NC and the Agreed Syllabus for religious education.

- The curriculum for the under-fives is wholly appropriate and it successfully promotes the Desirable Outcomes. Effective schemes of work are provided that ensure that the under-fives receive a very good range of rich experiences within the six areas of learning.
- The curriculum for KS1 and KS2 is balanced, broad and relevant and contributes appropriately to the high standards achieved in NC subjects and religious education.

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- The school has a range of comprehensive policies and schemes of work that fully reflect the requirements of Curriculum 2000. Long, mid and short term planning is based on twelve themes that are presented over a four-year period. They refer to the learning outcomes, activities, assessment opportunities, key skills and PSE.
  - In order to respond appropriately to the range of needs and abilities presented by pupils, teachers have developed highly effective procedures that allow them to provide suitably differentiated activities.
  - The school has a policy and a clear timetable for homework. Overall, it builds on the work undertaken by pupils in class.
  - The curriculum is enhanced by a range of extra-curricular activities.
  - The school has a very good policy and scheme of work for PSE. Pupils' personal and social development is promoted through the curricular provision and opportunities are provided in services, Circle Time or classroom situations to discuss specific issues.
  - The quality of the provision for pupils with SEN is wholly appropriate.
  - Equal opportunities are provided for all pupils within the school curriculum and all its activities.
  - Clear emphasis is placed on the Welsh dimension within the curriculum, particularly with regard to music, art, history and geography.
  - The language policy of the LEA is reflected in the school's policy and pupils become bilingual by the end of KS2. The school promotes pupils' bilingualism by inviting visitors, such as the authors of English language books, to school. In addition to this, the school is twinned with Ysgol Llangwm, Pembrokeshire and their residential visits are a means of practising their English oral skills.

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

The school makes very good provision for support, guidance and pupils' welfare.

- Staff know their pupils very well and are aware of the needs of each individual child. The relationship between them is caring, affirming and supportive.
- Pupils feel happy and safe at school, are able to entrust themselves to the staff and are happy to approach them for support and guidance.
- Pupils relate very well to each other and feel that they are appreciated within the close-knit, family atmosphere that the school exudes.

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- The school has a wide range of clear and sound policies and procedures for child protection, including appropriate anti-bullying measures. Both governors and staff are aware of all the relevant procedures and steps to be followed.
  - Personal and social matters, including sex education, are taught in accordance with the school's comprehensive policy and scheme of work.
  - The school has a designated member for First Aid, and two teachers possess current First Aid qualifications.
  - Careful supervision is provided at the beginning and end of the school day and during the break and lunch intervals.
  - Fire drills and all the required health and safety inspections are held on a regular basis.

### **5.5 Provision for pupils with Special Educational Needs (SEN)**

The provision for pupils with SEN is very good and they make generally good progress according to age and ability.

- Four pupils are identified as having SEN and of these, three have a statement of their needs. They all follow the full NC, with modifications made where appropriate.
- The school also carefully monitors the progress of four other pupils who are not on any of the stages referred to in the 2002 Code of Practice.
- The school's policy has been revised during the past year to reflect recent guidance and it is of very good quality, with the proposed arrangements being explained clearly to the reader. School procedures are well established and highly effective.
- The assessment regime is effective and full records are kept of the progress made by individual pupils, including the comprehensive daily notes made by the classroom assistants. The work is carefully supervised by the headteacher who acts as the SENCO.
- Effective support is provided for pupils within their classes, supplemented by the services of a specialist teacher for weekly periods to support individuals in withdrawal sessions. This arrangement works very well.
- It was seen that the IEPs are of very good quality and they are reviewed on a termly basis. The targets they contain are clear, measurable and they meet the needs of individual pupils. The careful evaluations provide good guidance as to the next steps to be taken.
- The curriculum provided for pupils is broad, balanced and relevant, and effective differentiation is made to meet their needs. The school is particularly successful in integrating all pupils with special needs into its life and work and this is an impressive feature of its provision.
- The reviews of statements are undertaken in accordance with requirements.

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- The member of the governing body with responsibility for SEN is aware of the responsibilities involved and is enthusiastically supportive of the school's efforts in this regard.
  - There is a good relationship with parents and the support provided by the various external agencies is also generally good.

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

The school's partnerships with parents and community, schools and other institutions are very good.

- The vast majority of parents are appreciative of the work of the school and of the way in which their children are taught. Evidence of their support was seen in the questionnaires and at the pre-inspection meeting with the inspectors, although some less supportive comments were received in relation to the school's homework policy. They are happy to respond to any request from the school for assistance and individuals and others can be relied upon to provide assistance with the activities held after school hours.
- The quality of the information provided for parents in the form of letters, meetings and reports on their children's progress is very good. The school has distributed copies of a Home/School Agreement, nearly all of which have been signed and returned by the parents.
- The partnership is reinforced through the Parents and Teachers Association, an enthusiastic and active organisation. It raises considerable sums of money for school funds and is an important focus for social activity and for raising the profile of the school's work.
- The school plays an important part in the life of the village and is a cornerstone of the local community. It is much appreciated by the community, which takes great pride in its achievements. Concerts, fairs and many other events are held during the year, all of which are generously supported by local organisations. Pupils are wholly aware of their responsibilities and are eager to play their part in the partnership.
- The partnership with other primary schools is very good and close contact is maintained with the local secondary schools. Pupils are comfortable with the arrangements made on their behalf. The school has a valuable partnership with Llangwm CP School, Pembrokeshire, which is located in a completely different linguistic setting. The links between both schools are very good, and is a model partnership.
- The LEA and its officers provide willing support for the school and other institutions, such as the Health Service, the National Trust, the Arts Council of Wales and the local Archives Service also contribute to the partnership.
- The school provides work experience placements for pupils from the local secondary schools. Two members of staff also act as mentors for prospective students from the

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University of Wales, Bangor, who avail themselves of the opportunities to practise their teaching skills at the school.

## **5.7 Partnership with industry**

The school's partnership with industry is very good.

- The school has a policy and successful arrangements to develop this aspect of its work and has taken advantage of every opportunity provided by organisations such as Careers Wales, the Education and Business Partnership, ELWa and other bodies. There have been opportunities to attend staff development courses and to obtain funding from various agencies.
- Pupils' educational experiences are enhanced by undertaking curricular projects and by the opportunity to study the work of businesses in the environmental sector. The school's links include the Alwen Environmental Education Centre, the National Park, Forest Enterprise, farms, factories and shops.
- Pupils receive additional experiences by producing the school newspaper, *Eco'r Eithin*. They deal with the advertising, editorial and sales, and produce a financial sheet on this successful enterprise.
- The school has gained Investors in People status.

# **6. MANAGEMENT**

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

The quality of the school's self-evaluation and planning for improvement is very good.

