

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

**Y.G. Llangynfelyn
Taliesin
Machynlleth
SY20 8JG**

School Number: 6672307

Date of Inspection: 12/06/06

by

**Owen Glyn Roberts
78806**

Date of Publication: 14 August, 2006

Under Estyn contract number: 1120805

The purpose of Estyn is to improve quality and standards in education and training in Wales. Estyn is responsible for inspecting:

- * nursery schools and settings maintained or used by local education authorities (LEAs);
- * primary schools;
- * secondary schools;
- * special schools;
- * pupil referral units;
- * independent schools;
- * further education;
- * adult community-based learning;
- * youth support services;
- * LEAs;
- * teacher education and training;
- * work-based learning;
- * careers companies; and
- * the education, guidance and training elements of Jobcentre Plus.

Estyn also:

- * provides advice on quality and standards in education and training in Wales to the National Assembly for Wales and others; and
- * makes public good practice based on inspection evidence.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section

Estyn

Anchor Court

Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gsi.gov.uk

This and other Estyn publications are available on our website: www.estyn.gov.uk

Copies of this report are available from the school. Under the School Inspections Act 1996, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

© Crown Copyright 2006: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Y.G. Llangynfelyn was inspected as part of a national programme of school inspection. The purpose of inspection 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 information about the performance of their child's school.

The inspection of Y.G. Llangynfelyn took place between 12/06/06 and 14/06/06. An independent team of inspectors, led by Owen Glyn Roberts 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.

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

This school received a **short** inspection.

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of 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 reach the age of 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 during the academic year and so on. Year 13 is the year group of students who reach 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

Contents	Page
Context	1
Summary	2
Recommendations	7
Standards	8
Key Question 1: How well do learners achieve?	8
The quality of education and training	10
Key Question 2: How effective are teaching, training and assessment?	10
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	12
Key Question 4: How well are learners cared for, guided and supported?	15
Leadership and management	17
Key Question 5: How effective are leadership and strategic management?	17
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	19
Key Question 7: How efficient are leaders and managers in using resources?	21
School's response to the inspection	22
Appendices	23
1 Basic information about the school	23
2 School data and indicators	24
3 National Curriculum assessments results	25
4 Evidence base of the inspection	26
5 Composition and responsibilities of the inspection team	27

Context

The nature of the provider

1. Ysgol Llangynfelyn is a county, primary school on the outskirts of the village of Taliesin in the county of Ceredigion. It serves a wide area and accepts pupils from nearby villages as far as Eglwys Fach on the southern side of the Dyfi Valley, a rural, agricultural area.
2. The area is described as being neither economically privileged nor underprivileged and the pupils are neither advantaged nor disadvantaged. Six percent of the pupils are entitled to free school meals and this is lower than county and national levels.
3. The school accepts children on a full time basis at the beginning of the term following their fourth birthday. During the inspection, there were 52 pupils, including three reception age children, on the school roll.
4. All pupils come from homes where English is the main language and the school estimates that around 93% of the pupils speak Welsh to first language standard by the end of key stage 2. Welsh is the main medium of education.
5. Extra support is provided for 40% of the pupils under the special educational needs system and 4% have statements of special educational needs. This number is well above the national average.
6. The school was last inspected during the Summer term 2000 and the present head teacher was appointed to post in September 2004.
7. The school received a short inspection this time.

The school's priorities and targets

8. The school's main priorities noted in the school development plan for 2006-2007 are to:
 - formalise the process of setting individual targets and giving pupils an active part to play in the process of self evaluation;
 - review and monitor the school's assessment system;
 - further develop the system of communicating information to the parents;
 - monitor curricular areas in line with the set timetable;
 - obtain first aid training and an understanding amongst staff of child protection procedures;
 - review the building maintenance timetable and furniture required.
9. The school's quantitative targets for 2006 are:

	KS2: Average Levels
Welsh	3.86
English	4.14
Mathematics	4.14
Science	4.29

Summary

10. Ysgol Llangynfelyn is a happy, homely school where pupils receive comprehensive support and backing regardless of their background or ability. The effort made by the school to ensure its pupils' bilingual competence and to promote sustainable development and global citizenship is an outstanding feature.

Table of grades awarded

Key Question	Inspection Grade
1 How well do learners achieve?	2
2 How effective are teaching, training and assessment?	2
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?	2

11. The findings of the inspection team coincide with the school's judgment in its self-evaluation report in five out of the seven key questions. Where there were differences of opinion, two key questions were awarded a lower grade.

