

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

**YSGOL GYMUNED LLANNERCH-Y-MEDD
WELLINGTON STREET
LLANNERCH- Y - MEDD
YNYS MÔN
LL71 8DP**

School Number: 660/ 2157

Date of Inspection: 14-16 January 2003

By

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Registered Inspector WO 92/16768

Date: 18 March 2003

Under Estyn contract number T/190/02P

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CURRICULUM NOMENCLATURE AND KEY STAGES

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

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

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

Key Stage(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

This traditional Welsh speaking school is located in the centre of the village of Llannerch-y-Medd, Ynys Môn. It serves the village itself and its surrounding hinterland and according to the school, its catchment is neither prosperous nor economically disadvantaged. Currently, 118 pupils between 3 and 11 of age are registered at the school and they are admitted on a part time basis at the beginning of September following their third birthday and on a full time basis in the following September. Some 20% of pupils are registered as being entitled to receive free school meals and 16 pupils (14%) are designated as having special educational needs (SEN). Seventy five per cent of the pupils come from homes where Welsh is the main spoken language. A very high percentage come to be able to speak the language fluently during their time at the school and they represent the full range of ability.

The school was last inspected during the spring term of 1997 and since then a new headteacher and deputy headteacher have been appointed.

The school's overall aims and objectives are identified in the School Development Plan (SDP). This document also contains a number of priorities relating to standards, Personal and Social Development (PSE), special educational needs and management issues.

Targets are set for individual pupils and on a whole-school basis.

2. MAIN FINDINGS

The main findings of the report

- 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:

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

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

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

- In KS1 in 2002, according to teacher assessments, 61.1% of pupils attained Level 2 (L2) or above in the core subjects at the end of the key stage. In 2001 the figure was 82.6% (Wales 81%; Ynys Môn 73.2%) and in 2000 it was 71.4% (Wales 80%; Ynys Môn 74.2%).
- In KS2 in 2002, 61.9% of pupils at the school attained L4 or above, as determined by task/test results in the core subjects. In 2001 it was 50% (Wales 68%; Ynys Môn 68.9%) and in 2000 the figure was again 50% (Wales 63%; Ynys Môn 63.3%).
- In KS1, the school's results in the NC assessments for 2002 are slightly below national averages (2001) in mathematics and science and are significantly below in Welsh. In KS2, the results for 2002 are slightly higher than national averages (2001) in mathematics; they are similar in Welsh and lower in English and science.
- The nursery and reception children make good progress in the application of their developing skills in early literacy, early numeracy and information and communications technology (ICT) across the curriculum. In KS1 and in KS2, the progress that pupils make in the development of their literacy, numeracy and ICT skills across the curriculum is at least good.
- The pupils' moral and social development is good; their cultural development is satisfactory and their spiritual development is unsatisfactory. Morning assemblies are held on a whole-school and class basis. However, the provision does not fully satisfy statutory requirements and the opportunities they are given for quiet reflection are insufficient.
- Pupils' behaviour and attitudes are very good. They commit themselves to their work energetically and enthusiastically and this has a positive effect on the standards achieved.

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- Pupils' levels of attendance are satisfactory. The registers are administered in accordance with the requirements of the National Assembly of Wales (NAW). The school has adopted appropriate policies and procedures to support and monitor levels of attendance. One instance of repeated unauthorised absences was identified and although the school and support agencies have addressed the issue, there is now a need to seek a more effective response.
 - Of the lessons observed, it was found that 6% were of very good quality teaching; 57% were good; 33% were satisfactory and 4% were unsatisfactory.
 - Overall, the quality of the curriculum for the under-fives, KS1 and KS2 is good. The school has schemes and policies for all areas and curriculum subjects. These documents provide good guidance to the areas of learning.
 - The quality of support, guidance and pupils' welfare is good. The staff are very caring of the safety and personal welfare of pupils. The procedures and necessary links with external agencies in respect of children in care are good.
 - Good provision is made for pupils with special educational needs. The progress they make is also good.
 - The partnerships with parents and the community, schools and other institutions are good and the partnership with industry is satisfactory.
 - The quality of the school's self-evaluation and planning for improvement is satisfactory. The school has introduced several initiatives to assist in the self-evaluation of its standards and quality of provision. Despite what has been recently achieved, it does not yet operate within a sufficiently comprehensive and evident framework that promotes a thorough evaluation of issues relating to standards and quality. Whole-school targets are set for the core subjects over a period of three years as required. In KS2, the targets set for some of the core subjects for this year and next are conspicuous as being relatively low, whilst being more challenging in the third year of the rolling period. The target setting process is currently not sufficiently refined and insufficient use is made of benchmarking data to challenge the school when setting its targets. It was seen that the performance gap between boys and girls has closed, particularly so in KS2. However, the school does not currently focus sufficiently on gender-based performance trends.
 - The quality of leadership at the school is satisfactory. The school exudes a caring and homely ethos. The headteacher undertakes daily routines with the support of his deputy and colleagues. Currently, the role of the subject coordinators has not been sufficiently developed so as to enable them to make a wholly effective contribution to the various curricular areas. There is also some imbalance in the allocation of subject responsibilities. The budgetary position is closely scrutinised and the financial resources are suitably linked to the SDP. The current surplus is reasonable given the situation of the school.
 - The school conforms to requirements in respect of teaching time. Neither the information contained in the prospectus, nor in the annual report of the governing body fully satisfies requirements. Amongst the shortcomings identified in the prospectus is the lack information about when children are admitted to the school.