- A self-critical culture exists amongst staff and governors.
- The self-evaluation report presented to the inspectors offers a detailed analysis of the school's performance and clearly identifies the areas that require further attention.
- The school works on the basis of a timetable that extends to 2008 and has for a number of years been comfortable with the principle of self-evaluation. During this time, it has taken advantage of the opportunity to refine and develop its procedures, and as a result, it has gained a good recognition of itself and is now in a position to be able to move forward confidently, in the knowledge that its priorities are based on a particularly rigorous set of processes.
- The SDP is a very good quality document and is a valuable management tool, that is effectively linked to the outcomes of the processes of self-evaluation. All members of staff and governors contribute to its formulation and to its subsequent monitoring. It is a document that is at all times accessible and available, and is the subject of regular discussion and review. Appropriate priorities have been set for this year, including the intention to modify the self-evaluation timescale in order to place greater emphasis on an evaluation of whole-school aspects. The long-term priorities are appropriate and are a means of ensuring that the school continues to develop.

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- A thorough analysis is conducted every year of the SATs results in KS2 and a good awareness is gained of the school's performance in a local and national context.
  - The whole-school targets emanate from the practice of setting targets and tracking the progress of individual pupils from their first year at school. Expectations are appropriately high and the targets are regularly achieved, but the school has not yet set whole-school targets for 2006, as is required.
  - The school has made very good progress in addressing the issues raised following the inspection in 1998.

## **6.2 Leadership and efficiency**

The quality of leadership and efficiency at the school is very good.

- Appropriate aims and objectives have been set and sound values are nurtured. Central to this is the emphasis placed by the school on its sense of Welshness, its responsibilities as part of the local community, and the value it places on its pupils as individuals.
- High standards are set and the headteacher provides highly effective leadership. She has a clear vision and is appreciative of her staff and their efforts to work together and to move the school forward.
- A wide range of management and curricular policies are in place that offer an appropriate sense of direction to the work of the school and the administrative procedures and daily routines are undertaken with quiet efficiency.
- The Staff Handbook is a particularly comprehensive and useful document. Regular staff meetings are held to discuss curricular and management issues and detailed minutes were seen covering a period of several years.
- The governing body reflects a good cross-section of experience and members are enthusiastic and particularly well informed about curricular and management issues. They play a key and proactive role in the leadership of the school, and they receive regular reports from the headteacher to assist them in their decision-making.
- There are several sub-committees that meet as and when required.
- The budget is closely monitored on a monthly basis and there are specific plans for the use of the money currently held in reserve.
- The school offers very good value for money.
- The school fulfils the requirements in relation to teaching time for KS2 pupils whilst limiting the morning break to fifteen minutes.
- The information provided to parents in prospectus form is very well presented and fulfils the requirements of the guidance issued by WAG. Considerable trouble is taken to produce the prospectus and an updated version is distributed to all parents every year.

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- The annual report of the governing body does not fully meet requirements in relation to reporting on school targets.
  - It was seen that the school has a very good understanding of its responsibilities in the area of sustainable development and due attention is given to this aspect of its work within the curriculum.

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

The quality of staffing, accommodation and learning resources is good.

- The school is adequately staffed and the teachers are suitably qualified and experienced for the classes they teach. There are two full-time teachers, including the headteacher, and one part-time teacher. The nursery assistant makes a commendable contribution to the development of the under-fives. The classroom assistants are highly active within the school and they make a sensitive and valuable contribution to the development of the pupils in their care.
- There are clear and specific job descriptions for the teaching staff and the support staff. The school has a range of clear policies and procedures relating to staff development and staff update their knowledge and skills through continuous professional development that is recorded in their Individual Professional Portfolio.
- Highly effective use is made of the expertise of individual teachers across both key stages.
- Peripatetic teachers visit the school on a weekly basis to offer instrumental tuition to several pupils on instruments such as the harp, flute, clarinet, violin, guitar as well as brass instruments.
- Support staff make a good contribution to the daily life of the school.
- The displays throughout the school are impressive and well presented and they reflect all aspects of the curriculum. They help to show pupils that their achievements are appreciated.
- There is a good supply of resources to provide for and support curriculum requirements. Storage space is limited, but nevertheless, the teachers succeed in keeping the equipment and resources in a neat and orderly manner.
- There is a shortage of large play equipment for the under-fives and there is no enclosed, outdoor play area provided for them.
- The buildings and rooms are adequate for the numbers of pupils currently on the school register. They are well maintained.
- The hall, that is now a community centre, is used for services, physical education and music lessons as well as for serving lunch. A new stage has recently been erected.

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- The organisation of the under-fives classroom is restricted by the need to maintain unobstructed an area to allow the older pupils to gain access to their toilets, that are located near to the classroom in question.
  - The school is located on an expansive and level site, with plenty of room for pupils on the yard and the playing field that lie within school boundaries.
  - The building provides full disabled access.

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

### **Standards achieved by pupils**

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

The educational provision for the under-fives is appropriate to their needs and successfully promotes the Desirable Outcomes. The children achieve very good standards in three of the six areas of learning, and the standards in the other three are good. During the morning sessions, the reception children are educated together with KS1 pupils, and after lunch they join two part-time nursery children. The teacher and the nursery assistant ensure that the under-fives receive rich learning experiences, in a homely, safe and stimulatory environment.

*The children's language, literacy and communication skills are very good.*

#### **Good features**

- The children listen attentively and enjoy listening to a wide variety of stories. They speak confidently, and with comprehensible pronunciation and intonation. They work together very well, using appropriate language, as seen during their role-play in the Village Shop. Their vocabulary and sentence patterns are developing very well. They communicate confidently with adults.
- The majority of children know their letters and make very good progress in their basic reading skills. They are very comfortable in their use of books.
- Their writing skills are developed through activities such as creating patterns on the sand trays or by designing letters made of dough. They younger children recognise and are able to match letters. They make very good progress in their writing skills, as they move on from over-writing and copying to independent work. A high percentage of the older children are able to write independently, showing an awareness of capital letters and full stop. They gain obvious pleasure from reading their efforts.

*The children's personal and social development is good.*

#### **Good features**

- The children are clearly interested in what they are doing and begin to discuss ideas and solving problems such as creating a den for *Cochon the Fox*. They begin to wait their turn when conversing or playing a game. They are able to concentrate for increasing periods of time when working on specific tasks. The children behave well and play happily together during break times. They learn to share, co-operate and wait their turn,

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and they respond well to instructions given by the teacher and nursery assistant. They are aware of the need for personal hygiene. They are able to undress independently when taking part in sports activities.