Standards

12. Pupils, including the Children under 5, make good progress in their learning skills. The vast majority reach the targets set for them.
13. The standards and progress made by pupils and the Children under 5 in oracy and reading in English and in bilingual and creative skills are outstanding. They are good in mathematics, information and communication technology and oracy in Welsh. However, the Welsh reading and writing skills of key stage 1 and key stage 2 pupils have not been sufficiently developed and more specifically the ability of key stage 2 pupils to write at appropriate length in Welsh across the curriculum.
14. There has been an improvement in the end of key stage 1 assessment results over the past three years. In 2005, there was a 100% success rate with all pupils gaining the appropriate level for their age in comparison with results that were below those for Wales and the county in 2003 and 2004.

15. At key stage 2, results have been above those of the county and national results for a number of years with the exception of Welsh in 2005 when latecomers had an impact on the success rates. However, the 2005 results are in the highest quartile in English and mathematics but in the lowest quartile for Welsh and science when compared with similar schools as regards the numbers of pupils entitled to free school meals.
16. The ability of pupils throughout the school to persevere independently on tasks is outstanding. However, their skills at working with others effectively have not developed sufficiently.
17. With a few exceptions, the pupils behave well and adopt appropriate attitudes towards their peers and adults within the school. They display good awareness of equal opportunity issues and of different beliefs and cultures within society and globally.
18. The standard of attendance is satisfactory at just under 94% for the three terms prior to the inspection and all the pupils arrive at school punctually.
19. Pupils make good progress in their spiritual, moral, social and cultural development. They contribute towards good causes regularly, they respond appropriately within acts of communal worship and they contribute to activities in the community.
20. The pupils possess good awareness of some aspects of the world of work but they have not yet sufficiently developed the skills linked to entrepreneurship. The pupils' understanding and awareness of elements relevant to sustainability are outstanding features.

Quality of education and training

21. In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
14%	79%	7%	0%	0%

22. The quality of the teaching is above the targets set for 2007 by the Welsh Assembly Government of 95% of lessons being grade 3 or above and 65% of lessons being grade 2 or above.
23. The outstanding features of the teaching include lively presentations, the use of varied strategies and techniques to maintain pupils' interest and enthusiasm, planned development of working together skills and pupils' bilingual skills.
24. The good features of the teaching include thorough preparation and setting appropriate tasks, incisive questioning, effective use of praise and of resources and maintaining a good relationship with pupils.
25. In the small number of lessons where there are shortcomings in the teaching, class management of pupils is not firm enough, the expectations are not high enough and the tasks set do not extend pupils enough and are not sufficiently challenging.

Assessment, recording and reporting

26. The quality of assessment and recording is good in the Early Years and for pupils with special educational needs. Good features outweigh some shortcomings in the quality of assessing and recording progress at key stage 1 and key stage 2.
27. At key stage 1 and key stage 2, the school assesses the progress of pupils in the core subjects but the system of recording assessments within the foundation subjects has not been sufficiently formalised and the quality of marking pupils' work is inconsistent across the school.
28. The school invites parents to school to discuss their children's progress and to see their work and the annual reports conform fully to statutory requirements.

Pupils' experiences

29. The school offers a broad, balanced curriculum. It responds well to the learning needs of all pupils and complies fully with legal requirements. The school offers rich and motivating experiences which have been planned in an outstanding manner for Children under 5.
30. The socially inclusive provision and the way in which the school provides equal opportunity and access for each pupil are outstanding features.
31. There is a good range of extra curricular activities, educational visits and links with other schools and these enrich the curricular provision. They make a good contribution towards pupils' educational progress and their personal and social development.
32. The intentional planning to promote pupils' bilingual skills and the sensitive manner in which this is carried out are outstanding features.
33. The quality of the Cwricwlwm Cymreig (Welsh Curriculum) provision is good.
34. The school's curricular provision effectively promotes the pupils' spiritual, moral, social and cultural development.
35. The parents support the school's work and efforts and they appreciate the 'open door' policy that exists within the school. The Parent/Teacher Association is industrious and is responsible for raising money to provide additional resources. Some parents come to school regularly to lend a hand and to share their expertise in areas such as art and physical education.
36. The school has established effective arrangements for communicating with the parents. Recently, it has established a system for providing parents with information about their individual child's targets and also class learning themes. A significant number of parents express their wishes to receive more wide ranging information about what is taught and their child's attainment.

37. The school's links with the community, with other schools and with the local secondary schools are good.
38. The school has used links with businesses well but the pupils' entrepreneurial skills have not yet been fully developed.
39. The way the school promotes sustainable development and global citizenship is outstanding. The school implements recycling steps in its daily life and has participated in specific energy saving and waste reduction projects.
40. The way the School Council ('Criw Cynfelyn') works is effective in developing pupils' understanding of democratic processes and a number of the Council's suggestions have been implemented.
41. The educational provision sets firm foundations to ensure that the pupils possess the necessary knowledge and skills for lifelong learning.

