

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

**Ysgol Gynradd Maesincla
Maesincla Caernarfon
Gwynedd
LL55 1DF**

School Number: 661/3005

Date of Inspection: 14 – 17 June 2005

by

**Mr Meurig Thomas
W093 17639**

Date: 20th July 2005

Under Estyn contract number: T/208/04P

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

The inspection of Ysgol Maesincla took place between 13th – 17th June 2005. An independent team of inspectors, led by Mr Meurig Thomas undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

The five-point scale used to represent all inspection judgements in this report is as follows:

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

There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

Estyn decides the kind of inspections that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All special schools, pupils referral units and any new or amalgamated schools receive a full inspection.

This school received a **standard** inspection.

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain the age of 18 during the academic year.

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The national curriculum covers four key stages as follows:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

List of acronyms used in this report:

CoP	-	Code of Practice
GB	-	Governing Body
ICT	-	Information and Communications Technology
IEP	-	Individual Education Plan
INSET	-	In Service Education and Training
KS	-	Key Stage
LEA	-	Local Education Authority
NC	-	National Curriculum
PSE	-	Personal and Social Education
PTA	-	Parent Teacher Association
SDP	-	School Development Plan
SEN	-	Special Education Needs
WAG	-	Welsh Assembly Government
Y	-	Year

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Context

The nature of the provider

1. Ysgol Maesincla is located in the historic town of Caernarfon on the Gwynedd coastline in North Wales; the school is under the voluntary control of the Church in Wales. It serves part of the town community, with a substantial proportion of the area subject to economic disadvantage and a designated Priority One area; 50% of pupils receive free school meals, a figure which is almost four times the county average.
2. Approximately 77% of pupils come from homes where Welsh is spoken as a first language but the school estimates that approximately 89% speak Welsh as a first language or to a comparable standard; Welsh is the main medium of education. Currently there are 191 full time pupils as well as 24 children who attend the nursery on a part time basis, making a total of 203 FTE pupils; this represents a reduction of about 20% over the last four years.
3. Currently seven pupils have a statement of SEN according to the requirements of the CoP; 56 further pupils appear on the school SEN register; this represents approximately 30% of the total roll. Additionally the SEN cluster unit is situated within the school, with ten pupils attending for the morning sessions only.

The school's priorities and targets

4. The school was last inspected in the Summer Term 1999 and describes its main priorities as follows:
 - to maintain and raise standards of achievements in every curriculum area according to the requirements of the NC and religious education;
 - to nurture a civilised society which places emphasis on moral and humanitarian values;
 - according to the bilingual policy of the LEA to develop pupils' abilities to be confidently bilingual in order for them to become full members of the bilingual community in which they live.
5. The present targets of the school include a commitment to:
 - Develop the work in PSE further;
 - To continue to refine provision for key skills;
 - To achieve the bronze level for the Green Schools awards scheme;

Summary

6. Ysgol Maesincla is a good school with several outstanding features. Good progress has been made since the last inspection with the quality of teaching and the care and support offered to pupils now outstanding. The inspection team agreed with more than half the judgements made by the school in its self-evaluation report; in those aspects where a different grade was awarded, the judgement of the team was higher in each case.

Table of grades awarded

7. The inspection team judged the work of the school as follows:

Key question	Inspection grade
1 How well do learners achieve?	2
2 How effective are teaching, training and assessment?	1
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	2
4 How well are learners cared for, guided and supported?	1
5 How effective are leadership and strategic management?	2
6 How well do leaders and managers evaluate and improve quality and standards?	2
7 How efficient are leaders and managers in using resources?	1

Standards:

8. The overall quality of educational provision for the under-fives is appropriate to their needs, and pupils make good progress towards the Desirable Outcomes for Children's Learning. Baseline assessments suggest that levels of achievement as children start school are considerably lower than the county average for the majority of children. Standards are as follows:

	Nursery	Reception
Language, literacy and communication	Grade 2	Grade 2
Personal and social development	Grade 1	Grade 1
Mathematical development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 2	Grade 1
Physical development	Grade 2	Grade 1
Creative development	Grade 2	Grade 2

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

Subject	Key Stage 1	Key Stage 2
Welsh	Grade 2	Grade 2
English	Not relevant	Grade 2
History	Grade 2	Grade 1
Music	Grade 3	Grade 3
Physical Education	Grade 2	Grade 1

10. In the lessons inspected standards were judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
15%	75%	10%	0	0

11. Pupils' achievement in lessons is substantially higher than the WAG target for the whole of Wales in 2007, namely 98% of lessons to be Grade 3 and 65% good or better (Grade 2).
12. Children in the early years make good progress across the range of key skills in language, literacy and communication, numeracy and ICT; in personal and social skills, they make very good progress. They show positive attitudes towards learning, developing good skills in this respect.
13. In the key skills in KS1 and KS2, pupils' listening skills are outstanding; they listen carefully and politely on every occasion and in music lessons, reflect ability to listen in detail and critically. In speaking and reading, pupils' skills are good across the curriculum; there are good examples of detailed writing as well but in general standards in this aspect of the work remain too dependent upon frameworks and templates suggested by teachers. However pupils' numeracy and ICT skills are good in both key stages. Pupils make good progress in their bilingual competences.
14. Pupils with SEN make good progress and achieve the targets set for them.
15. Pupils display outstanding development in their personal and social skills, co-operating happily within a range of learning strategies and producing lively discussions in all classes. They make good progress in their ability to solve problems, with a few individuals at the upper end of the school applying previous knowledge very well in this respect.
16. In creative skills standards are at least good with a number of examples of very good work across the school, especially in art, forming attractive and striking displays throughout the building.
17. In KS1 teacher assessments for 2004 show that a comparatively small majority of pupils achieve national expectations (level two) in Welsh (53%), mathematics (70%) and science (58%); statistics for Welsh include 25% of pupils who achieve level three. However, only a minority (49%) achieve the core subject indicator (at least level two in all three subjects) and all results are substantially

lower than national and local norms. When results are benchmarked against comparable schools with 33% or more pupils eligible for free school meals, all results are in the lower quartile. Girls perform considerably better than boys in Welsh, while boys perform slightly better in mathematics.

18. In KS2 pupils' standards of attainment in the national curriculum tests for 2004 show that the majority achieve national expectations (level four) in Welsh (68%) English (70%) mathematics (66%) and science (66%). 30% achieve level five in English, 22% in mathematics, 18% in science, and 4% in Welsh. 52% achieve the core subject indicator (at least level four in all of mathematics, science and either Welsh or English). Again results are substantially lower than norms but do represent the best set of statistics ever for the school. When benchmarked against comparable schools with 33% or more pupils eligible for free school meals, statistics in English are above the median for the second time in three years, whilst Welsh and mathematics have raised from the lower quartile for the first time. Girls perform substantially better than boys in Welsh, but boys perform significantly better in mathematics and science.
19. A number of elements explain the difference between standards of achievement in classes and attainment in statutory assessments; these include:
 - a high percentage of pupils who receive free school meals with a number of further pupils who remain unregistered for this. The school estimates that the true statistics are approximately five times the county norm;
 - a high percentage of pupils on the school SEN register, up to 35% in KS2 for the NC tests in 2004;
 - very low baseline assessments for a substantial number of pupils, especially in KS1, as well as solid evidence of a considerable value added dimension within results;
 - substantial improvement in the percentage of pupils who achieve level five in KS2 over the last three years;
 - substantial progress since the arrival of the present head teacher;
20. Pupils' attitudes towards their learning, the interest which they show in their work and their ability to concentrate is generally good. The vast majority work hard in lessons and are keen to join in the activities prepared for them and are enthusiastic in their work.
21. The vast majority of pupils behave very well whilst older pupils show mature citizenship within the school community, and reflect pride in their personal successes and those of the school in general. They respond very positively to the efforts of staff to raise their self image through positive praise, and these responsible attitudes have a beneficial effect on the progress in standards of achievement. They are polite without exception and respond well to the high expectations of teachers. Pupils show respect to their peers and adults, and the quality of relationships within the school is very good. A small core of pupils display challenging behaviour and nine were temporarily excluded over the last academic year.

22. Throughout the school pupils' understanding of issues of equal opportunities is good. Diversity within faiths and cultural traditions within society are respected, whilst older pupils respond in a mature fashion to concepts such as tolerance, justice and fairness. Visits to the local community and places of interest help to expand pupils' understanding of their community, and a purposeful start has been made in developing appropriate business enterprise skills for older pupils, though there remains scope for more consistent provision in this respect.
23. Pupils have a developing appreciation of the strengths and weaknesses of their own work and standards in this respect are good. They discuss their personal targets with understanding with the most able in KS2 taking the initiative to suggest for themselves when they feel that targets have been achieved. Pupils with SEN are very aware of their own personal targets.
24. Attendance for the last three terms before the inspection averaged 92.1%. The majority of pupils come to school regularly and punctually at the start of the day, but a significant minority is consistently late in this respect. Attendance in the reception class frequently falls below 90%.