***The children's mathematical development is good.***

**Good features**

- The children are able to copy and continue patterns, classify, sort and arrange. They are able to count objects and match numbers to objects. They make good progress in their number work and they recognise numbers at least up to 20. Their understanding of *one more*, and *one less* is developing well. They use simple mathematical language when playing with water and sand and they understand the concepts related to the measures such as heavy/light, full/empty. They are able to compare the lengths of scarves, with reference to long/medium/short. Their awareness of two and three- dimensional shapes is good, and they can talk about some of their features. They know that data must be collected in order to create a simple block graph as seen in their work on the colours of their wellingtons. They recognise common items of coinage, which they use when playing in the Village Shop.

***The children's knowledge and understanding of the world are very good.***

**Good features**

- The children are clearly interested in their environment and are able to talk informatively about recycling. They understand the differences between a wide range of materials according appearance and feel. They are able to sort a range of food ingredients according to their materials. They understand that the weather is changeable and that they must adapt their clothing according to the different types of weather. They correctly recognise weather symbols. They are very well informed about animals, including the ability to match mother to offspring and their knowledge of the lifecycle of a caterpillar and frog. The children have investigated pulling and pushing and objects that float and sink. They are able to handle the mouse skilfully and they use a range of computer programmes to support their current work. They are aware of objects used around the house today compared to those in use in days gone by. They are able to match old objects such as oil lamps and electric lamps, a scouring board and a washing machine.

***The children's physical development is good.***

**Good features**

- The children move about with complete ease inside and outside the school. They make appropriate use of the space around them as they work with the parachute in the hall. They understand and respond to instructions about spatial relationship, such as *behind*, *above* and *beneath*. They use a wide range of materials and equipment to practise their fine motor skills such as jigsaws and building blocks. The children are able to handle small items of equipment such as beads and pencils with great dexterity. They show good scissor control as they cut out their own pictures and other items from magazines. The reception children join KS1 pupils for physical education lessons, when they are given the opportunity to practise their broad physical and ball handling skills.

***The children's creative development is very good.***

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### **Good features**

- They recognise a wide range of non-percussion instruments. They are able to shake and strike them in order to create low/high, long/short sounds. They keep to the beat very well when performing and providing accompaniment during a folk dancing session for KS1 pupils. They are able to recall and sing a variety of songs and nursery rhymes, producing a wonderful sound and keeping in tune. The children dressing up and they display increasing confidence during their role-play sessions in the Village Shop. They are given very good opportunities to experiment and create, using a range of media and techniques such as tie and dye, printing and painting. They are able to use paper pulp to create three-dimensional models of forest insects. They make extensive contributions to the colourful murals that adorn the classroom walls.

### **Shortcomings**

- There is a shortage of appropriate equipment and daily opportunities to promote and develop the children's physical skills.
- There is no enclosed, outdoor play area for the under-fives.

### **Welsh**

Pupils' standards of achievement in oracy, reading and writing are very good in both key stages. The standards achieved are exceptionally high.

### **Good features**

- Pupils listen very well in both key stages. They listen attentively to teachers' presentations and to each other's contributions.
- The majority of pupils have a very good grasp of the natural syntax of the spoken language. They are able to express their opinions intelligently when responding to different experiences and stimuli. They are completely at ease when talking to adults and visitors about their work and interests.
- In KS1, pupils' reading skills are developing very well. They use a range of strategies to self-correct and build unfamiliar words. The majority of pupils read fluently and with very good expression. Their enthusiasm is conspicuous as they refer meaningfully to the main characters and events associated with their reading books or their favourite storybook.
- Their writing skills are very good. They are able to include a variety of sentence patterns, adjectives, similes and idioms in their written work. They exhibit an increasing understanding of the need to write in different forms, including writing a post card, a letter, a simple script and descriptive pieces. Following a visit by an author, the pupils have succeeded in writing their own books. Their efforts are commendable and show that they are aware of the characteristics and structure of a story. They make regular use capital letters and full stops and the majority make correct use of quotation marks in their written work. Their spelling skills and the standard of their handwriting are very good.
- In KS2, pupils make very good progress in their reading skills. The fluency of their reading and the interest they exhibit continue to develop. They exhibit correct intonation,

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paying appropriate attention to punctuation. They respond well to questions about the characteristics and content of their books. They are able to talk confidently about their favourite authors, responding critically to their work. They know the difference between works of fiction and non-fiction and how to find a specific book in a library. They use a range of print sources, including computer programmes, in order to retrieve and collate information.

- Pupils write regularly in a variety of forms including advertising pamphlets, portraits, newspaper articles, narrative work, reports and dialogues. In their work on the theme of Travelling through Space, pupils display their skills in a wide range of these forms. They realise that language form depends on its function and audience. They make highly effective use of similes, idioms and adjectives when writing creatively or when producing pieces of poetry. They use appropriate forms of language for persuasive purposes when writing letters in reply to a job advert. Their written work is enhanced by the school's good practice of arranging visits by some of Wales' best-known poets and writers.
- Overall, their spelling, punctuation and mutations are correct. They display a sound understanding of paragraphing in their current work. Pupils are able to create and record work that flows freely and is easy to read. They present extended pieces of work that sustain the reader's interest with a fair degree of regularity. They are aware of the purpose of drafting, re-drafting and editing their work, and the quality of their final presentations is very good. Their work is well presented and overall, the quality of handwriting is very good. The pupils have gained considerable success with their written work at county and national level.

### **Shortcomings**

- There are no significant shortcomings.

### **English**

English is introduced formally to pupils at the beginning of KS2. Their standards of achievement are generally good. The standards of their listening skills are very good, and their speaking, reading and writing skills are good.

### **Good features**

- Pupils listen very well to teachers' presentations and instructions. They listen attentively to visitors and to opinions expressed by others during discussions.
- Their oral skills are developing well as they engage in role-play and make presentations to the rest of the class and school. The school organises visits by the authors of English language books and this has succeeded in promoting and developing the oracy skills of many of the pupils.
- The pupils are able to transfer their Welsh reading skills without any difficulty. They make good progress in reading at levels that are appropriate to their age and ability. The majority of them read fluently and correctly, with a good level of understanding and expression. They respond well to the sessions of reading aloud. They make good use of their phonetic knowledge to improve the accuracy of their reading. They are able to name their favourite author, identifying the reasons for their choice. They are familiar with

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recording their reviews, using the correct vocabulary. They use a range of sources in order to retrieve and collate information.

- The pupils are able to write in a range of forms and for a variety of different audiences, including reports, dialogues, monologues, directions and diaries. They make regular use of similes, adjectives and idioms to enhance their work. The younger pupils in this key stage enjoy playing with words and are able to produce a range of poetic forms such as limericks and acrostic verses. They can produce comic verse in haiku form. The majority of the older pupils write lively, extended and imaginative pieces. A good example of this is their autobiographical work in diary form describing their life as a pirate. The best produce work of a high standard.
- They exhibit a sound understanding of regular paragraphing and punctuation in their current work. Pupils learn at an early stage the need for careful drafting of their work.