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- Pupils' work is attractively displayed throughout the school, and this contributes effectively to enhancing the learning environment. Because of the open nature of the Community Centre, security arrangements at the school are not wholly effective. The building is suitable for disabled access.
 - Since the last inspection, the school has responded positively to most of the matters raised by the inspectors, but as indicated above, the role of the curriculum coordinators has not yet been sufficiently developed.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards achieved in subjects and areas of learning

- Of the lessons observed by the inspectors, it was found that standards achieved in 5% of them were very good; 58% were good; 32% were satisfactory and 5% were unsatisfactory.
- The standards achieved by the nursery and reception children are good in each of the six areas of learning of the Desirable Outcomes.
- In KS1, pupils' standards of achievement are good in Welsh, English, mathematics and science. They are also good in design and technology, information technology, geography, art and physical education. Standards are satisfactory in history, music and religious education.
- In KS2, standards in the core subjects of Welsh, English, mathematics and science are good. Standards are also good in design and technology, history, geography, art and physical education. Standards are satisfactory in music; they are very good in information technology and are unsatisfactory in religious education.
- In KS1 in 2002, according to teacher assessments, 61.1% of pupils attained L2 or above in the core subjects at the end of the key stage. In 2001 the figure was 82.6% (Wales 81%; Ynys Môn 73.2%) and in 2000 it was 71.4% (Wales 80%; Ynys Môn 74.2%).
- In KS2 in 2002, 61.9% of pupils at the school attained L4 or above, as determined by task/test results in the core subjects. In 2001 it was 50% (Wales 68%; Ynys Môn 68.9%) and in 2000 the figure was again 50% (Wales 63%; Ynys Môn 63.3%).
- In KS1, the school's results in the NC assessments for 2002 are slightly below national averages (2001) in mathematics and science and are significantly below in Welsh. In KS2, the results for 2002 are slightly higher than national averages (2001) in mathematics; they are similar in Welsh and lower in English and science.
- Over recent years, in relation to comparator schools in Wales, the school has in the main been in the 50% lowest performing.

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- In KS1 and in KS2 in 2002, the levels attained by girls were higher than those attained by boys, but it was found that the gender-based gap in performance had closed during the last three years, particularly so in the case of KS2.

3.2 Standards achieved in key skills across the curriculum

- The nursery and reception children make good progress in the application of their developing skills in early literacy, early numeracy and ICT across the curriculum.
- Almost without exception, pupils in both key stages listen attentively to teachers' presentations across the curriculum in Welsh and in English. They come to be able to use both languages both orally and in written form, making good use of the vocabulary and technical terms with which they are provided, in a range of different contexts. They also read a variety of materials across the curriculum to a good standard.
- In KS1 and in KS2, the pupils make good use of their numeracy skills in a wide range of contexts across the curriculum.
- The progress made in the development of pupils' ICT skills in both key stages across the curriculum is good and in the case of the older pupils, is very good. Regular and effective use is made of the medium as a cross-curricular tool and the pupils turn naturally to computers to research and present their work.

4. ETHOS OF THE SCHOOL

4.1 Pupils' spiritual, moral, social and cultural development

The pupils' moral and social development is good; their cultural development is satisfactory and their spiritual development is unsatisfactory.

- The pupils develop a good understanding of the difference between good and bad and they show respect to property and to others.
- Morning assemblies are held on a whole-school and class basis. However, the provision does not fully satisfy statutory requirements and as a result, the contribution made by school assemblies to pupils' spiritual development is unsatisfactory. The opportunities they are given for quiet reflection are insufficient.
- The pupils respond well to adults, including teachers. They are welcoming of and courteous towards visitors.
- The pupils develop a satisfactory body of knowledge and understanding of the culture and heritage of Wales. Pupils benefit from the range of educational visits provided for them.
- The pupils develop a good awareness of those less fortunate than themselves both locally and throughout the world and they contribute extensively to the work of Tŷ Hafan and Operation Christmas Child.

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- The school has a policy on racial equality, but few are the opportunities given to pupils to develop into mature citizens by nurturing an awareness of the importance of being global citizens, and thus far, the efforts to raise pupils' awareness of the importance of sustainable development have been insufficient.
 - Pupils' awareness of other beliefs and cultures is unsatisfactory.

4.2 Behaviour and attitudes

Pupils' behaviour and attitudes are very good.

- The school's expectations are high. Despite the absence of any apparent formality, pupils' behaviour and their attitude to learning are very good.
- The pupils commit themselves to their work energetically and enthusiastically and this has a positive effect on the standards achieved. The school also benefits from its involvement in a county framework for behavioural support.
- Pupils are happy and contented in each other's company and they work and play well together, displaying kindness and brotherliness. They are courteous to and respectful of their teachers, support staff and to visitors to the school. They also appreciate their environment and school property.
- During the inspection no instances of bullying or aggressive behaviour were identified.

4.3 Attendance

Pupils' levels of attendance are satisfactory.

- The registers are administered in accordance with the requirements of the NAW.
- The school has adopted appropriate policies and procedures to support and monitor levels of attendance. One instance of repeated unauthorised absences was identified and although the school and support agencies have addressed the issue, there is now a need to seek a more effective response.
- The majority of parents appreciate and understand their responsibilities in respect of their children's attendance and the content of their letters is testimony of this. The school has produced an attendance handbook for parents and this facilitates the provision of early explanations for any absences. The school has a target to improve attendance to 96%.
- The levels of attendance of the under-fives reflect the school's combined levels.
- Pupils' punctuality is good and this allows school sessions to begin promptly.

5. QUALITY OF EDUCATION

5.1 Teaching

Of the lessons observed, it was found that 6% were of very good quality; 57% were good; 33% were satisfactory and 4% were unsatisfactory.

- There is a work like atmosphere in all classes and the teachers succeed in maintaining a high level of motivation amongst their pupils. There is also a very good relationship between teachers and pupils. It was found that the majority of lessons are thoroughly planned and that clear objectives are set. Classroom organisation is effective and the pupils move easily from whole-class presentations to group work and from one activity to another. This is a particular feature of the work of the under-fives. The pupils' sense of themselves as independent learners is nurtured at an early stage, and this is maintained throughout their time at the school. Sufficient time is allocated for the development of oral skills and the methods used to question pupils make a significant contribution in this respect. The tasks are suitably differentiated and the teaching is sufficiently flexible to allow for a change of strategies if required. Sufficient resources are available to support the work and in the main they are used effectively.
- Overall, the teachers have a firm grasp of curricular requirements, but some instances of uncertainty were seen and occasional lessons were not sufficiently challenging of pupils. The pace of lessons is sometimes lost because of over-presentation and in a few cases there was too much content to enable the pupils to assimilate effectively.