The Quality of Education and Training

25. The quality of teaching was graded as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
49%	46%	5%	0	0

26. The percentage of lessons which are judged to be grade 2 or higher is substantially higher than the WAG target for 2007 of 75% of lessons to be good or better.
27. In all lessons the teaching is on an appropriate level with a consistent and clear focus and well honed aims and objectives. Teachers have excellent relationships with their pupils, both promote and prepare well for equal opportunities within their teaching methods, and provide sound linguistic role models.
28. In almost half the lessons inspected there were outstanding features to the quality of teaching. These include:
- clear exposition of aims and objectives at the beginning of the lesson and effective appraisal at the end;
 - a purposeful range of teaching and learning strategies, including lively introductions;
 - high expectations;
 - challenging pace;
 - detailed knowledge and excellent understanding of subjects being taught;
 - outstanding teaching within the SEN unit;
 - a very good match of activities to the needs of individual pupils, including differentiated tasks to three ability levels within the majority of lessons;

- consistent use of positive praise;
 - very good use of classroom assistants.
29. In the small number of lessons judged to be at Grade 3, lack of challenging pace is the main shortcoming.
 30. Teachers use a variety of appropriate means to strengthen and consolidate pupils' bilingual competences in lessons.
 31. The quality of assessment is outstanding. Assessments are correct and consistent and meet statutory requirements, including those for SEN. Teachers know their pupils very well.
 32. Very well organised and purposeful systems are in place to ensure that pupils' progress is consistently recorded. Excellent use is made of the results of the NC tests to analyse standards and set targets. Assessments in all core and foundation subjects are appropriately timescaled. Portfolios of work are kept in all subjects of the NC but not all have been levelled so far.
 33. An outstanding feature of provision in assessment is the proactive contribution of pupils in planning their own progress;
 34. Annual reports to parents conform with statutory requirements. They present a clear picture of pupil ability and achievement in every subject and offer comments on personal and social development. The constructive comments set clear guidelines for further improvement.
 35. The school responds well to the needs of pupils and offers equal access to a broad and balanced curriculum. Social inclusion is an outstanding strength. Curricular breadth includes good provision for the Cwricwlwm Cymreig, PSE and education for sustainable development.
 36. Planning for key skills is detailed in individual lessons, but not always apparent in long term schemes of work.
 37. Learning experiences promote the spiritual, moral, social and cultural development of pupils well Pupils' appreciation of diversity is very good and older pupils discuss concepts such as fairness, justice, equality and tolerance in a mature fashion. The inspection team was not responsible for inspecting collective worship; this aspect was undertaken as a separate exercise by the Church in Wales.
 38. The quality of the school's partnerships with parents and the community is good.
 39. The school is a happy community with the quality of care for pupils outstanding. Pupils feel strongly that they are appreciated and supported. The pastoral work of the head teacher is outstanding and she maintains excellent practice in terms of cooperation with external agencies.

40. Provision for pupils with SEN is outstanding and meets in full the requirements of the CoP.

Leadership and management

41. The school is led and managed well. The leadership of the head teacher is purposeful, ambitious and effective. She provides a strong sense of direction to the work of the school and a secure sense of vision for further improvement and development. The role of the deputy is also clearly defined and she provides considerable assistance to the head teacher in the tasks of managing provision and raising standards. A number of purposeful aims and objectives have been adopted; these are included as an introduction to the SDP and are reflected well in the work of the school. There is a clear atmosphere of trust and understanding amongst all staff.
42. Self-evaluation and target setting are well developed within management strategies. Each year, realistic targets are initially set and pupils grouped into three levels of ability to ensure further attention in small teaching groups for those who would benefit from such provision; and additional set of different, more challenging targets is then drawn up. There is clear evidence that a number of pupils who are withdrawn for small group sessions enjoy increased attainment and achievement as a result. Subject co-ordinators monitor the quality of provision and standards within their areas of responsibility carefully, and provide a means of disseminating good practice.
43. The GB is very supportive of the school with a number of members who are both knowledgeable and intervene in a positive manner in management decisions; there remains scope to extend this good practice to all governors. Despite its best efforts, the school has not been able to secure a full complement of governors over the last three years.
44. The SDP is a useful planning document which notes priorities clearly; these meet current requirements to a considerable extent. Matters of timescales and the obligations of expenditure and training are noted clearly and a good number of success indicators are specific and measurable. Previous plans are evaluated clearly and honestly with good emphasis on the impact upon standards.
45. Useful analysis is made of a range of data, including baseline assessments in reception tests and those of the NC in KS2. The school has a clear picture of the value added dimension within these statistics and makes good use of such analysis to improve standards, to plan purposefully, and to target pupils who require further attention in order to ensure that they also have the opportunity to achieve further; one result of this is the targeted groups in KS2.
46. The school has made good progress since the last inspection and addressed all key issues appropriately. This success has had a positive effect on standards of achievement, and quality of teaching especially.

47. The use of staff is outstanding. Expertise in language is taken advantage of to exchange classes for language and mathematics throughout the school together with additional specialist teaching in music, physical education, and information technology. The system of curricular teams for every subject also has a beneficial influence on provision and professional development. Responsibilities are fairly and equitably distributed. The practice of employing an additional teacher is an outstanding feature and a means of raising standards in literacy and numeracy for middle ability groups in KS2; this expenditure is cost effective in every respect. Another further outstanding feature of staffing is the very good use made of support assistants for pupils with SEN.
48. There is a very good supply of resources within the school for every age, including the early years. They are of good quality, and purposeful and imaginative use is made of them in lessons, with accessibility also good. Equipment within the computer suite and the history museum is outstanding.
49. The school is located on an extensive site, with substantial hard surfaces and playing fields. There are appropriate play areas for KS1 and children under five although these have not been marked to promote structured play; these areas are secure, and purposeful use is made of them. However, the yard for KS2 is poorly surfaced and a cause of concern in terms of health and safety.
50. Financial management is rigorous and the school operates within its budget despite a considerable deficit this year. Staffing is prioritised to realise the strategy of small learning groups; this is cost effective and has obviously had a beneficial influence on standards, especially in KS2. Currently the financial reserves, as a percentage of the whole budget, is too low because of an unexpectedly expensive water bill owing to undetected leaks. However, with forthcoming staff changes and considerable increase in pupil numbers for the next educational year, the school is in a good situation to rebuild reserves up to 5% of the budget, and detailed plans are in hand to do so. Consistent monitoring of quality of provision and standards ensures cost efficiency of all expenditure and priorities.
51. The school gives good value for money.

Recommendations

In order to improve the school needs to:

R1: take appropriate steps to raise standards in music in both key stages and writing as a key skill across the curriculum;

R2: tighten further the planning of schemes of work to ensure that opportunities for key skills are noted clearly;

R3: complete the task of levelling all subject profiles;

R4: extend the opportunities for business and enterprise skills for the older pupils;

R5: continue with the valuable efforts to ensure a full complement of governors and also to ensure that good practice amongst the GB is disseminated to all members;

R6: continue with the strategies to raise standards of attendance and punctuality;

R7: take appropriate steps to level the yard for KS2 which is a current concern in terms of health and safety.

Standards

Key question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings.

52. The judgement of the team does not match the Grade 3 awarded by the school in the self evaluation report.
53. The overall quality of educational provision for the under-fives is appropriate to their needs, and pupils make good progress towards the Desirable Outcomes for Children's Learning. Baseline assessments suggest that levels of achievement as children start school are considerably lower than the county average for the majority of children. Standards are as follows:

	Nursery	Reception
Language, literacy and communication	Grade 2	Grade 2
Personal and social development	Grade 1	Grade 1
Mathematical development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 2	Grade 1
Physical development	Grade 2	Grade 1
Creative development	Grade 2	Grade 2

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

Subject	Key Stage 1	Key Stage 2
Welsh	Grade 2	Grade 2
English	Not relevant	Grade 2
History	Grade 2	Grade 1
Music	Grade 3	Grade 3
Physical Education	Grade 2	Grade 1

55. In the lessons inspected standards were judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
15%	75%	10%	0	0

56. Pupils' achievement in lessons is substantially higher than the WAG target for the whole of Wales in 2007, namely 98% of lessons to be Grade 3 and 65% good or better (Grade 2).
57. Children in the early years make good progress across the range of key skills in language, literacy and communication, numeracy and ICT; in personal and social skills, they make very good progress. They show positive attitudes towards learning, developing good skills in this respect.