### **Shortcomings**

- The ability of some pupils to produce extended and imaginative pieces of writing is limited.
- At times, the ability of some of the younger pupils in KS2 to speak with confidence, is limited.

### **Mathematics**

Standards of achievement are good in KS1 and in KS2.

#### **Good standards**

- Good emphasis is placed on mental mathematics in both key stages and the majority of pupils respond speedily to questioning. They make good use of number facts and calculation strategies.
- In KS1, pupils have a good understanding of number bonds and place value. The most able pupils can arrange, add and subtract numbers up to 100. They have a firm grasp of sequences of odd numbers and even numbers and they understand how they work on streets of houses.
- They begin to recognise the value of money and are able to correctly add simple sums of money to produce different amounts.
- By the end of the key stage, pupils have a good knowledge of shapes and they use appropriate vocabulary when describing their main characteristics.
- They have an increasing understanding of standard measures. They are also able to correctly read the time on an analogue clock, to the hour, half hour and quarter of an hour.

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- They come to be able to collect data on their favourite foods and hair colours, recording it correctly in block graph format and in computerised form. They are able to answer questions that effectively display their understanding of the work in question.
  - In KS2, pupils build effectively on previous work. They develop appropriate problem solving and investigative skills, and have a sound understanding of the four mathematical operations.
  - The older pupils in this key stage apply their mathematical skills to very good effect as they investigate the flow of nearby Afon Cemig. They correctly measure, record and check their findings before presenting them in graphical form.
  - They know that decimal, fractional and percentage forms can be of equivalent value.
  - Their understanding of angles is developing well as they learn the relevant terms, estimate their size and measure them accurately on the interactive whiteboard.
  - They are able to correctly interpret the information on a 24-hour train timetable.
  - They have a developing understanding of probability.

#### **Shortcomings**

- There are no significant shortcomings.

#### **Science**

Standards are very good in both key stages.

#### **Good features**

- In both key stages, pupils display a positive attitude towards the science curriculum.
- In KS1, they recognise the characteristics of various materials seen in the home and around the house. For example, they understand that some materials are natural whereas others are man-made. They display considerable understanding of materials so as to enable them to classify them into categories such as, *re-use*, *recycle* and *waste*. They are able to justify their decisions with considerable conviction.
- Through their investigations into which types of sugar dissolve the quickest, pupils show that they have very good predicting skills, a sound understanding of the importance of arranging a fair test, the ability to make orderly records and to come to clear and correct conclusions.
- They have a highly developed awareness of the importance of electricity in their lives and of the ways in which it poses dangers. They come to recognise and handle simple circuits and to know about those materials that conduct electricity.
- In their experiments with magnets, pupils have come to understand the meaning of attraction and repulsion and are able to use them correctly.
- They are able to name the various parts of a plant and through their investigations they know that plants need water, light and heat if they are to flourish.
- In KS2, the pupils build very effectively on the foundations laid in KS1. They become increasingly aware of what is required to organise and stage a successful scientific

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investigation, and through a range of practical activities, they receive very good opportunities to develop their investigative skills across the programme of study.

- The older pupils possess a particularly expansive scientific vocabulary, which they use to good effect as they describe how it is possible to separate a range of materials.
- Pupils' knowledge and understanding of materials develop further as they investigate the effect that light has upon them. They are able to work through the investigation step-by-step, recording as they go on and correctly summarising their findings at the end. They do so independently without depending on work sheets to guide and support them.
- During an investigation into which type of paper has the best filtering properties, the younger pupils in this key stage work in a highly orderly and independent manner, managing in an effective and disciplined way an investigation into five different types of paper.
- They have a sound understanding of the solar system and the way in which night and day are linked to the Earth's revolution around its own axis.
- The younger pupils in both key stages have a very good understanding of what is required to stay healthy.

### **Shortcomings**

- There are no significant shortcomings.

### **Design and technology**

Pupils' standards of achievement are very good in both key stages.

### **Good features**

- In KS1, it was seen from their previous work that the pupils are familiar with working with a wide range of materials. They are able to present ideas and develop them in high quality designs. They are able to offer sensible suggestions as to how to improve their work, together with justifications for having made changes.
- Their finished articles are of very good quality.
- They have responded very well to the latest brief given to them to produce models using pulleys. The thorough research work, which they undertook prior to producing the models, enabled them to gain a good understanding of the workings of pulleys and winches, and of the use made of them in practical situations. They have, for example, understood that smaller pulleys turn much quicker than larger ones and this is easier to lift heavy loads. They can offer several examples where such equipment is used.
- They are able to correctly input and store instructions into a programmable toy.
- In KS2, pupils fully appreciate the importance of research as a key part of the pre-design stage of the work in question. They use a range of sources including the internet to discover information that assists them in balancing the various options available to them.
- They have made effective use of their understanding of electrical circuits to design and make a working flash lamp, together with board games such as *Darganfod y Trysor* (Discover the Treasure), both of which are of good quality and have been subject to considerable critical evaluation.

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- The work on houses in the Tudor period by groups of pupils has been completed to a particularly high standard. Inspectors saw designs that had been effectively transferred to accurate models, that fully satisfy the requirements of the task they were set.
  - Pupils' knowledge and understanding of mechanisms have developed to a very high standard as they investigate and produce models of sportsmen and women containing moving parts.

### **Shortcomings**

- There are no significant shortcomings.

## **Information technology**

Standards are very good in KS1 and in KS2.

### **Good features**

- In KS1, pupils exhibit very good independent skills and they use computers to present a range of written work including stories, poetry and pieces written for class displays such as *Ein Hardal Ni* (Our Local Area).
- They make very good use of art programmes to produce colour pictures that are linked to their studies across the curriculum.
- They use appropriate programmes to experiment with and compose music.
- After collecting data on dairy-based foodstuffs, pupils are able to choose in which graphical format they intend to present their work, place text and print without difficulty.
- The work on Modelling is developing very well and pupils receive opportunities to begin pre-Logo work using the Turtle. They make effective use of CD-ROMs to reinforce their language and number skills.
- In KS2, pupils work very confidently with computers as they load, search, save and print their work.
- They have a very good level of word processing competence. They produce stories, letters, reports, poetry and posters that are presented in a variety of formats for appropriate effect, as in their work on the school newspaper *Eco'r Eithin*.
- Pupils' ability in this key stage to use *Power Point* to produce presentations is an element of their work that is developing very well. They experiment with conditions such as the background and various other effects, and are able to talk meaningfully about what they are doing.
- They regularly handle and present a wide range of data in their work in science and mathematics.
- The pupils' Logo work is developing effectively. They come to be able to create, edit, store and print procedures without assistance.
- They make very good use of the internet to discover information to assist them in their studies and they know how to send and receive e-mail messages.