5.2 Assessment, recording and reporting

The quality of assessment, recording and reporting is generally satisfactory.

- The school has an assessment policy that contains guidelines which outline effective procedures for assessing pupils' achievements. Booklets provided by the County are used to keep records.
- The under-fives are well assessed within a set period of being admitted to school.
- Opportunities for pupil assessment are identified in the planning documentation and there is evidence that assessment records lead to the provision of differentiated work.
- Assessment results are used to plan individual targets for pupils and parents are aware of such targets. However, there is no timescale for achieving and reviewing the targets and they are not always obvious to pupils so as to enable them to improve the quality and standard of their development.
- The school does not have any procedures to track the progress of individual pupils from the Baseline Assessment up to KS2.
- There is little evidence of pupils being given opportunities to evaluate their own work.

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- The school has a marking policy that provides clear guidelines for teachers. However, although pupils' work is marked regularly, the guidance given them as to how to improve the quality of their work is uneven.
 - Clear observations are contained in the reports to parents recording pupils' strengths and weaknesses in terms of skills, knowledge and understanding in all subjects. The reports for the under-fives are appropriate and they satisfy the requirements of the Desirable Outcomes.
 - Parents are regularly invited to the school to discuss and view their children's work and to develop an awareness of what is taught. At the end of the summer term they are given the opportunity to respond to and discuss the annual report.
 - The whole-school portfolios in the core and foundation subjects have not yet been developed effectively as a tool for coming to an agreed opinion on the subject level requirements in order to raise standards throughout the school.

5.3 Curriculum

Overall, the quality of the curriculum is good.

- The school has schemes and policies for all curriculum subjects. These documents provide good guidance to the areas of learning, their content is clear and they identify the requirements for developing the key skills, including an awareness of the latest developments in ICT, in the schemes of work.
- The curriculum for the under-fives provides good opportunities for development in the six areas of learning within a series of appropriate themes.
- Appropriate time is given to present the curriculum subjects.
- Teachers' mid and long term planning is detailed and of a consistently high standard.
- The school has a policy on PSE and this aspect is promoted by the use of visitors and relevant lessons.
- A range of extra-curricular activities such as educational visits is provided, including residential visits, Eisteddfodau and the Urdd. They make a valuable contribution to the quality of the curriculum.
- Visitors to the school, including artists and authors who share their experience and expertise with the pupils, contribute to the curriculum. The pupils benefit from these experiences.
- The provision for the Cwricwlwm Cymreig is satisfactory in the majority of subjects and is good in art and history.
- Bilingualism is encouraged in specific lessons in KS1 and 2.

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- Regular homework is provided that builds on the work achieved by pupils in the classroom.

5.4 Support, guidance and pupils' welfare

The quality of support, guidance and pupils' welfare is good.

- The school has a range of appropriate policies relating to sex education, discipline, health and safety and child protection.
- The procedures and necessary links with external agencies in respect of children in care are good.
- The staff are very caring of the safety and personal welfare of pupils during lessons and at break times. They know their pupils well and they respond appropriately to their needs.
- Boys and girls are afforded equal opportunities in all aspects of the curriculum and life of the school.
- The pupils are aware of the procedures to be followed in the event of an emergency such as fire.

5.5 Provision for pupils with Special Educational Needs (SEN)

Good provision is made for pupils with special educational needs. The progress they make is also good.

- Sixteen pupils are designated as having SEN and of these, four are statemented.
- It was seen that the teachers have a good knowledge of the pupils from an early age and their progress is monitored effectively by using formal and informal methods.
- The SEN co-ordinator also has classroom responsibilities, but she is released on a regular basis for set periods to provide support for individuals and groups. This arrangement works well and it was seen that pupils enjoy the withdrawal sessions, they work well in them and they make good progress.
- There is close co-operation between the SEN co-ordinator and other teachers, together with the classroom assistants who provide support for individual pupils. The handbook prepared for the classroom assistants gives them clear guidance and the framework for recording activities makes an important contribution to building a complete picture of the achievements and progress of individual pupils.
- On a day-to-day basis tasks are differentiated to correspond to the learning objectives identified in the Individual Education Plans (IEPs). The Plans are of good quality, they meet the needs of each pupil and are reviewed regularly.

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- The vast majority of parents are very happy to discuss their children's needs and IEPs, but despite the efforts made, there are instances of parents failing to take advantage of the services offered by the school and the support agencies.
 - Overall, the school has good links with external agencies, and particularly so with the support staff of the Local Education Authority (LEA).
 - The designated member of the governing body shows an interest in and an understanding of the issues related to SEN and makes regular visits to the school.
 - Effective use is made of ICT in the management of SEN and in providing learning support for the pupils.
 - The pupils are fully integrated into the life and work of the school.

5.6 Partnerships with parents and community, schools and other institutions

The partnerships with parents and the community, schools and other institutions are good.

- Parents appreciate the school and the efforts it makes on behalf of their children and the completed questionnaires are evidence of this. Several parents assist at the school by listening to pupils read, coaching the soccer team and providing supervision during school visits. They are also active in the clubs held at the end of the school day and are supportive of the social events organised by the school.
- The parents of the under-fives have very good access to the teachers and this together with the good co-operation between the school and the local cylch meithrin are important factors in helping the children to settle in quickly.
- The information provided for parents is of good quality. The school has an appropriate home-school agreement, but it has thus far only been signed by around half of the families.
- The school and the community hall, that share the same building, are the focus of village life, and the various events organised by the school are well supported. Although there is no formal parents and teachers association, parents are active in raising money for school funds, the village and the locality. Pupils also contribute regularly to local activities by holding services in the chapel and church, concerts, and by visiting the senior citizens.
- There are good partnerships with the local primary and secondary schools, and with the local cylch meithrin that meets every morning in the Community Centre.
- The school appreciated the services provided by the education and support officers of the LEA and it has a valuable partnership with a range of other agencies, such as the Police and the Fire Brigade.
- The school welcomes pupils from the secondary school and students from Coleg Menai for periods of work experience and in the past prospective teachers on teaching practice from University of Wales, Bangor have also been placed at the school.