58. In the key skills in KS1 and KS2 pupils' listening skills are outstanding; they listen carefully and politely on every occasion and in music lessons, reflect ability to listen in detail and critically. In speaking and reading, pupils' skills are good across the curriculum; there are good examples of detailed writing as well but in general standards in this aspect of the work remain too dependent upon frameworks and templates suggested by teachers. However pupils' numeracy and ICT skills are good in both key stages. Pupils make good progress in their bilingual competences.
59. Pupils with SEN make good progress and achieve the targets set for them.
60. Pupils display outstanding development in their personal and social skills, co-operating happily within a range of learning strategies and producing lively discussions in all classes. They make good progress in their ability to solve problems, with a few individuals at the upper end of the school applying previous knowledge very well in this respect.
61. In creative skills standards are at least good with a number of examples of very good work across the school, especially in art, forming attractive and striking displays throughout the building.
62. In KS1 teacher assessments for 2004 show that a comparatively small majority of pupils achieve national expectations (level two) in Welsh (53%), mathematics (70%) and science (58%); statistics for Welsh include 25% of pupils who achieve level three. However, only a minority (49%) achieve the core subject indicator (at least level two in all three subjects) and all results are substantially lower than national and local norms. When results are benchmarked against comparable schools with 33% or more pupils eligible for free school meals, all results are in the lower quartile. Girls perform considerably better than boys in Welsh, while boys perform slightly better in mathematics.
63. In KS2 pupils' standards of attainment in the NC tests for 2004 show that the majority achieve national expectations (level 4) in Welsh (68%) English (70%) mathematics (66%) and science (66%). 30% achieve level five in English, 22% in mathematics, 18% in science, and 4% in Welsh. 52% achieve the core subject indicator (at least level four in mathematics, science and either Welsh or English) are substantially lower than norms but do represent the best set of statistics ever for the school. When benchmarked against comparable schools with 33% or more pupils eligible for free school meals, statistics in English are above the median for the second time in three years, whilst Welsh and mathematics have raised from the lower quartile for the first time. Girls perform substantially better than boys in Welsh, but boys perform significantly better in mathematics and science.
64. A number of elements explain the difference between standards of achievement in classes and attainment in statutory assessments ; these include :

- a high percentage of pupils who receive free school meals with a number of further pupils who remain unregistered for this. The school estimates that the true statistics are approximately five times the county norm;
 - a high percentage of pupils on the school SEN register, up to 35% in KS2 for the NC tests in 2004;
 - very low baseline assessments for a substantial number of pupils, especially in KS1, as well as solid evidence of a considerable value added dimension within results;
 - substantial improvement in the percentage of pupils who achieve level five in KS2 over the last three years;
 - substantial progress since the arrival of the present head teacher;
65. Pupils' attitudes towards their learning, the interest which they show in their work and their ability to concentrate is generally good. The vast majority work hard in lessons, are keen to join in the activities prepared for them and are enthusiastic in their work.
66. The vast majority of pupils behave very well whilst older pupils show mature citizenship within the school community, and reflect pride in their personal successes and those of the school in general. They respond very positively to the efforts of staff to raise their self image through positive praise, and these responsible attitudes have a beneficial effect on the progress in standards of achievement. They are polite without exception and respond well to the high expectations of teachers. Pupils show respect to their peers and adults, and the quality of relationships within the school is very good. A small core of pupils display challenging behaviour and nine were temporarily excluded over the last academic year.
67. Throughout the school pupils' understanding of issues of equal opportunities are good. Diversity within faiths and cultural traditions within society are respected, whilst older pupils respond in a mature fashion to concepts such as tolerance, justice and fairness. Visits to the local community and places of interest help to expand pupils' understanding of their community, and a purposeful start has been made in developing appropriate business enterprise skills for older pupils, though there remains scope for more consistent provision in this respect.
68. Pupils have a developing appreciation of the strengths and weaknesses of their own work and standards in this respect are good. They discuss their personal targets with understanding with the most able in KS2 taking the initiative to suggest for themselves when they feel that targets have been achieved. Pupils with SEN are very aware of their own personal targets.
69. Attendance for the last three terms before the inspection averaged 92.1%. The majority of pupils come to school regularly and punctually at the start of the day, but a significant minority is consistently late in this respect. Attendance in the reception class frequently falls below 90%.

The quality of education and training

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

Grade 1: Good with outstanding features.

70. The judgement of the inspection team matches that of the school in the self evaluation report.

71. During the inspection, teaching was graded as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
49%	46%	5%	0	0

72. The percentage of lessons which are judged to be grade 2 or higher is substantially higher than the WAG target for 2007 of 75% of lessons to be good or better.

73. In all lessons the teaching is on an appropriate level with a consistent and clear focus and well honed aims and objectives. Teachers have excellent relationships with their pupils, both promote and prepare well for equal opportunities within their teaching methods, and provide sound linguistic role models.

74. In almost half the lessons inspected there were outstanding features to the quality of teaching. These include:

- clear exposition of aims and objectives at the beginning of the lesson and effective appraisal at the end;
- a purposeful range of teaching and learning strategies, including lively introductions;
- high expectations;
- challenging pace;
- detailed knowledge and excellent understanding of subjects being taught;
- outstanding teaching within the SEN unit;
- a very good match of activities to the needs of individual pupils, including differentiated tasks to three ability levels within the majority of lessons;
- consistent use of positive praise;
- very good use of classroom assistants.

75. In the small number of lessons judged to be at Grade 3, lack of pace is the main shortcoming.

76. Teachers use a variety of appropriate means to strengthen and consolidate pupils' bilingual competences in lessons. They make very good and effective use of a range of techniques to extend pupils' skills in Welsh and English.

77. The quality of assessment is outstanding. Assessments are correct and consistent and meet statutory requirements, including those for SEN. Teachers know their pupils very well.
78. Teachers mark pupils' work regularly and in general, their comments give suitable guidance on how to improve the work further.
79. Very well organised and purposeful systems exist to ensure that pupils' progress is consistently recorded. Excellent use is made of the results of the NC tests to analyse standards and set targets. Very detailed records are kept on every pupil and purposeful use is made of these assessments to lead priorities in planning. Assessments in all core and foundation subjects are appropriately timescaled. Portfolios of work are kept in all subjects of the NC but not all have been levelled so far.
80. An outstanding feature of provision in assessment is the proactive contribution of pupils in planning their own progress;
81. Annual reports to parents conform with statutory requirements. They present a clear picture of pupil ability and achievement in every subject and offer comments on personal and social development. The constructive comments set clear guidelines for further improvements.

Key question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?

Grade 2: good features and no important shortcomings.

82. The findings of the inspection team match those of the school in the self-evaluation report.
83. The school responds well to pupils' learning needs. The curriculum is broad and balanced and meets statutory requirements. Provision reflects social inclusion in all aspects of access and equal opportunities and is structured well according to the main aims of the school.
84. The school deploys programmes of study which are well planned in detail and which are accessible to all pupils irrespective of ability, gender, or cultural background. There is very good provision for pupils with SEN both within the designated unit and individual classes, whilst all teachers prepare differentiated tasks within three ability levels in every lesson to meet the range of pupil needs.
85. A series of policies for every subject of the NC and religious education have been adopted. These are concise documents which consider the nature and individual demands of each subject carefully. Prominent attention is given to the Cwricwlwmm Cymreig and key skills and they form a good collection of documentation as a basis for curriculum management. Schemes of work are also of good quality and show the progression and continuity of the learning clearly.

86. Teachers prepare all lessons carefully to develop key skills in literacy and communication, numeracy, and ICT, but this planning is not always clear within long term documentation. Planning for creative skills is very good within creative subjects. Teachers also plan well for pupils' bilingual competences, this being one of the main aims of the school. Specific steps are taken to develop pupils' independence increasingly within learning, according to their age and levels of confidence in their work.
87. The quality of the Cwricwlwm Cymreig is good; pupils show increasing pride in their Welshness and by the upper end of KS2, discuss a number of elements and characters which identify contemporary Wales, without recourse to stereotyping.
88. Pupils' interests are catered for in opportunities provided at lunchtimes and in the sports club after school; the activities of the Urdd also have a positive influence in this respect. Pupils benefit from equal opportunities in these extra curricular activities and gain valuable skills as a result. Pupils' work is made more interesting through frequent visits to local places of interest and through the work of visitors who come to the school to bring their studies alive, for instance in history, music, and art.
89. Learning experiences promote pupils' spiritual, moral, social and cultural progress well. They have an increasing appreciation of ownership of, and responsibility towards both the school and the environment. Activities in art and music deepen their appreciation of awe and by the upper end of the school they discuss a number of challenging moral concepts such as justice and fairness in a sensible and mature fashion.
90. The school makes good provision for the personal and social education of pupils, mainly by integrating requirements within curriculum subjects. There are a number of special enterprises such as purposeful circle times. Opportunities for pupils to take responsibility for others and themselves are frequently provided whilst members of the school council take increasing part in several aspects of the life and work of the school; older pupils especially appreciate such opportunities to show initiative and to influence matters which affect their daily lives. These opportunities, as well as a broad range of humanitarian activities enable pupils to make good progress in their appreciation of local and global citizenship.
91. There are effective links with parents. As part of the inspection process four questionnaires completed by parents were received and these were positive in their support of the school and the efforts of staff. Five parents came to the pre-inspection meeting with the Registered Inspector and the vast majority of their comments were also very supportive. The school holds annual sessions for parents in either family literacy or family numeracy, and these have had a positive influence on standards recently. The PTA has been rekindled recently and raises substantial sums of money for the purchase of further resources.