### **Shortcomings**

- There are no significant shortcomings.

## **History**

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Standards are good in KS1 and in KS2.

### **Good features**

- In KS1, pupils have a good understanding of chronology and they have a firm grasp of the periods of development from childhood to old age.
- They correctly use a range of phrases relating to the passage of time.
- They show a very good awareness of the history and practices of their locality, the changes seen over the years, together with offering some reasons why they have taken place.
- They exhibit a liking of and a good level of understanding when talking about kitchen artefacts from the past that are displayed in the classroom. They are able to confidently talk about the way in which washing practices have changed over time.
- They know of some of the best-known characters from Welsh history and are able to offer good explanations for prominence.
- In KS2, pupils are able to recall relevant facts from the age of the Celts and about the kinds of lives they lived during that period.
- They have a sound understanding of the Tudor period in a Welsh context.
- They know about everyday life in the sixteenth century and of the differences between the poor and the well-off, the kinds of crimes that were commonplace during this period, and the types of punishment that were handed out.
- They can suggest various sources for discovering historical information and are developing their ability to evaluate sources with an increasingly critical eye and to differentiate between what is relevant and what is irrelevant.

### **Shortcomings**

- There are no significant shortcomings.

## **Geography**

Standards are good in both key stages.

### **Good features**

- In KS1, pupils are particularly aware of some of the geographical features of their neighbourhood and are able to offer good reasons why agriculture plays a key role in the life of the area.
- They use appropriate vocabulary to describe the weather and recognise the most familiar symbols.
- They are able to describe the particular characteristics that make countries such as Kenya different to Wales. They come to understand the effects that climate has on daily life and enable different types of fruit to flourish.
- As part of their current theme, pupils have produced simple rules for protecting the countryside. They fully realise the importance of safeguarding the environment around them.

- In KS2, pupils are well informed about the continents and countries of the world. They are familiar with using different maps and atlases that give them a good awareness of scale.
- They recognise some of the main symbols on Ordnance maps and come to be able to use grid references correctly.
- They make good use of different aerial photographs to recognise the human and physical features seen in them.
- They know of the physical and economic factors that underlie the differences between Ghana and Wales. This work contributes effectively to their understanding of cultural diversity.
- Their long-standing links with Ysgol Llangwm, Pembrokeshire have greatly assisted them in making comparisons between this contrasting area and their own.
- Pupils in this key stage are fully aware of the fact that they are global citizens and that decisions taken in one place can have a considerable impact in other areas.
- They have a very good understanding of environmental issues and of the negative effects that some changes have on the local environment, acknowledging their own responsibilities in this regard.

#### **Shortcomings**

- There are no significant shortcomings.

#### **Art**

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

#### **Good features**

- In KS1, pupils develop their skills and understanding to very good effect, working practically and effectively in a number of different media. The standard of the final product is very high, including their printing, tie and dye and batik work.
- They receive opportunities to work with various fabrics and thread and their work on the sailing sheets shows that they have a very good basic knowledge of hand sewing techniques.
- They exhibit very good skills of observation of details such as colour, form and tone as they draw tropical fruits.
- Their understanding of shape and form is developed to very good effect through their clay modelling work and their use of paper pulp to create bowls for the wedding feast of Branwen and Matholwch.
- They use their sketchbooks to record their observations and investigations into colour and tone.
- They respond imaginatively to the works of a range of artists including some from Wales.

- In KS2, pupils make evident progress in their observational skills, as witnessed in the exhibition of still life objects.
- They use their sketchbooks to record and draw their ideas, concentrating on elements such as line, form and tone. They show a good awareness of elements such as perspective and shadows.
- They are well informed about the work of a range of artists from Wales such as Ogwyn Davies, Tim Pugh and Aneurin Jones. They have investigated and produced good work based on a study of the work of artists such as Picasso, Edward Munch and David Hockney.
- During their visit to the Church of St Jerome, they had an opportunity to observe the stained glass windows and to create a range of good quality rubbings.
- They are completely at ease when discussing the landscapes produced by a range of artists. They use appropriate vocabulary, referring to the foreground, centre-ground and background.
- Pupils in both key stages are familiar with the process of responding to their own work and that of others. They do so effectively, describing their feelings and opinions about them.
- Pupils' art experiences and skills are enhanced by their involvement with a project based on the story of Branwen. The fruits of their labours are displayed to very good effect in the school corridor.

### **Shortcomings**

- KS2 pupils' skills in modelling and shaping three-dimensional structures have not progressed sufficiently.

### **Music**

Standards of achievement are very good in KS1 and in KS2. The standards achieved by pupils are exceptionally high.

### **Good features**

- In KS1, the pupils are able to sing a variety of songs in unison, displaying the ability to sing in tune. They can sing strongly and quietly with correct expression and breathing. Their ability to pronounce clearly is very good.
- They recognise a wide range of percussion and non-percussion instruments and are able to simulate and create rhythmic patterns, maintaining a constant beat. They are able to recollect short musical patterns. They know how to produce a range of sounds out of one instrument.
- They work well as a group to create, select and arrange sounds to accompany their stories about their favourite characters from the reading series Sali Mali. They are able to recollect what they have created and can perform their accompaniments before the rest of the class. They do with gusto and with a clear sense of structure.

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- Very good use is made of computer programmes such as *Two Simple Music Tool Kit* and *Fforio Cerdd*. The pupils are totally at ease when using them to compose, record and listen to their score. One group has succeeded in recording four beats to the bar and creating a two bar score, selecting a combination of two instruments, such as a vibraphone and a church organ. They understand the impact that tempo has on their composition.
  - They are familiar with performing and evaluating their work with a view to refining it. They are able to express their opinions, using musical elements such as pitch, texture and dynamics with increasing confidence.
  - In KS2, pupils sing tunefully and with very good vocal control. Pupils' ability to strike the correct note and to hold it is impressive. They sing a wide range of songs in unison, two-part and round tune, controlling their pitch, dynamics, rhythm and phrasing. They are able to master the art of *cerdd dant* from a very early age. Their ability to convey the feel of the song and to pronounce the words clearly is of a very high order.
  - The pupils' work is enhanced by listening to music and playing instruments associated with other cultures, such as their work based on music from Africa.
  - The study the works of a wide range of musicians from different styles and periods, including some contemporary composers such as Karl Jenkins.
  - Pupils' compositional skills are very good and they are able to compose and respond to a range of musical stimuli, such as their work to the tune *Ar Lan y Môr*. They are able to develop and refine their musical ideas with great skill. They can follow a score when performing their work impromptu. They can record their score in detailed graphical notation.
  - They are able to discuss various styles and can identify the instruments heard in some of the pieces. They can play rhythmic and melodic patterns on instruments such as the glockenspiel, the metalophone and the xylophone. In group format, they can compose a piece of music using the pentatonic scale and are also able to select appropriate accompaniment.
  - Pupils confidently evaluate their own performances and those of other pupils and musicians, such as those recorded on the work of Vivaldi on *The Four Seasons*. They are fully aware of the musical elements and use them regularly when comparing and contrasting pieces of work such as the two versions of the song *Ceidwad y Goleudy*.
  - Pupils are familiar with performing and successfully competing in a number of county and national competitions such as the Gŵyl Cerdd Dant and the Urdd Eisteddfod.