5.7 Partnership with industry

The partnership with industry is satisfactory.

- The school has an appropriate policy, recently produced, on its partnership with the world of industry. This is a developing area of school activity.
- It was seen that the school has worked with local farms and businesses, with the warden of the Llyn Alaw reservoir and the Wylfa Power Station to enhance its curriculum.
- Pupils' knowledge and awareness of the world of business are enhanced by producing, pricing and selling their goods in Christmas fairs and activities held to support the Children in Need charity.

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 satisfactory.

- The school has introduced several initiatives to assist in the self-evaluation of its standards and quality of provision. Despite its recent achievements, such as the self-evaluation that influenced the school's literacy strategy and some classroom observation, it does not yet operate within a sufficiently comprehensive and evident framework that promotes a thorough evaluation of issues relating to standards and quality.
- The SDP is a comprehensive document containing priorities over a three-year period. It also contains an evaluation of the previous year. The targets outlined are clear and of a reasonable quantity, but there are some instances of ambiguity in relation to the measurement of performance.
- Whole-school targets are set for the core subjects over a period of three years as required. In KS2, the targets set for some of the core subjects for this year and next are conspicuous as being relatively low, whilst being more challenging in the third year of the rolling period. For the year just ended, the results attained were significantly higher than the quantifiable targets set for the end of KS2 in Welsh and mathematics. The target setting process is currently not sufficiently refined, and insufficient use is made of benchmarking data to challenge the school when setting its targets.
- Although the school analyses the results of end of key stage tests, the level of detail involved varies from year to year.
- It was seen that the performance gap between boys and girls has closed, particularly so in KS2. However, the school does not currently focus sufficiently on gender-based performance trends.

6.2 Leadership and efficiency

The quality of leadership and efficiency of the school is satisfactory.

- The school exudes a caring and homely ethos. The headteacher undertakes daily routines with the support of his deputy and colleagues. All members of staff are easily approachable.
- A statement of aims and objectives guiding the general direction of the school is outlined within the SDP, but given the limited distribution of this document, the opportunities for everyone involved with the school to be aware of it are similarly limited.
- The policies relating to the curriculum are complete and of good quality. The school also a number of management policies that provide the necessary guidance. The task of reviewing all of these, together with the school's schemes of work over a relatively short period of time, has been burdensome and there is clearly a need to improve the distribution of these tasks over a longer period of time.
- Regular staff meetings are held to discuss curricular and management issues. The Teachers' Handbook is a very useful document.
- Currently, the role of the subject co-ordinators has not been sufficiently developed so as to enable them to make a wholly effective contribution to the various curricular areas. There is also some imbalance in the allocation of subject responsibilities.
- The governing body reflects a good cross-section of experience and expertise. Governors are always anxious to avail themselves of the opportunities offered to them to develop their awareness of their responsibilities. A number of sub-committee meet as required and report back to the full governing body.
- The budgetary position is closely scrutinised and the financial resources are suitably linked to the SDP. The current surplus is reasonable given the situation of the school.
- The school conforms to requirements in respect of teaching time.
- Neither the information contained in the prospectus, nor in the annual report of the governing body fully satisfies requirements. Amongst the shortcomings identified in the prospectus is the lack information about when children are admitted to the school.
- The school does not have a policy on matters of sustainability. It was seen that some classes keep waste materials for recycling, but the failure to differentiate between the respective energy costs of the school buildings and the community centre has an adverse effect on the efficient use of energy.

6.3 Staffing, accommodation and learning resources

Staffing, accommodation and learning resources are good.

- The school has an adequate number of experienced teachers and support staff. Their strong commitment to the school is quite apparent.

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- The expertise of the majority of teachers is humanities and language based. In-service training (INSET) is arranged to meet the needs and provide for the professional development of staff in order to further improve standards as outlined in the SDP.
 - The nursery assistant and the classroom assistants make an important contribution to the experiences gained by pupils. They work well with the teachers and they support and assist the pupils as required.
 - The quality and range of subject resources are good. Overall, they are used effectively to support the curriculum and they are kept in good condition.
 - The support staff contribute significantly to the smooth running of the school.
 - Pupils' work is attractively displayed throughout the school, and this contributes effectively to enhancing the learning environment.
 - The school campus is pleasantly located, and contains an extensive play area and green spaces. There is no designated play area for the under-fives and the large number of nooks and crannies make it difficult to provide constant supervision of the pupils.
 - The building is generally in satisfactory condition, and the rooms are in the main of sufficient size.
 - Because of the open nature of the Community Centre, security arrangements at the school are not wholly effective.
 - The building is suitable for disabled access.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

The overall quality of provision for the under-fives is appropriate to their needs and successfully promotes the Desirable Outcomes for children's learning. The children in the part time nursery class and the full time reception class make good progress in each of the six areas of learning.

The standards achieved by the nursery and reception children in language, literacy and communication skills are good.

Good features.

- The nursery children listen well in oral sessions held in a homely and comfortable environment. They understand the flow of a story and know several nursery rhymes by memory. Evidence was seen that the children use picture clues to understand stories and the opportunities they are given to make marks on paper help to develop their writing skills.

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- The reception children's understanding of language is developing well. This is reflected in the quality of their listening and responses to instructions. Many of the children read the opening volumes of reading series quite confidently and they are able to write simple sentences with a fair measure of independence.

Shortcomings.

There are no significant shortcomings.

The mathematical development of the nursery and reception children is generally good.

Good features.