92. The school promotes pupils' appreciation of other cultures well; as a result their appreciation and respect for diversity develops well.
93. The partnership with the community is a means of enriching the quality of the curriculum in several respects and provides valuable opportunities for all pupils. Standards in this respect are good.
94. Pupils develop well in their appreciation of the importance of sustainable development. A number of pupils in Year 5 act as monitors for recycling wastepaper within the school and older pupils show a good appreciation of similar community projects within Caernarfon. They also have an increasing knowledge of the importance of conservation.
95. The partnership with industry is gradually developing. Across the school pupils have sound knowledge the world of work and frequent opportunities to visit local industries. Older pupils enjoy occasional opportunities to develop enterprise skills, for instance by budgeting food for Christmas parties by means of a computer spreadsheet; however, there remains scope to expand this provision further and on a more regular basis.

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

Grade 1: Good with outstanding features.

96. The findings of the inspection team do not match the Grade 2 presented by the school in the self-evaluation report.
97. The quality of support, care, and guidance provided for learners is outstanding. Pupils are happy in the school and form very good relationships with peers and teachers within the caring, supporting, inclusive community. Pupils feel strongly that they are appreciated and trusted. Parents who expressed an opinion also voiced confidence in the care and guidance which the school provides.
98. Efforts to raise pupils' self respect and self image are an evident strength and all successes are regularly celebrated in a variety of ways.
99. There was no incidence of bullying during the inspection but the school has clear guidelines for staff should the need arise. Parents and pupils report that staff, implement both policy and guidelines effectively.
100. The close partnerships between local nursery groups and the school ensures that younger pupils settle quickly. Efficient transfer arrangements with the secondary school ensure that pupils are confident as they move from Y6 to Y7.
101. The partnership with external agencies is outstanding. Visits by the fire brigade, police and the school nurse promote pupils' health and safety in a positive fashion, whilst weekly meetings between the head teacher, welfare officer and social services provides an excellent means of early intervention regarding a

variety of challenging problems. The head teacher also spends a considerable amount of time on pastoral support, discussing fears and problems with individual pupils, and this is very good practice.

102. The school monitors attendance and punctuality in a firm fashion and tries hard to improve standards in this respect.
103. The school is enthusiastic in the manner in which it develops principles of healthy living, for instance by encouraging pupils to drink water throughout the school day, in order to improve concentration.
104. Staff display good knowledge of the detailed guidelines that are in place in the area of child protection. The head teacher is responsible for this area and protocols for implementation are soundly established and regularly practised in an outstanding fashion.
105. The structures for caring for pupils who have an accident or do not feel well are effective and two members of staff have first aid qualifications. A policy outlines arrangements for dispensing medicines, and appropriate steps are taken to protect pupils from the sun.
106. The sex education policy has been well established and is implemented with considerable praise from parents. Provision for alcohol and drugs-related education is also effective and has an evident influence upon pupils' attitudes.
107. Appropriately practical steps are taken to ensure the safety of pupils whilst they are in school. Fire drills are held regularly and all extinguishers are in place. All school entrances are kept locked during the day.
108. Provision for the 63 pupils with SEN, including the seven pupils with a statement is outstanding and conform fully with the requirements of the CoP. Effective use is made of standardised tests for the early recognition of needs. Pupils with SEN receive excellent support from class teachers and support assistants to help achieve the targets noted in their IEPs. Differentiated tasks within different classes meets the varied needs of pupils very effectively. Very good use is made of external agencies and the close partnership between parents and school promotes progress. Pupils with SEN make good progress according to their ability.
109. Small groups of pupils who are not on the SEN register are targeted to receive effective teaching in basic skills by two assistants. Also, reading and numeracy skills of many pupils in KS2 improve considerably within small teaching groups.
110. A specialist teacher effectively develops the skills of pupils who have hearing difficulties. Pupils who have visual problems are discussed and assessed by the specialist teacher on a more occasional basis.
111. In the SEN unit which receives pupils from a number of schools within the cluster, the provision is outstanding. The specialist teacher and support

assistant co-operate very well to develop the language and mathematical skills of pupils in their care; these pupils make progress which is at least good.

112. Provision for promoting equal opportunities is very good for all pupils including those with physical disabilities. The school has worked hard to implement improved access, with several ramps and a stair lift in place already.
113. The school's policy for promoting racial equality is in place and is implemented equitably by all teachers; pupils respect diversity well. In a number of subjects the work reflects the importance attached to tolerance and respect; the school succeeds well in developing pupils' understanding of other cultures.
114. Pupils' work is marked regularly using specific criteria; the comments appended are constructive and give clear guidance as to how to improve the work further.

Leadership and management

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

Grade 2: good features and no important shortcomings.

115. The findings of the inspection team do not match the grade 3 awarded by the school in the self-evaluation report.
116. The school is led and managed well. The leadership of the head teacher is purposeful, ambitious and effective. She provides a strong sense of direction to the work of the school and a secure sense of vision for further improvement and developments. The role of the deputy is also clearly defined and she provides considerable assistance to the head teacher in the task of managing provision and raising standards. A number of purposeful aims and objectives have been adopted; these are included an introduction to the SDP and are reflected well in the work of the school. There is a clear atmosphere of trust and understanding amongst all staff.
117. Good consideration is given to national priorities. The emphasis on social inclusion and equal opportunities is one of the main aims of the school and is consistently well reflected within all activities. Recent developments such as the Green School Award Scheme have been of considerable benefit in enabling pupils to grow into mature citizens.
118. Self-evaluation and target setting are well developed within management strategies. Each year, realistic targets are initially set and pupils grouped into three levels of ability to ensure further attention in small teaching groups for those who would benefit from such provision; and additional set of different, more challenging targets is then drawn up. There is clear evidence that a number of pupils who are withdrawn for small group sessions enjoy increased attainment and achievement as a result. Subject co-ordinators monitor the quality of provision and standards within their areas of responsibility carefully,

and provide a means of disseminating good practice. All monitoring is undertaken in accordance with agreed and specific aims and objectives.

119. The staff evaluation system is effective and promotes continuous professional development well, which in turn feeds into development plans. The school has twice been awarded the Quality Mark of the Basic Skills Agency.
120. The GB is very supportive of the school with a number of members who are both knowledgeable and intervene in a positive manner in management decisions; there remains scope to extend this good practice to all governors. Despite its best efforts, the school has not been able to secure a full complement of governors over the last three years.

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

Grade 2: good features and no important shortcomings.

121. The findings of the inspection team agree with those made by the school in the self-evaluation document.
122. The head teacher, governors, and staff are completely committed to improving standards. All staff are included in the self-evaluation process and governors also have made a practical input into the process. The role of curriculum leaders is well developed with consistent monitoring of standards and provision in order to feed into development plans and improvements.
123. The SDP is a useful planning document which notes priorities clearly; these meet current requirements to a considerable extent. Matters of timescale and the obligations of expenditure and training are noted clearly and a good number of success indicators are specific and measurable. Previous plans are evaluated clearly and honestly with good emphasis on the impact upon standards.
124. Useful analysis is made of a range of data, including baseline assessments in reception tests and those of the NC in KS2. The school has a clear picture of the added value within these statistics and makes good use of such analysis to improve standards, to plan purposefully, and to target pupils who require further attention in order to ensure that they also have the opportunity to achieve further; one result of this is the targeted groups in KS2.
125. Performance Management has already had a good effect on the school with a comprehensive system of subject teams identified to implement the provision. The head teacher has successfully implemented a culture of self-evaluation culture that contributes specifically towards noting and fulfilling the professional needs of all the staff.
126. The self-evaluation report produced before the inspection is of good quality, based on secure knowledge of the school. The inspection team agreed with

judgements in four out of the seven questions; in those questions where agreement was not met, the judgement of the team was higher in each case.

127. The school has made good progress since the last inspection and addressed all key issues appropriately. This success has had a positive effect on standards of achievement, and quality of teaching especially.

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

Grade 1: good with outstanding features.

128. The inspection team did not agree with the grade 2 given by the school in the self-evaluation document.

129. There are sufficient teachers with appropriate qualifications to teach every aspect of the NC. The vast majority have qualifications in language but the school INSET programme, including extended courses, has been a valuable means to extend their knowledge of other curriculum areas well. Staff commitments to professional development are closely linked to the priorities identified within the SDP and these have a positive influence on attitudes towards learning and teaching.