### **Shortcomings**

- There are no significant shortcomings.

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## **Physical education**

Standards of achievement are very good in KS1 and are good in KS2. The schemes of work ensure that a full programme of activities is provided for pupils during the year.

### **Good features**

- Pupils understand the importance of warm up activities at the beginning of lessons and relaxing at the end. They appreciate the effects that they have on the body.
- They dress appropriately for their lessons and give due attention to safety during their activities and when acquiring the equipment.
- In KS1, pupils make very good progress in their movement skills. They experiment with different modes of travel, and they do so confidently. They respond very well to the teacher's instructions and to various stimuli such as a drum and bells. They are able to express themselves through a range of clear movements, displaying sensitivity and good control when responding to an audio stimulus. They are able to move across benches in a variety of ways, exhibiting very good balancing skills. They work confidently on a range of levels, achieving good quality performances.
- They are able to recall a range of movements and patterns as they present the folk dance, Dawns y Bont. They display good control, light stepping, clear patterns and excellent co-operation.
- In KS2, pupils are able to identify and name the eight basic shapes. They can create a sequence of movements, using the floor and apparatus with good control and fluency. They are able to combine a range of movements in a single programme and as members of a group. They evaluate their work intelligently, offering ideas on how to refine their work in order to improve the quality of their performances.
- Overall, they exhibit good running, turning, throwing and passing skills. They are able to develop their fielding and striking skills, and can follow the rules of the game as they divide into teams to play cricket.
- The ball skills of the majority of older pupils are very good and they work together very effectively as a team.
- The school participates in termly activities and team competitions with other schools. They achieve considerable success in a number of sports, including swimming. A number of the older pupils take part in the extra-curricular clubs arranged by parents, such as soccer and rugby.

### **Shortcomings**

- The basic games skills displayed by a number of younger pupils in KS2 have not developed sufficiently.

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## **Religious education**

Standards of achievement are very good in both key stages. The programme of study fulfils the requirements of the LEA Agreed Syllabus.

### **Good features**

- In KS1, pupils are very well informed about stories from the Bible. They are able to recall some of the stories as they discuss and respond to the teacher's questions.
- They have a sound understanding of Christian traditions and values. They are able to describe the significance of the practices associated with the main religious festivals such as Easter and the Festival of the Pentecost.
- Pupils' understanding is enhanced through their visits to local places of worship. They are able to identify a range of objects and the main characteristics of places of worship and are fully aware of the use made of them during worship. They are able to explain the significance of the stained glass windows in the local church and some of the external features such as the presence of the yew tree.
- They understand the importance of the role played by leaders in their own lives and on a global scale.
- They are able to tell the stories of some of the main Christian benefactors in Wales such as Saint David, and can talk about his influence upon others.
- They are able to record in an orderly manner facts relating to their own baptism, using appropriate vocabulary.
- By studying Judaism, pupils show a good awareness of some of the main characteristics associated with the Jewish faith, such as the Shabbat.
- In KS2, pupils' written work exhibits a sound understanding of religious issues and concepts.
- They are very well informed about the events of Easter and of the significance of symbols associated with the Festival.
- They have produced a highly effective modern version of the parable of the Good Samaritan.
- They discuss sensibly the significance of the act of forgiveness and write very good prayers, exhibiting sensitivity and maturity.
- They are able to compare and contrast the ceremony of baptism as conducted in the chapel and church.

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- Their experiences are enhanced by visits by local clerics. Pupils have produced a questionnaire for one of the clerics containing thought-provoking questions that reflect pupils' level of understanding and degree of maturity.
  - Their awareness of other religions that are practised within the global community is developing very well. They are aware of the holy books of other belief systems and they know that the Torah Scroll is the holy book of the Jewish faith and that the Qur'an is the holy book of Islam.
  - Their knowledge and understanding of other faiths are promoted and enhanced by the contributions of visitors such as the presentation on the practices and traditions of the Jewish faith. Very good use is made of artefacts in their study of other belief systems.

#### **Shortcomings**

- There are no significant shortcomings.

## **8. SCHOOL IMPROVEMENT**

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

The report produced following the last inspection identified the following as being key issues for action:

- Ensure a broader range of oral and writing opportunities and contexts for pupils in KS2 to be able to use English and ensure that they are given opportunities to listen to more individuals, for example visitors to school, speaking English;
- ensure that standards in the few subjects and aspects adjudged to be satisfactory are raised to good;
- build on the solid start made in establishing systems for monitoring the standard and quality of teaching and learning by further formalising these systems;
- ensure that the valuable SDP produced by the headteacher is used as a basis for the production of a long-term SDP that will prioritise curricular, funding and other developments and schemes, whilst at the same time building on the open and effective channels of communication that have now been established between the headteacher and the GB;
- ensure a more balanced distribution of curricular responsibilities in order to lighten slightly the burden of responsibilities currently shouldered by the headteacher;
- ensure that that periods of collective worship have a clearly defined beginning and end and that they contain a clearly identifiable sense of devotion.

The school has made very good progress in addressing the key issues for action identified by the inspectors following the inspection in 1998. Effective arrangements have been made to provide greater opportunities to develop the pupils' English language skills and the fruits of these developments were to be seen in the improvement in standards. Standards in all subjects and curricular aspects are now at least good. Formal systems are in place for self-evaluation and monitoring and they are implemented with great rigour and thoroughness. Clear and appropriate priorities have been set for the long-term within the SDP and curricular responsibilities are now evenly distributed. The periods of collective worship fulfil requirements and they exude a clear sense of devotion.

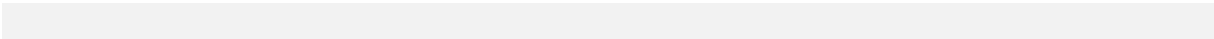
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## 8.2 Key issues for action

There is a need to:

- continue to maintain the high standards that are being achieved by pupils;
- modify the timetable for self-evaluation so as to place greater emphasis on whole-school aspects of the provision;
- ensure that the school sets its targets for a complete cyclical period, according to statutory requirements;
- improve the resources for the under-fives;
- ensure that the annual report of the governing body fully satisfies the requirements.