Support and guidance

42. One of the school's most obvious outstanding features is the comprehensive support and guidance it provides for its pupils, regardless of background or ability. The school offers a happy, homely atmosphere and all the staff are very caring towards the pupils in their care. The quality of the provision for equal opportunity is outstanding.
43. The school has very effective arrangements for monitoring attendance, punctuality and behaviour.
44. The governors have adopted a good range of relevant health and safety policies and the school's managers have very effective arrangements to ensure the personal health and safety of pupils in the school's care.
45. The provision for pupils with special educational needs is good and complies fully with the requirements of the Code of Practice.
46. The school has effective procedures to ensure that aggressive behaviour does not have any impact on the teaching and welfare of pupils in general.
47. Wheelchair access to the site would be difficult but, if the need arose, the school would carry out discussions with the local education authority and plan appropriate changes.

Leadership and management

48. The head teacher, the staff and the governors share the same values and objectives and this is well reflected in the school's work and ethos.

49. The head teacher provides clear leadership as regards the day to day running of the school and future developments. All members of staff co-operate effectively as a team to ensure that the school's work is successful.
50. The way all the school's policies, as well as its day to day procedures, promote equal opportunities for all, including the teachers, the support staff and the pupils, is outstanding.
51. There are outstanding features in the structure of the self evaluation report prepared by the school before the inspection. The school's self evaluation arrangements draw upon a good range of direct evidence. However, the roles of the coordinators have not yet developed sufficiently to enable them to evaluate the quality of teaching and the pupils' standard of work.
52. The school has established an effective system to manage and improve staff performance and this has a positive impact on the educational provision and pupils' standards of achievement.
53. The governors support the school well, undertake their responsibilities conscientiously and have good awareness of the school's priorities. The school has adopted a good number of relevant policies but there is no record of the date when they were adopted or a programme to review them.
54. The progress made by the school in implementing the key issues noted in the inspection report of 2000 is good but insufficient attention has been paid to evaluating subject standards in order to maintain and improve standards.
55. The complement of staff is good and their qualifications are appropriate across all areas of the curriculum and the learning support assistant makes a good contribution to the support given to pupils.
56. The supply and condition of resources across all curricular areas are good and teachers use them effectively when presenting work.
57. The school complies with the statutory requirement to provide time for teachers to plan, prepare and assess work, although it has not yet evaluated the impact of the new arrangements on raising standards.
58. The accommodation is sufficient for the number of pupils on the school roll and the acquisition of the cabin for teaching the Early Years has enabled the school to use the hall for other appropriate purposes. The school is kept very clean and tidy inside and out. However, there is a degree of health and safety risk associated with the steps onto the site and the use of the nearby playing field.
59. The head teacher and the governors allocate financial resources in line with priorities in the school development plan. They plan expenditure carefully and use monies held in reserve to maintain the current staffing levels. The school's financial management is good and the school offers good value for money.

Recommendations

The school needs to:

- R1 ensure sufficient opportunities to develop pupils' ability to record written facts at appropriate length in Welsh across the curriculum;
- R2 review and update the school's assessment procedures, paying particular attention to foundation subjects;
- R3 further develop the role of the coordinators to include evaluating teaching and pupil's attainments;
- R4 attend to the health and safety matters referred to during the inspection.

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.

Standards

Key question 1: How well do learners achieve?

Grade 2: Good features and no significant shortcomings

60. The inspection team does not agree with the Grade 1 the school awarded this question in its self evaluation report. The standards and skills across the curriculum, particularly the ability of key stage 2 pupils to record written facts at appropriate length, are not outstanding.

Pupils' success in achieving agreed learning objectives

61. The general quality of the educational provision for Children under 5 is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning.
62. The children under five years make good progress across the key skills' range in literacy, numeracy and the use of information and communication technology.
63. At key stage 1 and key stage 2, the pupils' literacy skills are developing well, on the whole. The pupils discuss confidently in both languages and read and write well in English in a number of contexts across the curriculum. However, the pupils' reading and writing skills in Welsh across the curriculum have not developed sufficiently, and in particular the oldest pupils' writing at length skills across the curriculum. Pupils' progress in mathematical and information and communication technology skills is good.
64. The pupils' achievements in bilingual and creative skills across the school are outstanding. Despite the fact that pupils come from homes where Welsh is not the main medium of communication, they are able to communicate orally in both languages to an outstanding degree from a very early age. This is a very obvious strength within the school. The pupils also make good progress in their knowledge and understanding of the Cwricwlwm Cymreig. The pupils' achievements in art is an outstanding feature and inspectors saw work of a high standard in art and in design and technology.
65. The school has made progress in the end of key stage 1 results over the past three years with a 100% result in every curricular area in 2005, compared to results below those of the county and the whole of Wales in 2003 and 2004.
66. At key stage 2, results have been above those of the county and Wales for several years with the exception of Welsh in 2005 when the arrival of latecomers had an impact on percentages. Despite this, the 2005 results are in the highest quartile in English and science when compared with similar schools as regards the number of pupils entitled to free school meals.
67. There is no apparent variation between the performance of boys and that of girls.