130. The use of staff is outstanding. Expertise in language is taken advantage of to exchange classes for language and mathematics throughout the school together with additional specialist teaching in music, physical education, and information technology. The system of curricular teams for every subject also has a beneficial influence on provision and professional development. Responsibilities are fairly and equitably distributed. The head teacher does not have charge of a classroom but uses her time profitably to deputise in classes so that curriculum leaders can monitor their subjects. She also undertakes pastoral duties on a daily basis and maintains excellent links with external agencies.

131. The practice of employing an additional teacher is an outstanding feature and a means of raising standards in literacy and numeracy for middle ability groups in KS2; this expenditure is cost effective in every respect.

132. A further outstanding aspect of staffing is the excellent use made of classroom assistants who support pupils with SEN.

133. The daily diary system of the LEA is implemented effectively by the assistant in the SEN unit. She also provides training for support assistants across the school and monitors their progress and the quality of support which they offer; this is outstanding practice.

134. Classrooms and all communal areas are welcoming and colourful and the quality of displays throughout the school is very good. Outstanding use is made of the large building with designated rooms for music, art, history, and information technology. A separate hall and canteen are provided.

135. Resource provision is very good for all ages including the early years. Resources are of good quality and consistent and imaginative use is made of them in lessons, whilst their accessibility is also good. Equipment within the computer room and history museum is particularly outstanding.
136. The school is located on an extensive site, with substantial hard surfaces and playing fields. There are appropriate play areas for KS1 and children under five although these have not been marked to promote structured play; these areas are secure, and purposeful use is made of them. However, the yard for KS2 is poorly surfaced and a cause of concern in terms of health and safety.
137. Financial management is tight and the school operates within its budget despite a considerable deficit this year. Staffing is prioritised to realise the strategy of small learning groups; this is cost effective and has obviously had a beneficial influence on standards, especially in KS2. Currently the financial reserves, as a percentage of the whole budget, is too low because of an unexpectedly expensive water bill owing to undetected leaks in the pipes. However, with forthcoming staff changes and considerable increase in pupil numbers for the next educational year, the school is in a good situation to rebuild reserves up to 5% of the budget, and detailed plans are in hand to do so. Consistent monitoring of quality of provision and standards ensures cost efficiency of all expenditure and priorities.
138. The school gives good value for money.

Standards achieved in subjects and areas of learning

Subject 1 – Early Years

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

Language, literacy and communication

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 2: Good features and no important shortcomings

Good and outstanding features

140. In the nursery class, children listen carefully and respond enthusiastically to questions and commands. They speak confidently about various creatures and show increasing interest in books. They know their names and know and form some letters correctly. They make marks on papers with pencils and crayons.

141. In the reception class, the vast majority of pupils speak and respond confidently. They role play in a mature fashion in the class library, shop and veterinary surgery. They voice opinions effectively, for example as they discuss pets. They recognise a number of letters and sounds and form some letters correctly. Children read some familiar words correctly and the majority have begun to understand the purpose of writing. They write their own names correctly and have created a number of classroom books together.

Shortcomings

142. There are no important shortcomings.

Personal and social education

Nursery: Grade 1: Good with outstanding features

Reception: Grade 1: Good with outstanding features

Good and outstanding features

143. Nursery children work and play very well together. They show excellent self control and are aware of the need for hygiene. They dress and undress themselves independently. The majority await their turn patiently as they play a game. Outstanding features include the respect they show for teachers and peers, and their concern towards living creatures.

144. Children in the reception class understand the importance of rules and are very eager to share resources. They have formed very good relations with peers and adults and respond immediately to instructions. They answer the phone courteously as they role play and they always give thanks. Outstanding features include the manner in which they undertake deputised responsibilities, such as sharing fruits, and operate computer programs in an independent fashion.

Shortcomings

145. There are no important shortcomings.

Mathematical development

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 2: Good features and no important shortcomings

Good and outstanding features

146. In the nursery class children count to ten confidently and understand the concept of paired numbers. They understand the concept of large and small numbers and sort objects correctly according to shape and colour. They speak

confidently about the properties of two dimensional shapes and are able to follow and create patterns.

147. In the reception class the majority of pupils count to ten and further confidently. and correspond number and symbols correctly. They create sets and sort objects according to size and colour. They understand differences between shapes and begin to use mathematical language such as more, long and short appropriately as they weigh and measure.

Shortcomings

148. There are no important shortcomings.

Knowledge and understanding of the world.

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 1: Good with outstanding features

Good and outstanding features

149. Children understand colours and name several animals in the nursery class. They talk enthusiastically about animal habitats and re-tell the story of Noah confidently. They understand the work of the postman and name parts of the body successfully. They have good appreciation of the order of the day and understand the meaning of yesterday and a long time ago.

150. In the reception class children discuss the life cycle of a frog in a very detailed fashion. An outstanding feature is their factual knowledge of nocturnal creatures. They talk enthusiastically about transport and have very detailed knowledge about a fire engine. Their information technology work is outstanding with children working independently on a good range of appropriate programmes.

Shortcomings

151. There are no significant shortcomings.

Physical development

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 1: Good with outstanding features

Good and outstanding features

152. Nursery children use small equipment such as scissors and building blocks with increasing control. They move energetically and follow instructions well and

show good awareness of different parts of the body in physical education lessons. They play confidently with large equipment in the yard.

153. Reception children use writing equipment, scissors, painting equipment and glue very effectively. As they play with large toys they show outstanding control over their bodies and a very good appreciation of different parts of the body. On the yard they play with confidence and energy on the equipment and show very good awareness of safety.

Shortcomings

154. There are no significant shortcomings.

Creative development

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 2: Good features and no important shortcomings

Good and outstanding features

155. Children in the nursery respond in a lively fashion to music in dance lessons and sing with enthusiasm. They create lively pictures, mixing paints effectively and produce colourful collages. They use chalk and pastels on black paper to create interesting snowmen. Their weaving work is tasteful and shows good skills, whilst designs for a bed cover are neat and attractive.

156. Reception children create interesting work in a variety of mediums whilst their portraits and models of animals show good observation skills. Creative skills using the computer are good. They sing and beat rhythms in a lively fashion and experiment confidently with percussion instruments, playing with discipline and enthusiasm. They sing in a lively fashion and play roles confidently within the class.

Shortcomings

157. There are no significant shortcomings.

Subject 2 Welsh

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

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

Good and outstanding features

158. In KS1 children listen carefully and are keen to contribute to discussions. They talk in a lively fashion with visitors and adults. By Y2 they use a broad range of syntax and appropriate vocabulary. They succeed in expressing themselves effectively for a number of purposes, for instance role play. They talk confidently about interesting events in stories and discuss characters such as the ones in the story of Sali Sws with enthusiasm.
159. In KS2 pupils listen carefully to teachers and each other. In general they speak clearly with good enunciation. Pupils in Y3 use correct terms as they discuss the properties of a newspaper article. In Y4 pupils express opinions confidently as they discuss feelings during circle times and pupils in Y6 argue effectively for and against visitors to the Eryri National Park. A good number in every class responds in an extended fashion.
160. Pupils in KS1 master reading skills well, reading with considerable accuracy by the end of Y2. They have good knowledge of phonics and deconstruct unfamiliar words effectively using appropriate and varied strategies. Pupils at the upper end of the key stage know the difference between fiction and non fiction books.
161. In KS2 pupils read correctly and a great number read fluently and with understanding. In Y3 and Y4 pupils discuss characters and events in books effectively and read in public with appropriate enunciation. Pupils in Y5 use contents pages and indexes appropriately in order to discover information. At the upper end of the school pupils read fiction and poetry with enunciation and good understanding. They use dictionaries and thesauri effectively to correct spelling and expand vocabulary. Higher order reading skills of the most able pupils are good as they skim-read to discover facts quickly.
162. In KS1 pupils have good standards in writing. They write for a number of purposes, for instance to describe characters in a book, to produce information leaflets, and to create letters. The most able pupils in Y2 use a variety of sentence constructions and show increasing understanding of punctuation. Pupils in Y1 and Y2 use words well to create poetic couplets. In general spelling is correct. Approximately half the pupils in Y2 write in an extended fashion.
163. In KS2 pupils write successfully in a variety of forms for various audiences. Pupils in Y3 make effective use of writing frames to improve the structure of the work and pupils in Y4 show good appreciation of the sequence of events and plan their work carefully. They use appropriate idioms and have good knowledge of the differences between the dialects of north and south Wales. In Y5 and Y6 pupils produce interesting work with good levels of accuracy. Their diaries, pieces of factual information, responses to the start of a novel and poems such as Haiku show considerable accuracy and originality, and also the good influence of the poets in residence with whom they have shared workshops. Pupils have good knowledge of vocabulary and use terminology appropriately as they discuss aspects of their work. The most able pupils at the

upper end of the school make consistent and correct use of paragraphs and use the correct forms of the verb effectively. The most able pupils in all classes write in an extended fashion.