**PS: Reference is made to the intention to act on the first two and fourth points above in the school's current SDP.**



## APPENDIX

### A. Basic information about the school

Name of School	Ysgol Llangwm
School type	LEA Maintained
Age-range of pupils	3 – 11 years
Address of school	Llangwm
Post-Code	Corwen Conwy LL21 0RA
Telephone Number	(01490) 420342
Headteacher	Mrs Meri Jones
Date of appointment	September 1997
Chair of Governors / Appropriate	Rev D H Jones
Authority	
Registered Inspector	Mr D M Cray
Dates of inspection	25 – 27 May 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	1	8	5	5	8	5	4	5	41

#### *Total number of teachers*

	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	1	2.1

#### *Staffing information*

Pupil : teacher (fte) ratio (excluding nursery and special classes)	20.5:1
Pupil : adult (fte) ratio in nursery classes	:1
Pupil : adult (fte) ratio in special classes	:1
Average class size, excluding nursery and special classes	21
Teacher (fte) : class ratio	1:1

#### *Percentage attendance for three complete terms prior to the inspection*

Term	R	KS1	KS2	Whole school
1 Spring	98.96%	98.9%	97.8%	98.6%
2 Summer	98.1%	97.4%	98.7%	98.1%
3 Autumn	98.2%	97.3%	97.3%	97.6%

Percentage of pupils entitled to free school meals	2%
Number of pupils excluded during 12 months prior to inspection.	0

## C. Results of National Curriculum assessments.

### END OF KEY STAGE 1: 2003

National Curriculum Assessment KS 1 Results: 2003			Number of pupils in Y2: 7					
Percentage of pupils at each level			D	W	1	2	3	4
WELSH	Teacher Assessment	School				100		
		National	1	1	11	64	23	
Llafaredd	Teacher Assessment	School				100		
		National	1	2	12	63	22	
Reading	Teacher Assessment	School				100		
		National	1	3	17	59	21	
Writing	Teacher Assessment	School				100		
		National	1	3	20	65	10	
MATHEMATICS	Teacher Assessment	School				100		
		National		2	11	63	24	
SCIENCE	Teacher Assessment	School				100		
		National		2	10	66	22	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment

In the school: 100%      In Wales: 79%

D Excepted or disapplied under Sections 364 or 365 of the Education Act 1996.

W Working towards level 1

### END OF KEY STAGE 2: 2003

National Curriculum Assessments KS 2 Results: 2003			Number of pupils in Y6: 8										
Percentage of pupils at each level			D	A	N	B	W	1	2	3	4	5	6
English	Teacher Assessment	School								25	37	37	
		National						1	6	16	45	31	
	Test/Task	School								25	37	37	
		National		2	1	1			5	12	38	40	
Welsh	Teacher Assessment	School								25	25	50	
		National	1				1	1	4	18	51	25	
	Task/Test	School								25		75	
		National	1	1		2			3	15	50	28	
Mathematics	Teacher Assessment	School								25	37	37	
		National							4	19	46	30	
	Task/Test	School								25	37	37	
		National		2	1				4	18	42	33	
Science	Teacher Assessment	School								25	37	37	
		National							2	13	49	35	
	Task/Test	School								25	37	37	
		National		2					1	9	48	39	

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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:	74%	In the school:	75%
In Wales:	70%	In Wales:	71%

- D Excepted or disappplied under Sections 364 or 365 of the Education Act 1996.  
A Pupils who have failed to register a level due to absence.  
N Pupils who have failed to register a level for reasons other than absence.  
B Pupils not entered for the tests because they are working outside the set levels of the tests.  
W Pupils who are working towards level 1.

## D. The evidence base of the inspection

- The team of three inspectors inspected work in all classes. Between them they spent six full days at the school;
- pre-inspection meetings were held with governors, staff and parents;
- a range of documentation produced by the school was examined, including examples of work by the pupils across the curriculum in the early years and the two key stages;
- thirty five lessons or sessions were observed;
- morning assemblies were attended;
- pupils were listened to reading and were questioned about their knowledge and understanding of the curriculum;
- school registers were inspected;
- discussions were held with the headteacher and school staff relating to curricular and management matters;
- minutes of governors' and staff meetings were examined as well as documents relating to the school's financial matters;
- pupils were observed as they arrived and departed from school, and during breaks;
- seventeen parents were present at the pre-inspection meeting and 18 (78%) questionnaires were returned;
- a post-inspection meeting was held with the staff and governing body.

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

<b>Inspector</b>	<b>Type</b>	<b>Aspect Responsibilities</b>	<b>Subject Responsibilities</b>
Mr D M Cray	RgI	1; 2; 3.1; 3.2; 5.1; 5.5; 6.1; 6.2; 8.1; 8.2	Mathematics; science; design and technology; information technology; history; geography.
Mrs SA Taylor	Team	4.1; 5.2; 5.3; 5.4; 6.3;	The early years; Welsh; English; art; music; physical education; religious education.
Mr W Owen	Lay	4.2; 4.3; 5.6; 5.7	

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

# A SUMMARY FOR PARENTS ON THE INSPECTION OF YSGOL LLANGWM

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

The inspection of Ysgol Llangwm took place between 25-27 May 2004. It was undertaken by an independent team of three inspectors, led by Mr Martin Cray. The inspection was commissioned by Estyn, a department of central government.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the efficiency with which financial resources were used and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

Name of School	Ysgol Llangwm
School type	LEA Maintained
Age-range of pupils	3 – 11 years
Address of school	Llangwm Corwen Conwy
Post-Code	LL21 0RA
Telephone Number	(01490) 420342
Headteacher	Mrs Meri Jones
Date of appointment	September 1997
Chair of Governors / Appropriate Authority	Rev D H Jones
Registered Inspector	Mr D M Cray
Dates of inspection	25 – 27 May 2004

## Context

Ysgol Llangwm is located in the village of the same name, some five miles to the west of Corwen. It is maintained by Conwy Local Education Authority (LEA) and serves the village and surrounding hinterland. It is an area rich in its cultural heritage, which is sustained and nurtured with great care. Pre-inspection documentation suggests that the area is considered to be neither prosperous nor economically disadvantaged. Pupils reflect the full range of ability.

There are currently 42 pupils between 3 and 11 years of age on the school register, and they are admitted to school on a part-time basis in the September following their third birthday and on a full-time basis in the September following their fourth birthday. Over the years, numbers have remained relatively constant.

Two per cent of pupils are entitled to receive free school meals – a figure that is considerably below county and national averages – and four (10%) are designated as having special educational needs (SEN). Eighty five per cent come from homes where Welsh is the main spoken language and the school follows the Welsh first language programme of the National Curriculum (NC). The school was last inspected during the summer term of 1998 and staffing at the school has remained unchanged since then.