Pupils' progress in learning

68. On the whole, the pupils make good progress in learning and they achieve the targets set for them.
69. The ability of pupils throughout the school to persevere independently with their work is outstanding. On the other hand, they have not developed the skills associated with working together effectively in small and large group situations to a sufficient degree. They are always eager to participate but not always as willing to listen to and consider others' contributions within the group or class.

The development of pupils' personal, social and learning abilities

70. With a few exceptions, the pupils behave well and adopt appropriate attitudes towards their peers and adults within the school. They are aware of school rules and respond well to the school's behaviour management system. No case of bullying was observed in the school.
71. The standards of attendance are satisfactory with a percentage of just under 94% for the three terms prior to the inspection. All pupils are punctual in the morning and, during the school day, no teaching time is wasted.
72. The pupils display good awareness of equal opportunity issues and of different beliefs and cultures within society and globally.
73. The pupils make good progress in their spiritual, moral, social and cultural development. They make regular contributions towards good causes, they respond appropriately within communal acts of worship and contribute to activities in the community. They perform for the public in concerts, celebrations and services.
74. The pupils possess good awareness of some aspects of the world of work but, at present, they have not sufficiently developed the skills associated with entrepreneurship.
75. The pupils' knowledge and understanding of elements associated with sustainability are an outstanding feature of the school's work.

The quality of education and training

Key Question 2: How effective are the education, training and assessment?

Grade 2: Good features and no significant shortcomings

76. The findings of the inspection team coincide with the school's judgment in its self evaluation report.

How well do the teaching and training meet the learners' needs and the curricular or course requirements

77. The inspection team judged the quality of the teaching as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
14%	79%	7%	0%	0%

78. The quality of the teaching is above the targets set for 2007 by the Welsh Assembly Government of 95% of lessons being grade 3 or above and 65% being grade 2 or above.
79. The outstanding features of the teaching include:
- lively presentations which arouse the pupils' interest ;
 - outstanding use of varied strategies and techniques which maintain the pupils' interest and enthusiasm;
 - effective and planned use of relevant strategies to nurture skills for working together without undermining the pupils' independence;
 - planned development of the pupils' bilingual skills.
80. The good features of the teaching include:
- thoroughly prepared lessons and appropriate tasks set;
 - appropriate pace set for lessons and incisive questioning during introductions;
 - effective use of praise and encouragement;
 - good support for pupils as they work on a task;
 - effective use of resources;
 - use of a variety of teaching strategies including whole class teaching, group and individual activities;
 - creating a good relationship with pupils by creating a happy atmosphere.
81. In the small number of lessons where there are shortcomings in the teaching:
- pupil management is not firm enough;
 - expectations are not high enough as regards what pupils can achieve and the tasks set are not sufficiently challenging and do not stretch the pupils.

How thorough is the assessment and how is it used to plan and improve the teaching

82. The quality of the assessment and recording is good in the Early Years and at key stage 1 and key stage 2, good features outweigh some shortcomings.
83. During the Early Years the children's progress is assessed within the six areas of learning. The Base Assessment is implemented correctly and suitable targets are set for further development. Detailed records are kept and individual targets are set.
84. The arrangements for assessing and recording the progress of pupils with special educational needs are good. The school prepares individual education plans and detailed records as required by the Code of Practice.
85. At key stage 1 and key stage 2, the pupils' progress within the core subjects is assessed regularly but the system for recording assessments within foundation subjects has not been sufficiently formalised. This is one of the priorities identified for early consideration in the school development plan.
86. An individual portfolio is kept to record assessments and there are samples of work at different levels within the core subjects. The pupils are set individual targets and they participate in the assessment process by self assessing some elements of their work. The majority of pupils are aware of their targets.
87. The quality of marking pupils' work is not consistent throughout the school. Some instances only were observed of teachers offering comments which give guidance on how to improve aspects of the work.
88. The parents are invited to school twice a year to discuss their children's progress and to see their work. At the end of the school year, they receive a written report. These annual reports are of good quality and fully comply with statutory requirements.