164. Handwriting and the presentation of work of pupils across the school is of a high standard.

Shortcomings:

165. There are no important shortcomings.

Subject 3: English

KS2: Grade 2: Good features and no important shortcomings.

Good and outstanding features.

166. Pupils in KS2 listen very well within their English lessons which enables them to consider their contributions to discussions carefully. They discuss in a lively and enthusiastic manner using vocabulary which is appropriate to their age and ability. They follow instructions carefully and promptly and the quality of discussion within group work or paired situations is also good. They offer balanced contributions and express themselves effectively, forming appropriate questions. A good number respond in extended detail.

167. Standards of reading are at least good across KS2 with a small number of individuals achieving very good standards in every class, showing appropriate fluency and enunciation. Pupils have good deconstruction skills and use these confidently in their work and predict outcomes sensibly. The most able discuss and use books well, name their favourite authors and have interesting ideas regarding style and characters. Across the key stage, pupils' ability to read from screen is good and they make effective use of dictionaries and thesauri to check meaning and spelling.

168. Writing is good in KS2. Pupils show imagination in their work and write for a number of purposes including presenting information, persuasion, stories, letters, and poetry. The best examples show increasing originality. Less able pupils make good use of writing frameworks to improve the structure of their work. Many use dictionaries correctly to develop their vocabulary. The quality of handwriting is good and pupils punctuate and spell correctly for the most part. There are extended contributions from a good number of pupils in every class.

Shortcomings

169. There are no important shortcomings.

Subject 4: History

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

Key Stage 2: Grade 1: Good with outstanding features.

Good and outstanding features:

170. Pupils in KS1 have good historical vocabulary and apply this well to promote their understanding of chronology within non standard periods such as yesterday, long ago, and a long time ago.
171. In KS1 pupils compare the life of yesterday and today in an appropriate range of contexts, including the home, the farm, and transport. They compare pictures and photographs sensibly in this respect and their observation of skills in relation to artefacts develop well. Following a visit by a local farmer they are aware of the tremendous changes that have happened in agriculture over the last century.
172. Pupils in KS1 display good knowledge of a number of historical characters, some of them with an evident Welsh dimension such as Barti Ddu. They recall simple facts confidently and consolidate their information in a variety of formats including poetry and simple drama work.
173. In KS2 pupils have outstanding historical information. Pupils in Y3 discuss the Stone Age in tremendous detail making detailed observation on the ways of life and daily routines. Pupils in Y4 have very good knowledge of the quarries of Gwynedd locating these correctly on a map and describing the work of the day using challenging and mature vocabulary; they use mime situations confidently to reconstruct this knowledge. In Y6 pupils locate historical periods over a period of two centuries correctly on a timeline and make reference to several specific dates as they discuss important events. As a result, their understanding of chronology is very good.
174. Pupils in KS2 have excellent information on the history of Caernarfon, the castle, the Segontium Fort, and the famous characters of the area such as Lloyd George and Sir Huw Owen.
175. Across KS2 pupils discuss and use a wide range of historical sources confidently and maturely, including diaries, pictures, art work, photographs, maps and artefacts. They categorise these into original and secondary sources and by Y6 come to a judgement regarding the dependability of evidence within their studies.
176. Older pupils in KS2 make very good and consistent use of internet research for historical information; they list a number of different websites which they use and predict the kind of information which they are likely to discover. These skills are very good.

177. Across KS2 pupils compare facts with fables and formulate clear and interesting hypotheses about what is likely to be historically accurate.

Shortcomings

178. There are no important shortcomings.

Subject 5: Music

KS1: Grade 3: Good features outweigh shortcomings

KS2: Grade 3: Good features outweigh shortcomings

Good and outstanding features.

179. The quality of singing is good. Pupils sing with energy and clear diction, maintain sentences fully, breathe appropriately and maintain pitch securely. In KS2 pupils respond well to teaching which concentrates on technique and make good progress in two-part singing maintaining individual lines confidently.

180. Pupils in KS1 control a range of appropriate percussion instruments, both tuned and untuned, and use these to accompany classroom singing. The range of instruments is appropriately extended in KS2 where pupils deal with a broader range of sounds including electronic examples; they create increasingly complex textures confidently as an accompaniment to their singing.

181. Pupils in KS2 who receive instrumental lessons by peripatetic teachers apply these skills well to enrich the quality of performance within the classroom.

182. Pupils in both key stages keep a steady beat well. They internalise rhythms confidently and repeat these correctly; again considerable progress is seen in the complexity of this work throughout the school.

183. Appraisal work is good in both key stages. Pupils discuss the musical elements correctly across a broad range of music including folk music, pop, Welsh music and examples from other traditions.

Shortcomings

184. In both key stages, pupils' composition skills are insufficiently developed. Pupils display too much dependence on teachers' ideas and there are only few examples of extended work in this respect.

185. In both key stages pupils' ability to perform and compose in improvised situations is limited.

Subject 6: Physical Education

KS1: Grade 2: Good features and no important shortcomings.

KS2: Grade 1: Good with outstanding features.

Good and outstanding features.

186. Pupils in both key stages understand the beneficial effects of physical education on health. They have very good appreciation of safety in their physical education lessons and use empty spaces sensibly.

187. Pupils in Y1 work in an energetic fashion in games lessons and achieve good standards. They show good control as they hit, roll, and catch a ball, and evaluate their work effectively. They co-operate effectively with a partner.

188. In games lessons in Y4 pupils show outstanding tennis skills. They work with enthusiasm and energy and evaluate their work very well. They work in a disciplined fashion as they practice throwing and catching skills and use racquets with very good control. An outstanding feature is their use of attack and defence strategies as they perform in groups of four.

189. Standards of gymnastics in Y6 are outstanding. Pupils have excellent appreciation of different parts of the body and the whole body. They create interesting sequences using varied shapes and body tension, and respond sensitively to music with movements which flow with ease. As they work with partners, pupils show very good cooperation and timing. On equipment, pupils work confidently and evaluate their work effectively in order to improve performance.

190. Older pupils of the school show good skills in orienteering activities when they visit an open air activity centre.

Shortcomings

191. There are no important shortcomings.

School's response to the inspection

The school is pleased with the results of the inspection, which is testament to the hard work, commitment and professionalism of all staff and to the children for their hard work.

The school will now incorporate the recommendations into the Development Plan and implement these recommendations as soon as possible.

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Appendix A

Basic information about the school

Name of school	Ysgol Maesincla
School type	Primary under the Voluntary Control of the Church in Wales
Age-range of pupils	3-11
Address of school	Ysgol Maesincla Caernarfon Gwynedd
Post-code	LL55 1DF
Telephone number	01286 673787
Headteacher	Mrs G E Roberts
Date of appointment	September 1999
Chair of governors/ Appropriate authority	Rev Roger Donaldson
Registered inspector	Mr Meurig Thomas
Dates of inspection	June 14 th – 17 th 2005

Appendix B

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	12	37	28	26	33	24	26	17	203

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	10	2	11

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	18.1:1
Pupil: adult (fte) ratio in nursery classes	12:1
Pupil: adult (fte) ratio in special classes	10:1
Average class size, excluding nursery and special classes	24.3
Teacher (fte): class ratio	1.25:1

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole School
Autumn 2004	89.4	95.4	92.75	92.5
Spring 2005	87.6	95.4	94.37	92.4
Summer	89.7	92.41	92.55	91.5

Percentage of pupils entitled to free school meals	50%
Number of pupils excluded during 12 months prior to inspection	9

Appendix C

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2004			No. Y2 pupils: 33				
Percentage of pupils on each level			D	W	1	2	3
Welsh	Teacher Assessment	School	0	6	39.4	27.3	27.3
		National	1	1	10	63	24
Mathematics	Teacher Assessment	School	0	3	27.3	69.7	0
		National	0	2	11	63	24
Science	Teacher Assessment	School	0	0	42.4	57.6	0
		National	0	2	10	65	23

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	48.5	In Wales	80

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

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

National Curriculum Assessment KS2 Results 2004							Number of pupils in Y6			27		
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher Assessment	School	0	0	0	0	6.4	14.8	37	41.8	0	0
		National	0	0	0	1	1	6	20	46	25	0
	Task/Test	School	0	0	0	0	0	29.6	0	40.8	29.6	0
		National	1	1	3	0	0	5	15	44	30	0
Welsh	Teacher Assessment	School	0	0	0	0	0	7.3	30	59	3.7	0
		National	1	0	0	1	0	4	18	51	25	0
	Task/Test	School	0	0	0	0	0	0	32	64	4	0
		National	2	2	1	0	0	3	20	49	23	0
Mathematics	Teacher Assessment	School	0	0	0	0	0	3.8	29.6	44.4	22.2	0
		National	0	0	0	0	0	4	19	46	30	0
	Task/Test	School	0	0	0	0	0	3.8	29.6	44.4	22.2	0
		National	1	2	1	0	0	4	16	41	36	0
Science	Teacher Assessment	School	0	0	0	0	0	14.9	18.5	48.1	18.5	0
		National	1	0	1	0	0	2	9	50	35	0
	Task/Test	School	0	0	0	0	0	0	33.3	48.2	18.5	0
		National	1	1	1	0	0	1	9	51	37	0

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	52	In the school	52
In Wales	71	In Wales	71

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

Appendix D

Evidence base of the inspection

Four inspectors spent a total of 11 inspector days in the school and met as a team before the inspection.