The school has a statement of aims and objectives in its prospectus and the current School Development Plan (SDP) contains considerable detail in relation to the following priorities:

- raise standards and target results on the basis of the self-evaluation findings for 2002-2003 and the assessment results for 2003;
- changes in the curriculum for seven year olds;
- extend the school's links;
- health and safety issues;
- areas of self-evaluation for 2003-2004;
- performance management;
- school buildings and resources;
- develop pupils' thinking and independence skills.

The following targets have been set for 2004:

*Percentage of Key Stage (KS) 1 pupils who attain Level 2 (L2) or above*

<b>Subject</b>	<b>Welsh</b>	<b>Mathematics</b>	<b>Science</b>
<b>Target</b>	80%	80%	80%

*Percentage of KS2 pupils who attain L4 or above*

<b>Subject</b>	<b>Welsh</b>	<b>English</b>	<b>Mathematics</b>	<b>Science</b>
<b>Target</b>	100%	80%	80%	100%

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

- Ysgol Llangwm is a school to be proud of and is an example of very good practice in primary education in small schools. It makes an outstanding contribution to the development of the children of the area and they receive experiences that inspire them to achieve very high standards.

- The overall quality of educational provision for the under-fives is appropriate to their needs. Standards in the six areas of learning are as follows:

Language, literacy and communication skills	Very good
Personal and Social Development	Good
Mathematical Development	Good
Knowledge and Understanding of the World	Very good
Physical Development	Good
Creative Development	Very good

- In KS 1 and KS2, pupils' standards of achievement in the different subjects of the NC and religious education are as follows:

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

- In KS1 in 2003, according to teacher assessments, 100% of pupils attained L2 or above in the core subjects at the end of the key stage (Wales 79%; Conwy 78%). In 2002 the figure was 80% (Wales 80%; Conwy 82%) and in 2001 it was 75% (Wales 81%; Conwy 81%).
- In KS2 in 2003, 75% of pupils at the school attained L4 or above, as determined by test/task results in the core subjects (Wales 71%; Conwy 72%). In 2002 it was 57% (Wales 68%; Conwy 69%) and in 2001 the figure was 80% (Wales 68%; Conwy 69%).
- In relation to comparator schools in Wales, the school's performance in KS1 has been below the best 50%, but above the 25% lowest performing in two of the last three years. It was in the best 25% in 2003.
- Over the same period, the school's performance in KS2 has been below the best 50%, but above the 25% lowest performing in two of the three years. It was in the 25% lowest performing in 2002.

- From year to year, assessment groups in the main include relatively few pupils and the performance of individual pupils has a marked effect on whole-school results.
- Overall, the standards achieved by the under-fives and KS1 and KS2 pupils in key skills across the curriculum are good.
- Pupils' spiritual, moral, social and cultural development is very good and are impressive features of the life and work of the school. The morning services of collective worship are firmly grounded in Christian values. Pupils receive good opportunities to contribute and they are wholly familiar with taking the lead and arranging the services themselves. The school is an integral part of the close-knit community of Llangwm and plays an important part in the social and cultural life of the locality. Welsh culture and heritage is given due prominence in the daily life and work of the school.
- Pupils' behaviour and attitudes are very good and their levels of attendance are also very good.
- There is very good quality teaching across the school and is an evident strength of its provision. Teaching is very good in 44% of lessons observed; it is good in 50% and satisfactory in 6%.
- The quality of assessment, recording and reporting is very good. Teachers have a very good awareness of their pupils' abilities and they keep detailed records in each subject or area of work.
- The quality of the curriculum provided for pupils is very good. Effective schemes of work are provided that ensure that the under-fives receive a very good range of rich experiences within the six areas of learning. The curriculum for KS1 and KS2 is balanced, broad and relevant and contributes appropriately to the high standards achieved in NC subjects and religious education. In order to respond appropriately to the range of needs and abilities presented by pupils, teachers have developed very effective procedures that allow them to provide suitably differentiated activities.
- The provision for pupils with SEN is very good and they make generally good progress according to age and ability.
- The school's partnerships with parents and community, schools and other institutions are very good. The partnership with industry is also very good.
- The quality of the school's self-evaluation and planning for improvement is very good. A self-critical culture exists amongst staff and governors, and the school is in a position that allows it to move forward confidently, in the knowledge that its priorities are based on a set of particularly rigorous processes. The quality of the SDP is very high and it is a valuable management tool that is effectively linked to the outcomes of the processes of self-evaluation. Appropriate priorities have been set for this year, including the intention to modify the self-evaluation timetable in order to place greater emphasis on an evaluation of whole-school aspects. Expectations are high and the school regularly meets its targets, but it has not yet set whole-school targets for 2006, as is required.

- Leadership and efficiency at the school are very good and positive values are nurtured. Central to this is the emphasis placed by the school on its sense of Welshness, its responsibilities as part of the local community, and the value it places on its pupils as individuals. The headteacher provides highly effective leadership. She has a clear vision and is appreciative of her staff and their efforts to work together and to move the school forward. Governors play a key and proactive role in the leadership of the school, and they receive regular reports from the headteacher to assist them in their decision-making. The school provides very good value for money.
- The school fulfils the requirements in relation to teaching time for KS2 pupils whilst limiting the morning break to fifteen minutes. The information provided to parents in prospectus form is very well presented and fulfils the requirements of the guidance issued by the Welsh Assembly Government (WAG). Considerable trouble is taken to produce the prospectus and an updated version is distributed to all parents every year. The annual report of the governing body does not fully meet requirements in relation to reporting on school targets. It was seen that the school has a very good understanding of its responsibilities in the area of sustainable development and due attention is given to this aspect of its work within the curriculum.
- The displays throughout the school are impressive and well presented and they reflect all aspects of the curriculum. They help to show pupils that their achievements are appreciated. There is a good supply of resources to provide for and support curriculum requirements. Storage space is limited, but nevertheless, the teachers succeed in keeping the equipment and resources in a neat and orderly manner. There is a shortage of large play equipment for the under-fives and there is no enclosed, outdoor play area provided for them.
- The buildings and rooms are adequate for the numbers of pupils currently on the school register and they are well maintained.
- The school has made very good progress in addressing the issues raised following the inspection in 1998.

### **Key issues for action.**

There is a need to:

- continue to maintain the high standards that are being achieved by pupils;
- modify the timetable for self-evaluation so as to place greater emphasis on whole-school aspects of the provision;
- ensure that the school sets its targets for a complete cyclical period, according to statutory requirements;
- improve the resources for the under-fives;

- ensure that the annual report of the governing body fully satisfies the requirements.

**PS: Reference is made to the intention to act on the first two and fourth points above in the school's current SDP.**

**The governing body is responsible for drawing up an action plan within 40 working days (or 45 working days where a translation is necessary) of receiving the report, showing what the school is going to do about the issues. This action plan, or a summary of it, will be circulated to all parents at the school.**

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