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

Grade 2: Good features and no important shortcomings

89. The findings of the inspection team differ from the judgment made by the school in its self evaluation report. The school had over emphasised some aspects in forming a judgment.

The degree to which learning experiences match the learners' needs and interests

90. The school provides a broad and balanced curriculum. It responds well to the learning needs of all the pupils and fully complies with the legal requirements.
91. The socially inclusive provision and the way in which the school provides equal opportunity and access for every pupil are outstanding features.
92. The general quality of the educational provision for children under five years of age is appropriate to their needs and the children make good progress towards The Desirable Outcomes for Children's Learning. Motivating and rich experiences are offered and the manner of their planning is outstanding.
93. In general, the key stage 1 and key stage 2 schemes of work offer clear guidelines to ensure that learning experiences have been well planned. The termly and short term plans prepared by teachers are thorough and useful when arranging the provision. They note clearly how the teaching of key skills and basic skills will be incorporated into the activities across the curriculum.
94. The curricular provision is enriched through a good range of extra curricular activities, educational visits and links with other schools. These make a good contribution towards pupils' educational progress and their personal and social development.
95. The quality of communal worship sessions is good and meets with statutory requirements. The opportunities pupils are given to participate and to contemplate during these sessions promote their spiritual development well.
96. The provision for presenting the personal and social education programme is good. The pupils derive benefit from the opportunities they are given in the daily life of the school, in lessons across the curriculum and in specific lessons to discuss personal matters which are important to them. These experiences make a good contribution to promoting pupils' ability to discuss their feelings and moral issues with ease.
97. The intentional planning to promote pupils' bilingual skills and the sensitive manner in which this is carried out are outstanding features.

98. The quality of the provision of the Cwricwlwm Cymreig (Welsh Curriculum) is good. The school's cross-curricular provision as well as its extra curricular activities have a positive impact on promoting the pupils' awareness and understanding of Welsh culture and other cultures.
99. The quality of the partnership between the school and the parents is good. The parents are supportive of the school's work and help the staff in a number of practical ways. The Parent-Teacher Association raises substantial sums of money to support the school's work.
100. The school has established effective arrangements for communicating with the parents. The parents' handbook and the Home-School Agreement are useful documents that meet with statutory requirements. Letters are sent to parents to share information about the school's activities and arrangements. Recently, the school has established a system for providing parents with information about the learning themes in classes as well as their individual child's targets. A significant number of parents express their wishes to receive more wide ranging information about what is taught and their child's attainment.
101. The school's links with the community are good. Throughout the year, the pupils contribute to local events and celebrations and the community supports the school's activities well.
102. The school has good links with other schools, including the local secondary schools. The arrangements to transfer to secondary school and the specific bridging scheme ease pupils' transition to secondary schools at the end of their primary school period.

To what extent do pupils' experiences respond to the needs of employers and the wider community?

103. The school has used links with businesses well in planning to incorporate visits to farms and local businesses in the teaching programme. These experiences make a positive contribution to work related education.
104. The pupils' problem solving and decision making skills are good and lay the foundations to develop entrepreneurial skills. There are opportunities to set up stalls for trading in school fairs and these provide some opportunities to exercise these skills but this has not been fully developed.
105. The way the school promotes sustainable development and global citizenship is outstanding. The school implements recycling steps in its daily life and has participated in specific energy saving and waste reducing projects. The curriculum in geography and science pays specific attention to this area and the pupils' experiences have been enriched through the visit of a person from Tanzania. The senior pupils possess full awareness of the principles of fair trade.

106. The way the School Council ('Cryw Cynfelyn') works is effective in developing pupils' understanding of democratic processes and a number of the Council's suggestions have been implemented.
107. The educational provision sets firm foundations to ensure that the pupils possess the necessary knowledge and skills for lifelong learning.

Key Question 4: How good is the care, guidance and support given to learners?