These inspectors visited:

- 41 lessons or part lessons
- all classes;
- acts of collective worship (as observers only);
- a range of extra curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection began; and
- senior managers, teachers, support and administrative staff and groups of pupils during the inspection.

The team also considered:

- the school's self evaluation report;
- five responses to a parent's questionnaire;
- comprehensive documentation provided by the school before and during the inspection; and
- a wide range of pupils' past and current work.

The inspection team held post inspection meetings with the staff and governors.

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Meurig Thomas: Rgl	Context Summary Key Questions 1,3,5 and 6 English, history and music
Mr Gwilym Morris Lay Inspector	Contributions to Key Questions 1,3,4 and 7.
Mrs Zohrah Evans Team Inspector	Key Questions 2, 4 and 7 Children under 5, Welsh and Physical Education
Mr Tony Bate Peer Assessor	Contributions to all aspects of the inspection.

Acknowledgement

The inspection team would like to thank governors, staff and pupils of the school for their cooperation during the inspection.

Contractors

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

**Ysgol Gynradd Maesincla
Maesincla Caernarfon
Gwynedd
LL55 1DF**

A SUMMARY REPORT FOR PARENTS

Date of Inspection: 14 – 17 June 2005

by

**Mr Meurig Thomas
W093 17639**

Date: 20th July 2005

Under Estyn contract number: T/208/04P

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

The inspection of Ysgol Maesincla took place between 13th – 17th June 2005. An independent team of inspectors, led by Mr Meurig Thomas undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

The five-point scale used to represent all inspection judgements in this report is as follows:

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

There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

Estyn decides the kind of inspections that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All special schools, pupils referral units and any new or amalgamated schools receive a full inspection.

This school received a **standard** inspection.

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain the age of 18 during the academic year.

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The national curriculum covers four key stages as follows:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

List of acronyms used in this report:

CoP	-	Code of Practice
GB	-	Governing Body
ICT	-	Information and Communications Technology
IEP	-	Individual Education Plan
INSET	-	In Service Education and Training
KS	-	Key Stage
LEA	-	Local Education Authority
NC	-	National Curriculum
PSE	-	Personal and Social Education
PTA	-	Parent Teacher Association
SDP	-	School Development Plan
SEN	-	Special Education Needs
WAG	-	Welsh Assembly Government
Y	-	Year

Context

The nature of the provider

1. Ysgol Maesincla is located in the historic town of Caernarfon on the Gwynedd coastline in North Wales; the school is under the voluntary control of the Church in Wales. It serves part of the town community, with a substantial proportion of the area subject to economic disadvantage and a designated Priority One area; 50% of pupils receive free school meals, a figure which is almost four times the county average.
2. Approximately 77% of pupils come from homes where Welsh is spoken as a first language but the school estimates that approximately 89% speak Welsh as a first language or to a comparable standard; Welsh is the main medium of education. Currently there are 191 full time pupils as well as 24 children who attend the nursery on a part time basis, making a total of 203 FTE pupils; this represents a reduction of about 20% over the last four years.
3. Currently seven pupils have a statement of SEN according to the requirements of the CoP; 56 further pupils appear on the school SEN register; this represents approximately 30% of the total roll. Additionally the SEN cluster unit is situated within the school, with ten pupils attending for the morning sessions only.

The school's priorities and targets

4. The school was last inspected in the Summer Term 1999 and describes its main priorities as follows:
 - to maintain and raise standards of achievements in every curriculum area according to the requirements of the NC and religious education;
 - to nurture a civilised society which places emphasis on moral and humanitarian values;
 - according to the bilingual policy of the LEA to develop pupils' abilities to be confidently bilingual in order for them to become full members of the bilingual community in which they live.
5. The present targets of the school include a commitment to:
 - Develop the work in PSE further;
 - To continue to refine provision for key skills;
 - To achieve the bronze level for the Green Schools awards scheme;

Summary

6. Ysgol Maesincla is a good school with several outstanding features. Good progress has been made since the last inspection with the quality of teaching and the care and support offered to pupils now outstanding. The inspection team agreed with more than half the judgements made by the school in its self-evaluation report; in those aspects where a different grade was awarded, the judgement of the team was higher in each case.

Table of grades awarded

7. The inspection team judged the work of the school as follows:

Key question	Inspection grade
1 How well do learners achieve?	2
2 How effective are teaching, training and assessment?	1
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	2
4 How well are learners cared for, guided and supported?	1
5 How effective are leadership and strategic management?	2
6 How well do leaders and managers evaluate and improve quality and standards?	2
7 How efficient are leaders and managers in using resources?	1

Standards:

8. The overall quality of educational provision for the under-fives is appropriate to their needs, and pupils make good progress towards the Desirable Outcomes for Children's Learning. Baseline assessments suggest that levels of achievement as children start school are considerably lower than the county average for the majority of children. Standards are as follows:

	Nursery	Reception
Language, literacy and communication	Grade 2	Grade 2
Personal and social development	Grade 1	Grade 1
Mathematical development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 2	Grade 1
Physical development	Grade 2	Grade 1
Creative development	Grade 2	Grade 2

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

Subject	Key Stage 1	Key Stage 2
Welsh	Grade 2	Grade 2
English	Not relevant	Grade 2
History	Grade 2	Grade 1
Music	Grade 3	Grade 3
Physical Education	Grade 2	Grade 1

10. In the lessons inspected standards were judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
15%	75%	10%	0	0

11. Pupils' achievement in lessons is substantially higher than the WAG target for the whole of Wales in 2007, namely 98% of lessons to be Grade 3 and 65% good or better (Grade 2).
12. Children in the early years make good progress across the range of key skills in language, literacy and communication, numeracy and ICT; in personal and social skills, they make very good progress. They show positive attitudes towards learning, developing good skills in this respect.
13. In the key skills in KS1 and KS2, pupils' listening skills are outstanding; they listen carefully and politely on every occasion and in music lessons, reflect ability to listen in detail and critically. In speaking and reading, pupils' skills are good across the curriculum; there are good examples of detailed writing as well but in general standards in this aspect of the work remain too dependent upon frameworks and templates suggested by teachers. However pupils' numeracy and ICT skills are good in both key stages. Pupils make good progress in their bilingual competences.
14. Pupils with SEN make good progress and achieve the targets set for them.
15. Pupils display outstanding development in their personal and social skills, co-operating happily within a range of learning strategies and producing lively discussions in all classes. They make good progress in their ability to solve problems, with a few individuals at the upper end of the school applying previous knowledge very well in this respect.
16. In creative skills standards are at least good with a number of examples of very good work across the school, especially in art, forming attractive and striking displays throughout the building.
17. In KS1 teacher assessments for 2004 show that a comparatively small majority of pupils achieve national expectations (level two) in Welsh (53%), mathematics (70%) and science (58%); statistics for Welsh include 25% of pupils who achieve level three. However, only a minority (49%) achieve the core subject indicator (at least level two in all three subjects) and all results are substantially

lower than national and local norms. When results are benchmarked against comparable schools with 33% or more pupils eligible for free school meals, all results are in the lower quartile. Girls perform considerably better than boys in Welsh, while boys perform slightly better in mathematics.

18. In KS2 pupils' standards of attainment in the national curriculum tests for 2004 show that the majority achieve national expectations (level four) in Welsh (68%) English (70%) mathematics (66%) and science (66%). 30% achieve level five in English, 22% in mathematics, 18% in science, and 4% in Welsh. 52% achieve the core subject indicator (at least level four in all of mathematics, science and either Welsh or English). Again results are substantially lower than norms but do represent the best set of statistics ever for the school. When benchmarked against comparable schools with 33% or more pupils eligible for free school meals, statistics in English are above the median for the second time in three years, whilst Welsh and mathematics have raised from the lower quartile for the first time. Girls perform substantially better than boys in Welsh, but boys perform significantly better in mathematics and science.
19. A number of elements explain the difference between standards of achievement in classes and attainment in statutory assessments; these include:
 - a high percentage of pupils who receive free school meals with a number of further pupils who remain unregistered for this. The school estimates that the true statistics are approximately five times the county norm;
 - a high percentage of pupils on the school SEN register, up to 35% in KS2 for the NC tests in 2004;
 - very low baseline assessments for a substantial number of pupils, especially in KS1, as well as solid evidence of a considerable value added dimension within results;
 - substantial improvement in the percentage of pupils who achieve level five in KS2 over the last three years;
 - substantial progress since the arrival of the present head teacher;
20. Pupils' attitudes towards their learning, the interest which they show in their work and their ability to concentrate is generally good. The vast majority work hard in lessons and are keen to join in the activities prepared for them and are enthusiastic in their work.
21. The vast majority of pupils behave very well whilst older pupils show mature citizenship within the school community, and reflect pride in their personal successes and those of the school in general. They respond very positively to the efforts of staff to raise their self image through positive praise, and these responsible attitudes have a beneficial effect on the progress in standards of achievement. They are polite without exception and respond well to the high expectations of teachers. Pupils show respect to their peers and adults, and the quality of relationships within the school is very good. A small core of pupils display challenging behaviour and nine were temporarily excluded over the last academic year.