- The nursery children are able to count and recognise simple numbers and they are beginning to understand the concept of number. They are able to construct sets of objects according to colour and characteristics. They recognise simple two-dimensional shapes and they understand simple mathematical language relating to capacity when playing with water and sand.
- The reception children's understanding of shapes extends their awareness of three-dimensional shapes. Their knowledge of number is developing effectively and they are able to record numbers in block graph form, as evidenced by their work on their favourite pets. They understand simple mathematical language such as *more* and *less*, *long* and *short*, number co-ordination as the meaning of simple ordinal numbers.

Shortcomings.

- There are no significant shortcomings.

The personal and social skills of the nursery and reception children are developing well.

Good features.

- The nursery and reception children make good progress through a range of carefully planned activities that promote opportunities to work with and support each other. They are clearly interested in what they are doing and are happy to wait their turn during conversations or play activities. They behave well and play happily together during break times.

Shortcomings.

- There are no significant shortcomings.

The standards achieved by the nursery and reception children in their knowledge and understanding of the world are generally good.

Good features.

- The children notice changes in weather patterns and they begin to understand the concept of meal times, night and day. The nursery children, for example, are able to identify the clothing needed by Dewi and Dwynwen Dinosaur when going out in the rain.

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- The reception children display the necessary information when discussing the life cycle of the dinosaur from egg to skeleton and by discussing the environmental characteristics of the dinosaur in the context of discussions on volcanoes and camouflage.
 - They are able to classify materials in terms of those with smooth and rough surfaces and they can observe the features of a ladybird by using a microscope.
 - The cutting, joining and building skills of the nursery and reception children are developed by using various items of equipment. The children display their interest in and mastery of the mouse when working on the computer using programmes such as 2 Simple.

Shortcomings.

- There is little evidence of children working with food and its sources.

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

Good features.

- The children are able to handle small table equipment confidently and with dexterity. They are able to jump, run and walk as required. Their balancing skills are developed by using bicycles and they can handle items of small equipment, such as ball, with perfect ease.

Shortcomings.

Few opportunities are provided, particularly in the reception class, to use large items of equipment on a regular basis, both indoors and outdoors, in order to further develop the children's skills.

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

Good features.

- The children enjoy painting and mixing colours and they are given opportunities to use a variety of materials and apparatus, such as a potato and sponge, to produce patterns, simple weaving to make a handkerchief for Dewi Dinosaur and using purpose-made clay to make models of strawberries. Their work is attractively displayed in the classroom and in the corridor. They enjoy singing simple songs and nursery rhymes.

Shortcomings.

- There are no significant shortcomings.

Welsh

Standards of achievement in oracy, reading and writing are good in both key stages.

Good features.

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- Pupils in KS1 listen very well and they speak well. They are able to tell a story in order of events, to express simple opinions, to predict events and feelings. They listen attentively and with interest to stories. They display increasing oral confidence and when responding to experiences and situations such as the visit of the nurse.
 - The majority of pupils in KS1 read an acceptable range of books with a fair measure of fluency and confidence. They are aware of word building strategies and by Year 2 (Y2) several pupils give due attention to the importance of expression.
 - The writing skills of KS1 pupils are developing well. The majority of pupils exhibit the ability to write fairly correctly within the confines of what is expected of them. Y1 pupils understand the characteristics of dialogue. Some pupils in Y2 are able to write pieces of work that show their ability to express themselves in extended form and to vary sentences, as evidenced by their descriptions of the home of Kabo in Botswana, or breakfast time in their own homes. They can write rhyming couplets and display an awareness of the rhythm of poetic language. Their work in writing a class poem is evidence of this. Pupils in KS1 develop punctuation techniques and grammatical elements when writing.
 - KS2 pupils listen attentively and they respond fluently to questions. They are able to convey viewpoints by closely and effectively identifying with a character. They are able to effectively and meaningfully discuss a book's content and characters.
 - The majority of KS2 pupils read confidently and expressively and they receive opportunities to express their views about the reading materials they are given.
 - KS2 pupils produce good quality written work. They are able to present a variety of work according to requirements and audience types. They receive opportunities to write formal and informal letters, questionnaires, poetry and portraits and they are aware that language format is dependent on the purpose for which it is used. Pupils' descriptive work across the key stage shows that they have a grasp of idioms. The visits of authors and poets encourage pupils to copy their styles of writing. They are able to convey narrative and dialogue by using a range of punctuation techniques and their poetic compositions are effective.

Shortcomings.

- Older KS1 pupils lack confidence when using simple dictionaries.

English

Standards in oracy, reading and writing are good in KS1 and KS2.

Good features.

- In KS1, the pupils develop into fluent speakers and they listen attentively as the teacher reads a story.

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- They develop into meaningful readers and are aware of terms such as *author* and *character*. They are able to effectively discuss the contents of books and to use their imagination to predict events in them.
 - In Y2, pupils are able to arrange their ideas in simple sentences when describing their favourite toy or story. Regular simple literacy exercises are held to improve writing skills.
 - Pupils in KS2 speak fluently and confidently in formal and informal situations and are able to offer extended observations when required. They are able to express their views clearly and accurately, as in Y4 when talking about appropriate use of persuasive language when designing adverts. They are also able to present information succinctly when re-telling events for the front page of a newspaper. The majority of pupils listen attentively to the teacher as she introduces a lesson or reads an extract of a story.
 - By the end of KS2, the majority of pupils develop into good readers; they are able to read a variety of texts that correspond to their age, ability and interest. They can write book reviews and predict events and are also able to express opinions about their favourite authors. They are able to differentiate between works of fiction and non-fiction.
 - Class novels are used as a stimulus for creative writing and in order to perform a range of language-enhancing tasks.
 - Pupils write for a range of different requirements, such as formal and informal letters, instructions, diaries and newspaper reports. They develop a range of acceptable adjectives and comparisons when writing imaginative narrative.
 - There is clear progression throughout the key stage in the pupils' ability to gather and collate information in a range of different materials, including reference works and in particular, ICT. The pupils develop an understanding of books classification systems in libraries.
 - Pupils are able to make satisfactory use of dictionaries and thesaurus.
 - Attention is paid to developing literacy and at the beginning of KS2 the pupils develop a growing awareness of sentence structures and punctuation. This is further developed throughout the key stage.