Grade 1: Good with outstanding features

108. The findings of the inspection team coincide with the judgment made by the school in its self evaluation report

The quality of care, support and guidance offered to pupils

109. The school has adopted relevant and current policies to ensure that care arrangements are managed effectively. All the school's staff are fully aware of their responsibilities and are very caring towards their pupils. The pupils approach them confidently for support.
110. The parents support the school's work and efforts. Parents are invited into school to discuss their children and they appreciate the 'open door' policy that exists within the school. A Parent/Teacher Association has been established which is responsible for arranging educational and social activities as well as raising money to provide additional resources. Some parents come to school regularly to lend a hand and to share their expertise in areas such as art and physical education.
111. One of the school's obvious outstanding features is its comprehensive support and guidance system for pupils, regardless of background or ability. The school offers a homely and happy environment where pupils feel safe and the nursery children and latecomers settle down without any problems in a short period of time. The school has established an effective system of visits and curricular bridging links with the secondary schools that the pupils transfer to at the end of the primary school stage.
112. In personal and social education lessons and during 'circle' time, pupils are able to discuss their personal feelings and environmental issues in an honest and mature way.
113. The school has an effective system for monitoring punctuality, attendance and behaviour and there are structures in place to improve and promote the pupils' attendance. The parents say that they can expect a telephone call from the school if they have not contacted the school themselves to explain any absence.
114. The governors have adopted a good range of relevant health and safety policies. Electrical and fire fighting equipment are inspected regularly. Fire practices are held once a term and there are members of staff who possess first aid qualifications.
115. The school's managers have very effective arrangements to ensure the personal health and welfare of all pupils in their care. All members of staff are familiar with those arrangements and deal appropriately and sensitively with cases of concern. A member of the school's staff and a governor have been designated as having responsibility for this area.

The quality of provision for pupils with additional educational needs

116. The provision for pupils with special educational needs is good and complies fully with the Code of Practice.
117. Two pupils have a statement of special educational needs, 11 pupils are on the school action stage and eight on school action plus stage. The school recognises pupils' difficulties early and it prepares individual education plans for them to correspond to their needs.
118. The services of a special educational needs teacher are provided for two days a week as well as a learning support assistant for 15 hours a week. The extra support provided by the assistant in classes ensures full access to all aspects of the curriculum and good progress in the pupils' work.
119. The school complies with the system for providing an educational programme for pupils in local authority care. A governor has been designated to be in charge of this area and she has regular contact with the school's special educational needs' coordinator.
120. The school has effective procedures to ensure that aggressive behaviour does not have an impact on the teaching and welfare of pupils in general.

The quality of the provision for equal opportunities

121. The quality of the provision for equal opportunity is outstanding. The school offers support and guidance of a very high standard to the pupils and considers their social, educational, ethnic and linguistic background.
122. The school challenges gender stereotyping in a planned manner.
123. Through studies in geography and history and by studying the world's different religions, by collecting money regularly towards good causes and through links with other school such as a school in Birmingham, the pupils develop an awareness of different styles of living and traditions. There are equal opportunities in all activities and the school strives hard to ensure that no pupil is disadvantaged.
124. The school has very effective procedures to control behaviour and lays particular emphasis on the positive. A system for rewarding good behaviour is used consistently and on a regular basis. The pupils and the parents say that the school deals with any aggressive behaviour immediately if it occurs.
125. It would be difficult for wheelchair users to gain access to the site but should the need arise the school would have discussions with the local education authority in order to make appropriate modifications.

Leadership and management

Key question 5: How good is strategic leadership and management?

Grade 2: Good features and no important shortcomings

126. The findings of the inspection team coincide with the judgment made by the school in its self evaluation report.

How well do leaders and managers provide clear direction and promote high standards?

127. The head teacher provides consistent and supportive leadership by coordinating the work of the teachers, the support staff and the governors effectively. All members of staff share the same teaching and learning, behavioural and social interaction values and objectives. This is well reflected in the school's work and ethos.
128. The teaching staff work as a team effectively. They undertake a good proportion of curricular and managerial responsibilities and they prioritise the improving of the provision.
129. The way all the school's policies, as well as its day to day activities, promotes equal opportunity for all, including teachers, support staff and pupils, is an outstanding feature.
130. The school gives good consideration to national and local priorities in its scheme of work and it co-operates effectively with different partners. It has gained the Quality Mark of the Basic Skills' Agency and has renewed that accreditation and gained the Investors in People accreditation. It has started to prepare for the implementation of the foundation period and has paid attention to a local priority linked to thinking skills, sustainability and transition from primary to secondary school.
131. The targets set for individual pupils provide teachers, parents and the pupils themselves with clear aims as regards the aspects they need to concentrate on. The school makes good use of assessment findings and the recent practice of tracking individual progress to feed into the system for setting realistic targets at school level.
132. An effective system has been established to manage and improve staff performance. This recognises and fulfills the teachers' and support staff's continuous professional development needs well. The arrangements have a positive impact on the educational provision and pupils' standards of achievement.

How well do governors or other supervisory bodies fulfill their responsibilities

133. The governors support the school well and undertake their responsibilities conscientiously. They help the head teacher to set a strategic direction for the school's work and they are effective in their role as a critical friend. A good range of policies has been adopted but no record has been kept of the date of their inception nor a programme set up to review them.