22. Throughout the school pupils' understanding of issues of equal opportunities is good. Diversity within faiths and cultural traditions within society are respected, whilst older pupils respond in a mature fashion to concepts such as tolerance, justice and fairness. Visits to the local community and places of interest help to expand pupils' understanding of their community, and a purposeful start has been made in developing appropriate business enterprise skills for older pupils, though there remains scope for more consistent provision in this respect.
23. Pupils have a developing appreciation of the strengths and weaknesses of their own work and standards in this respect are good. They discuss their personal targets with understanding with the most able in KS2 taking the initiative to suggest for themselves when they feel that targets have been achieved. Pupils with SEN are very aware of their own personal targets.
24. Attendance for the last three terms before the inspection averaged 92.1%. The majority of pupils come to school regularly and punctually at the start of the day, but a significant minority is consistently late in this respect. Attendance in the reception class frequently falls below 90%.

The Quality of Education and Training

25. The quality of teaching was graded as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
49%	46%	5%	0	0

26. The percentage of lessons which are judged to be grade 2 or higher is substantially higher than the WAG target for 2007 of 75% of lessons to be good or better.
27. In all lessons the teaching is on an appropriate level with a consistent and clear focus and well honed aims and objectives. Teachers have excellent relationships with their pupils, both promote and prepare well for equal opportunities within their teaching methods, and provide sound linguistic role models.
28. In almost half the lessons inspected there were outstanding features to the quality of teaching. These include:
- clear exposition of aims and objectives at the beginning of the lesson and effective appraisal at the end;
 - a purposeful range of teaching and learning strategies, including lively introductions;
 - high expectations;
 - challenging pace;
 - detailed knowledge and excellent understanding of subjects being taught;
 - outstanding teaching within the SEN unit;
 - a very good match of activities to the needs of individual pupils, including differentiated tasks to three ability levels within the majority of lessons;

- consistent use of positive praise;
 - very good use of classroom assistants.
29. In the small number of lessons judged to be at Grade 3, lack of challenging pace is the main shortcoming.
 30. Teachers use a variety of appropriate means to strengthen and consolidate pupils' bilingual competences in lessons.
 31. The quality of assessment is outstanding. Assessments are correct and consistent and meet statutory requirements, including those for SEN. Teachers know their pupils very well.
 32. Very well organised and purposeful systems are in place to ensure that pupils' progress is consistently recorded. Excellent use is made of the results of the NC tests to analyse standards and set targets. Assessments in all core and foundation subjects are appropriately timescaled. Portfolios of work are kept in all subjects of the NC but not all have been levelled so far.
 33. An outstanding feature of provision in assessment is the proactive contribution of pupils in planning their own progress;
 34. Annual reports to parents conform with statutory requirements. They present a clear picture of pupil ability and achievement in every subject and offer comments on personal and social development. The constructive comments set clear guidelines for further improvement.
 35. The school responds well to the needs of pupils and offers equal access to a broad and balanced curriculum. Social inclusion is an outstanding strength. Curricular breadth includes good provision for the Cwricwlwm Cymreig, PSE and education for sustainable development.
 36. Planning for key skills is detailed in individual lessons, but not always apparent in long term schemes of work.
 37. Learning experiences promote the spiritual, moral, social and cultural development of pupils well Pupils' appreciation of diversity is very good and older pupils discuss concepts such as fairness, justice, equality and tolerance in a mature fashion. The inspection team was not responsible for inspecting collective worship; this aspect was undertaken as a separate exercise by the Church in Wales.
 38. The quality of the school's partnerships with parents and the community is good.
 39. The school is a happy community with the quality of care for pupils outstanding. Pupils feel strongly that they are appreciated and supported. The pastoral work of the head teacher is outstanding and she maintains excellent practice in terms of cooperation with external agencies.

40. Provision for pupils with SEN is outstanding and meets in full the requirements of the CoP.

Leadership and management

41. The school is led and managed well. The leadership of the head teacher is purposeful, ambitious and effective. She provides a strong sense of direction to the work of the school and a secure sense of vision for further improvement and development. The role of the deputy is also clearly defined and she provides considerable assistance to the head teacher in the tasks of managing provision and raising standards. A number of purposeful aims and objectives have been adopted; these are included as an introduction to the SDP and are reflected well in the work of the school. There is a clear atmosphere of trust and understanding amongst all staff.
42. Self-evaluation and target setting are well developed within management strategies. Each year, realistic targets are initially set and pupils grouped into three levels of ability to ensure further attention in small teaching groups for those who would benefit from such provision; and additional set of different, more challenging targets is then drawn up. There is clear evidence that a number of pupils who are withdrawn for small group sessions enjoy increased attainment and achievement as a result. Subject co-ordinators monitor the quality of provision and standards within their areas of responsibility carefully, and provide a means of disseminating good practice.
43. The GB is very supportive of the school with a number of members who are both knowledgeable and intervene in a positive manner in management decisions; there remains scope to extend this good practice to all governors. Despite its best efforts, the school has not been able to secure a full complement of governors over the last three years.
44. The SDP is a useful planning document which notes priorities clearly; these meet current requirements to a considerable extent. Matters of timescales and the obligations of expenditure and training are noted clearly and a good number of success indicators are specific and measurable. Previous plans are evaluated clearly and honestly with good emphasis on the impact upon standards.
45. Useful analysis is made of a range of data, including baseline assessments in reception tests and those of the NC in KS2. The school has a clear picture of the value added dimension within these statistics and makes good use of such analysis to improve standards, to plan purposefully, and to target pupils who require further attention in order to ensure that they also have the opportunity to achieve further; one result of this is the targeted groups in KS2.
46. The school has made good progress since the last inspection and addressed all key issues appropriately. This success has had a positive effect on standards of achievement, and quality of teaching especially.

47. The use of staff is outstanding. Expertise in language is taken advantage of to exchange classes for language and mathematics throughout the school together with additional specialist teaching in music, physical education, and information technology. The system of curricular teams for every subject also has a beneficial influence on provision and professional development. Responsibilities are fairly and equitably distributed. The practice of employing an additional teacher is an outstanding feature and a means of raising standards in literacy and numeracy for middle ability groups in KS2; this expenditure is cost effective in every respect. Another further outstanding feature of staffing is the very good use made of support assistants for pupils with SEN.
48. There is a very good supply of resources within the school for every age, including the early years. They are of good quality, and purposeful and imaginative use is made of them in lessons, with accessibility also good. Equipment within the computer suite and the history museum is outstanding.
49. The school is located on an extensive site, with substantial hard surfaces and playing fields. There are appropriate play areas for KS1 and children under five although these have not been marked to promote structured play; these areas are secure, and purposeful use is made of them. However, the yard for KS2 is poorly surfaced and a cause of concern in terms of health and safety.
50. Financial management is rigorous and the school operates within its budget despite a considerable deficit this year. Staffing is prioritised to realise the strategy of small learning groups; this is cost effective and has obviously had a beneficial influence on standards, especially in KS2. Currently the financial reserves, as a percentage of the whole budget, is too low because of an unexpectedly expensive water bill owing to undetected leaks. However, with forthcoming staff changes and considerable increase in pupil numbers for the next educational year, the school is in a good situation to rebuild reserves up to 5% of the budget, and detailed plans are in hand to do so. Consistent monitoring of quality of provision and standards ensures cost efficiency of all expenditure and priorities.
51. The school gives good value for money.

Recommendations

In order to improve the school needs to:

R1: take appropriate steps to raise standards in music in both key stages and writing as a key skill across the curriculum;

R2: tighten further the planning of schemes of work to ensure that opportunities for key skills are noted clearly;

R3: complete the task of levelling all subject profiles;

R4: extend the opportunities for business and enterprise skills for the older pupils;

R5: continue with the valuable efforts to ensure a full complement of governors and also to ensure that good practice amongst the GB is disseminated to all members;

R6: continue with the strategies to raise standards of attendance and punctuality;

R7: take appropriate steps to level the yard for KS2 which is a current concern in terms of health and safety.

Acknowledgement

The inspection team would like to thank governors, staff and pupils of the school for their cooperation during the inspection.