Shortcomings.

- Pupils' awareness of reading English language books by authors from Wales has not been sufficiently developed.

Mathematics

Standards of achievement are good in KS1 and KS2.

Good features.

- Pupils respond well and quickly in short sessions of mental arithmetic in KS1.

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- The majority of pupils in Y1 are able to count up to 20 and back with relative ease. They are also able to place numbers up to 20 in correct order and they come to recognise simple odd and even numbers.
 - Pupils in Y2 are able to make appropriate use of a 100 square to recognise numbers according to the instructions of their teachers. They have good number pattern recognition and they come to correctly add and subtract numbers up to 100 on paper.
 - Their use of mathematical language is developing well.
 - Pupils in this key stage are enthusiastic participants in simple games aimed at reinforcing their understanding of number.
 - Y2 pupils are able to recognise the various items of coinage and are able to use their understanding in simple tasks given to them in oral fashion in the classroom.
 - Through discussion, it was seen that they are able to correctly recognise the characteristics of shapes and their understanding of the measurements and data handling is also developing well.
 - In KS2, the pupils have a good understanding of mathematical terminology and are able to use them correctly.
 - Y4 pupils come to be able to discuss large numbers effectively. They have a firm grasp of place value and they can perform mental subtraction, adding and multiplication by employing strategies taught to them as well as their own.
 - Again, in this key stage, the pupils enjoy playing mathematical games to reinforce their learning.
 - The older pupils realise that decimal, fractional and percentage forms can be of equivalent value.
 - The work on shape is developing appropriately and the pupils make correct use of their understanding of measurements in practical situations and appropriate contexts.
 - The majority of pupils make good progress in gathering, interpreting and representing data. They make good use of ICT to present their work.
 - Older pupils are beginning to develop their awareness of probability.

Shortcomings.

- Some of the older pupils in KS2 have some difficulty in handling negative numbers.

Science

Standards of achievement are good in both key stages.

Good features.

- In KS1, the pupils understand that we all have a skeleton and they are able to talk about its function. They are able to name the main body parts and can correctly use the appropriate terms.
- They are able to correctly describe various materials and can classify them according to their characteristics.

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- They have conducted a good investigation into what constitutes the best tea cosy. They are able to explain and offer reasons to back up their findings.
 - They know that certain materials are attracted by magnets and that others are not. They can design an experiment to discover which magnet is strongest.
 - They know what human beings need in order to keep healthy.
 - In KS2, pupils in Y4 have good recollection of their earlier work on the differences between solids, liquids and gases. Their work on separating various materials is also of a good standard.
 - In their work on friction, they come to be able to design a successful experiment to see the effect of the angle of a slope on how far a car can travel.
 - Their predictive skills are well developed and they know which factors need to be controlled in order to achieve fair testing.
 - Pupils in Y6 come to understand that some materials are better thermal insulators than others. They are able to effectively design their experiments, their observational work is good, they record their findings systematically and can also interpret their findings accurately. In this work, good use was made of sensors to gauge temperature and of the interactive white-board.

Shortcomings.

- In KS2, there is little evidence of the pupils checking their measurements by repeating them and there is a tendency to end up with the same measurements.

Design and technology

No lessons were observed, but on the basis of the available evidence, it was adjudged that standards of achievement are good in KS1 and KS2.

Good features.

- Pupils in both key stages focus well on developing their knowledge and understanding prior to moving to the design and production stages.
- In KS1, the pupils develop and express their initial ideas effectively. They record their designs in simple form, identifying the materials they intend to use.
- They work with a wide range of suitable materials to implement their ideas, employing a range of techniques to join them.
- They are able to make sensible suggestions for their work, as in the case of the coats from Mod-Roc given to the Turtle, illustrating different animals.
- In KS2, the pupils again work with a wide range of materials and they design and record their ideas well, in preparation for their implementation.
- They have conducted an investigation into different types of bridges and they have a developing understanding of structures. Some of the bridges they have constructed are relatively complex.

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- The work is effectively linked to current themes, as in the case of the task to create a water wheel able to lift light weights. The pupils were able to keep to the brief and their designs and models are of a high standard.
 - Likewise, the Celtic purses are the result of a period of detailed consideration of the processes involved and the finished articles are of good quality.
 - They make good use of a digital camera and the computer for processing to record their work.

Shortcomings.

- There are no significant shortcomings.

Information technology

Pupils' standards of achievement are good in KS1 and are very good in KS2.

Good features.

- In KS1, the pupils' keyboard techniques are developing well and they have good mouse control skills.
- They make good use of the computer for word processing purposes as they produce written work for a range of different purposes.
- They make effective use of art packages.
- They are able to produce simple questionnaires about life in Botswana and they accurately collect and present their findings in scientific experiments, in graphical format.
- They make confident use of multi-media packages to reinforce their conceptual understanding.
- They are able to programme the Turtle to move in different directions and they correctly record the movements made.
- In KS2, the pupils develop a range of skills that can only come from regular use of the relevant equipment. Their ability to work independently is impressive.
- They make highly successful use of a range of computerised tools when presenting their work for specific audiences.
- Their data handling techniques are well developed and their work is presented in a range of graphical formats.
- They use the Internet confidently to gather information about various projects.
- The older pupils are able to make good use of e-mail to send and receive messages.
- In both key stages, the pupils make effective use of ICT to facilitate their work across the curriculum.

Shortcomings.

- There are no significant shortcomings.

History

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

Good features.