134. Members of the governing body have good knowledge of the school's priorities and some visited the school to spend time in classes and to discuss developments in curricular areas with subject coordinators. This makes a contribution towards raising governors' awareness of the quality of the provision and the standards of achievement.

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

Grade 2: Good features and no important shortcomings

135. The findings of the inspection team coincide with the judgment made by the school in its self evaluation report.

How well is the provider's performance monitored and evaluated?

136. The school's findings in its self evaluation report coincide with the inspection team's views in five out of the seven key questions. In the two key questions where there is a difference of opinion, the inspection team believes that the school has over emphasised some aspects of what it needed to consider in forming a judgment and that the written work of pupils at key stage 2 is not outstanding.
137. The school's self evaluation arrangements draw upon a good range of direct evidence which includes the quality of teaching and the results of internal tests. The school pays attention to pupils' achievements in end of key stage assessments in the core areas and any significant tendencies.
138. A programme of monitoring over nine terms has been drawn up which shows that the school pays attention to a good range of aspects to be evaluated over that period of time. The curricular coordinators monitor their subjects in an organised manner within that timetable and review schemes of work, conduct a survey of resources and draw upon the expertise of the local education authority's team of consultants as the need arises. The role of evaluating the coordinators has not yet been developed sufficiently to enable the school to evaluate the quality of teaching and the pupils' standard of work.
139. All members of staff are included, at an appropriate level, in the evaluation process. The questionnaires to gather parents' and pupils' views have been collated and analysed in order to consider those views. The practical way in which the school has set about the task of obtaining the views of pupils, staff and parents and has fully considered the information is an outstanding feature.

How effective is the process of planning for improvement?

140. The structure of the self evaluation report that the school produced before the inspection has outstanding features. It is clear, concise and evaluative and notes sources of evidence. In addition, it notes general requirements which need to be addressed annually and some aspects which need to be identified as priorities for improvement.
141. The school development plan is of good quality. It is an useful document which sets a strategic direction for the school's development. It lists priorities arising out of the school's evaluation system and sets a three year timetable for responding to them. Matters awarded main priority status in the current year note targets and action steps, the timetable for action and criteria for success, the name of the individual responsible, an estimate of cost, time and training and details of who will review progress and when.

142. In general, the progress the school has made in acting on the five key issues noted in the 2000 inspection report is good. The school has taken specific steps in order to maintain good and very good standards but the school has not paid sufficient attention to how it implements the methods for evaluating subject standards in order to ensure that this is always the case.
143. The arrangements for teaching the pupils in three class groups in the mornings and in two classes in the afternoon is a practical response to pupils' needs as it makes effective use of the resources available.
144. These arrangements, and also the acquisition of the additional temporary classroom that provides children under five currently in school with suitable play opportunities, ensure equal opportunities. This means that there is space in the school hall to hold indoor physical education lessons.
145. The parental handbook and the governors' annual report comply with statutory requirements.

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

Grade 2: Good features and no important shortcomings

146. The findings of the inspection team coincide with the judgment made by the school in its self evaluation report.

Sufficiency, suitability and use of staff, teaching resources, accommodation and classrooms

147. The complement of staff is good and teachers' qualifications are appropriate for teaching all areas of the curriculum. The learning support assistant who is employed part time to support special educational needs and general support within the classes works effectively and contributes well to the support pupils receive.

148. The supply of resources is good across all areas of the curriculum, including fact and fiction books in both languages. There are enough computers and effective use is made of them as well as of the interactive whiteboard. All the resources are of good quality and effective use is made of them when presenting work.

149. The accommodation is sufficient for the number of pupils on the school roll. The classrooms are large enough and appropriately decorated. As a response to the last inspection, the school acquired a temporary classroom that was built on the site specifically for teaching the children in the Early Years. This has enabled the school to use the hall for other appropriate activities. The school is kept very clean and tidy inside and out. However, there is a degree of health and safety risk associated with the steps onto the site and the use of the nearby playing field.

How well resources are managed to ensure value for money

150. The resources available are used economically, efficiently and effectively.

151. The manner in which teaching and support staff are placed, managed and developed is good. The staff attend a good range of in-service-training events to update their skills. Arrangements for Performance Management have been implemented. The school complies with the statutory requirement to provide time for teachers to plan, prepare and assess work although it has yet to evaluate the impact of the new arrangements on raising standards.

152. The head teacher and the governors regularly review the use made of resources and they direct financial resources according to priorities within the school development plan.

153. Expenditure is planned carefully and monies held in reserve are used to maintain current staffing levels for the next three years. The school's financial management is good and the school offers good value for money.