- In KS1, the pupils know about the changes that have taken place in farming over a period of time.
- They correctly use some phrases relating to the passage of time.
- They have a real interest in old shoe repair equipment and they know about the large numbers of shoe smiths that produced shoes in Llannerch-y-Medd in the eighteenth century.
- In KS2, the pupils are able to recollect some of the main facts of the reign of Henry Tudor and the journey to Bosworth.
- They know about everyday life in the Tudor period and of the differences between rich and poor.
- By using various sources, they have a growing awareness of the copper industry and the history of the “Copar Ledis” (Copper Ladies) on Mynydd Parys in the eighteenth century.
- The earlier work of the older pupils shows that they have completed interesting and comprehensive work on the Second World War period.

Shortcomings.

- In KS1, the chronological awareness of some of the pupils is uncertain.
- They do not investigate historical topics and use historical sources sufficiently.
- In KS2, it is seen from an examination of pupils’ previous work that there is a tendency for the work on the Tudors to reflect excessive emphasis on presenting facts.

Geography

Pupils’ standards of achievement are good in KS1 and in KS2.

Good features.

- In KS1, the pupils have a good awareness of the geographical features of their locality.
- They have a growing awareness of geographical terms.
- They have produced good work during their study of life in Botswana. They know of its main characteristics and are able to differentiate between life in Botswana and in their own area.
- They know about the importance of respecting the environment and can offer good reasons for doing so.
- In KS2, pupils in Y3 are aware of the different types of shops in the village and about the different kinds of goods they sell.
- Pupils in Y4 have a good grasp of the names and location of various world continents.

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- They have produced their own shopping questionnaires and have collected and presented the data in computerised form. They understand the meaning of the terms import and export and their investigations into the countries of origin of various foodstuffs is developing well.
 - Pupils in Y6 recognise a good range of symbols on ordnance survey maps. They work confidently with four figure grid references and they begin to familiarise themselves with six figure references. They are able to effectively interpret evidence found in aerial photographs.
 - The pupils' fieldwork contributes significantly to the development of their geographical skills.

Shortcomings.

- The work of pupils in KS2 does not reflect sufficient awareness of sustainable development.

Art

Standards of achievement are good in both key stages.

Good features.

- Pupils in KS1 are able to mix colours and to practise various styles of painting and to effectively combine a range of different media to change the quality of the finished work.
- They develop observational skills through sketching activities such as in their chalk studies and when drawing pictures of flowers in the open air. Many of the pupils display a good awareness of shape and perspective.
- Their observational skills are developing well as they produce African Mod Roc masks, based on patterns discovered on the Internet.
- They use a good range of media, including clay to design finger and thumb pots in the style of American craftspeople.
- Pupils in KS2 are able to produce realistic copies of the Water Lily by Monet, using watercolours and silk paper. Their work reflects detailed observation of shape, colour and tone.
- They have produced skilful copies of the Tudor Rose to show the effect of pattern and texture.
- They are able to effectively use two and three-dimensional techniques to produce large models of parts of the body.
- The watercolour paintings of a cross-section of fruit by pupils in Y5 and 6 show great detail and are of good quality.

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- The pupils are able to talk intelligently about their work and about the artists they have studied, including Welsh artists such as Wilf Roberts.

Shortcomings.

- There are no significant shortcomings.

Music

Standards of achievement are satisfactory across both key stages.

Good features.

- The pupils gain enjoyment from singing and they do so tunefully.
- Pupils in KS1 practise rhythms and compose their own accompaniments to songs, making satisfactory use of available instruments.
- They use their understanding of the correlation of symbol and sound to compose pieces such as a graphical score based on “Y Môr” (The Sea).
- Pupils in Y3 develop their compositional abilities by arranging and structuring sounds to produce simple ostinato to the folk song “Deryn y Bwn”.
- The pupils’ knowledge and understanding of musical vocabulary and elements are developing satisfactorily across both key stages by differentiating the texture of melodies.
- They display a basic awareness of musical instruments.
- Pupils in KS2 evaluate pieces of music such as “Petrouchka”, observing the dynamics and atmosphere of the piece.
- Pupils are able to offer ideas and compose background music to the poetry “Y Môr” (The Sea).

Shortcomings.

- The pupils’ ability to compose their own music using different types of notation is limited.
- Their experience in evaluating and refining their own compositions and performances and to evaluate the works of composers from various traditions and styles, in particular those by Welsh composers, is limited.

Physical education

Standards of achievement are good in both key stages.

Good features.

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- The pupils in both key stages are able to change themselves and they show a good understanding of the need for appropriate warm-up and cool-down activities prior to and after activities.
 - Appropriate attention is given to the issue of safety in both key stages.
 - Pupils in KS1 listen and respond well to instructions. They show an awareness of space. They exhibit good body control when skipping, turning and running in all directions.
 - The pupils develop good ball catching, throwing and bouncing skills during movement and when stationary in individual and paired exercises.
 - They work well together in pairs and in small groups.
 - Pupils in KS2 exhibit very good bodily balance in gymnastics as they create a variety of shapes, linking them to produce a sequence of movements on the large apparatus.
 - They make good use of set periods during lessons to promote their ability to evaluate their own work and that of others.
 - They are able to work jointly and can correctly follow instructions when fulfilling the requirements of folk dancing.
 - All pupils in KS2 receive swimming lessons. Following discussions with them and their teachers it was adjudged that they achieve satisfactory standards.

Shortcomings.

- Pupils' dance skills have not been sufficiently developed.

Religious education

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

Good features.

- Pupils in KS1 understand the important role played by key figures in the Christian faith such as Saint Francis and the work of people such as nurses, which reflects Christian values, such as caring for others, in their daily work.
- They are able to write simple prayers of thanks for animals and are aware of the importance of respecting the beauty of creation.
- They are aware of the importance of rules in our everyday lives and are able to draw up relevant class rules.
- They are aware of the importance of the synagogue to the Jews and of some of the features related to the Jewish faith, such as the Torah, Tallith and the Shabbat.

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- Pupils at the lower end of KS2 show a basic awareness of the features found in chapels and this is reinforced by a visit to the local chapel. They also exhibit an elementary knowledge of the importance of services such as baptism to Christians.
 - They begin to develop knowledge about some Biblical stories such as that of Noah and the history of creation. Pupils in Y3 begin to be aware of the holy and special nature of the Bible.

Shortcomings.

- Pupils' knowledge and understanding of other religions is not sufficiently developed in either key stage.
- There is little evidence of continuity in pupils' skills, understanding and knowledge in order to achieve work of a good standard.
- The amount of written work produced by pupils in KS2 is limited.
- Pupils in both key stages spend insufficient time thinking, voicing opinions and expressing feelings about issues related to religious education.

8. SCHOOL IMPROVEMENT

8.1 Progress since the last inspection

The report produced following the last inspection held during the spring term 1997 list the following as being key issues for action:

- develop procedures to recognise and record progress in the foundation subjects;
- continue to develop curriculum monitoring by extending further the role of curriculum leaders;
- ensure that all curricular policies are properly related to the statutory requirements of the revised curriculum;
- improve pupils' confidence in their written work, and in so doing, improve the quality of their recording across the curriculum, and further challenging the most able pupils.

Since the last inspection, the school has adopted suitable procedures for recording progress in the foundation subjects. Relevant policies are also in place for all curriculum subjects. Although the school has employed some methods of curriculum monitoring, the system is not yet sufficiently rigorous and comprehensive and the role of the curriculum leaders has not been fully developed to allow for confident and accurate analysis of performance. Overall, pupils write fairly confidently across the curriculum and in the main the quality of their recording is good, with the more able pupils being suitably challenged.

8.2 Key issues for action

There is a need to:

- address the shortcomings identified under the various subject headings, in particular in religious education in KS2;
- strengthen the self-evaluation arrangements and implement them on the basis of an agreed programme, making full use of the expertise of subject co-ordinators;
- make better use of data on performance trends and benchmarking information in order to support the work of target-setting;
- with the co-operation of the appropriate agencies, arrange for the elimination of unnecessary absences;
- satisfy fully the requirements in relation to collective worship;
- improve the school's security arrangements in the area where it is linked to the Community Centre;
- ensure that the annual report of the governing body and the school prospectus fully satisfy requirements, including the arrangements for pupil admissions.

APPENDIX

A. Basic information about the school

Name of School	Ysgol Gymuned Llannerch-y- Medd
School type	Community
Age-range of pupils	3 – 11 years
Address of school	Wellington Street Llannerch-y-Medd Ynys Môn.
Post-Code	LL71 8DP
Telephone Number	(01248) 470466
Headteacher	Mr D R Williams
Date of appointment	September 1999
Chair of Governors / Appropriate Authority	Mrs Greta Thomas
Registered Inspector	Mr D M Cray
Dates of inspection	14-16 January 2003

B School data and indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	5	14	13	16	16	20	21	8	113

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	6	1	6.5

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	15.8:1
Pupil : adult (fte) ratio in nursery classes	5:1
Pupil : adult (fte) ratio in special classes	:1
Average class size, excluding nursery and special classes	18.8
Teacher (fte) : class ratio	1.2:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
Term	R	KS1	KS2	Whole school
1 Spring	92.1%	94.7%	93%	93.3%
2 Summer	95%	96%	93.7%	94.9%
3 Autumn	92.5%	96.5%	94.2%	94.3%

Percentage of pupils entitled to free school meals	20%
Number of pupils excluded during 12 months prior to inspection.	0

C. Results of National Curriculum assessments.

END OF KEY STAGE 1: 2002

National Curriculum Assessment KS 1 Results: 2002			Number of pupils in Y2:11					
Percentage of pupils at each level			D	W	1	2	3	4
WELSH	Teacher Assessment	School		6	33	44	17	
		National	1	2	11	62	24	
Oracy	Teacher Assessment	School		6	44	44	6	
		National	1	2	12	62	23	
Reading	Teacher Assessment	School		6	33	39	32	
		National	1	2	17	56	24	
Writing	Teacher Assessment	School		6	33	44	17	
		National	1	3	21	64	11	
MATHEMATICS	Teacher Assessment	School		6	11	50	33	
		National		2	9	60	29	
SCIENCE	Teacher Assessment	School		6	11	56	22	
		National		2	10	67	21	

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

In the school:	61%	In Wales:	81%
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- D Excepted or disappiled under Sections 364 or 365 of the Education Act 1996.
W Working towards level 1

END OF KEY STAGE 2: 2002

National Curriculum Assessments KS 2 Results: 2001							Number of pupils in Y6:13						
Percentage of pupils at each level													
			D	A	N	B	W	1	2	3	4	5	6
English	Teacher Assessment	School	5						9	24	38	24	
		National					1	1	6	19	48	25	
	Test/Task	School	5	10					13	5	38	29	
		National		2	1	1			5	14	47	30	
Welsh	Teacher Assessment	School	5						5	25	50	15	
		National	1					1	4	24	49	21	
	Task/Test	School	5	5						20	45	25	
		National	1	2		1			3	22	48	23	
Mathematics	Teacher Assessment	School	5						5	28	47	15	
		National						1	4	20	47	28	
	Task/Test	School	5	5					5	5	52	28	
		National		2	1	1			4	18	42	32	
Science	Teacher Assessment	School	5						9	24	38	24	
		National	1						3	15	52	29	
	Task/Test	School	5	5						19	47	24	
		National		2		1			2	13	51	31	

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:	57.1%	In the school:	61.9%
In Wales:	68%	In Wales:	68%

- D Excepted or disappiled 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 seven 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;
- forty eight 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;
- twenty two parents were present at the pre-inspection meeting and 61 (77%) questionnaires were returned;
- a post-inspection meeting was held with the staff and governing body.

E. Composition and responsibilities of the inspection team

Inspector	Type	Aspect Responsibilities	Subject Responsibilities
Mr D M Cray	Rgl	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 E W Honour	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.