School's response to the inspection

The staff, governors and pupils are very pleased with the report's conclusion that Ysgol Gynradd Llangynfelyn is a good school with outstanding features. The report gives a true and fair picture of the school and the standards it achieves.

We are very proud of our children and we were also pleased that the inspectors concluded that the children left the school with the knowledge, understanding, skills and values necessary for life long learning. We are especially pleased with the recognition given to the bilingual standards of our pupils, which were considered to be outstanding, especially when the home language of the pupils is considered.

We are very appreciative of our role as a community school and we try to maintain an open, professional and friendly relationship with parents, other schools and organisations. We are pleased that the report confirms that this is good.

The school takes pride in its thorough continuous self evaluation. On the whole, the inspectors' conclusions agreed with the school's own conclusions, and when this was not true, we agree with the inspectors' judgements and understand the reasons for those decisions. This means that there will be a solid foundation to the school's future development. We believe that this reflects the school's ethos of continuous improvement and of striving for higher achievement.

The school appreciates the professional, effective and dedicated work of the Registered Inspector and the team member. The process was thorough and detailed with positive feedback which clearly indicated how the school needs to develop in the future.

The head teacher, staff and governors are proud of this report. We celebrate the success of every member of the team involved with the life of the school and we agree that the quality of care, support and guidance for pupils is an outstanding feature of the provision.

Appendix 1

Basic information about the school

Name of school	Y.G. Llangynfelyn
School type	Nursery and Primary
Age-range of pupils	4 – 11
Address of school	Taliesin Machynlleth Powys
Postcode	SY20 8JG
Telephone number	01970 832458

Headteacher	Mr Prysor Mason Davies
Date of appointment	September 2004
Chair of governors/ Appropriate authority	Mr Christopher Fuller
Registered inspector	Mr Owen Glyn Roberts
Dates of inspection	12/06/06 – 14/06/06

Appendix 2

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	3	8	6	5	11	4	8	7	52

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	3	1	3.4

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	15.3:1
Pupil: adult (fte) ratio in nursery classes	3:1
Pupil: adult (fte) ratio in special classes	
Average class size, excluding nursery and special classes	17:1
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Summer 2005	64.9	90	94.8
Autumn 2005	84.8	84	95.6
Spring 2006	89.9	89	90.5

Percentage of pupils entitled to free school meals	6%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS 1 Results 2005			Number of pupils in Y2:		11		
Percentage of pupils at each level							
			D	W	1	2	3
Welsh	Teacher Assessment	School	0	0	0	100	0
		National	.5	1.5	10	63.4	24.5
We: oracy	Teacher Assessment	School	0	0	0	100	0
		National	.5	1.7	10.5	63.4	23.8
We: reading	Teacher Assessment	School	0	0	45.45	54.55	0
		National	.5	2.4	15.6	59.2	22.4
We: writing	Teacher Assessment	School	0	0	9.09	90.01	0
		National	.5	3.1	18.6	66.2	11.6
Mathematics	Teacher Assessment	School	0	0	0	72.73	27.27
		National	.3	2.3	10.9	62.6	24
Science	Teacher Assessment	School	0	0	0	100	0
		National	.3	1.6	9.5	65.2	23.4

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	100	In Wales	80.1

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 2005		Number of pupils in Y6	5
As the number of pupils eligible for assessment at the end of Key Stage 2 in was greater than four but fewer than 10, overall performance indicators only are included			

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	80	In the school	
In Wales	71.9	In Wales	

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

Appendix 4

Evidence base of the inspection

- The school was inspected by a team of three inspectors who were present at the school for 5 inspection days.
- Pre -inspection meetings were held with staff, parents and the governing body.
- Twenty two parents attended the pre-inspection meeting and six questionnaires completed by them were analysed.
- The documents presented by the school before and during the inspection were analysed.
- A sample of the work of pupils in every class was inspected and inspectors listened to pupils read and held discussions with them about their work and the life of the school.
- Discussions were held with the head teacher, teaching staff and support staff.
- Fourteen lessons or part lessons were observed.
- The behaviour of pupils during break times, the lunch hour and at the beginning and end of the school day was observed.
- The inspectors attended morning services.
- Post inspection meetings were held with the staff and the governing body.

Appendix 5

Composition and responsibilities of the inspection team

Team Member	Responsibilities
Mr. Owen Glyn Roberts Registered Inspector	Context Summary, recommendations Key questions 1, 2, 4 and 7 Appendices
Mr. Trebor Roberts Team Inspector	Key questions 3, 5 and 6
Mr. William Owen Lay inspector	Contributions to key questions 1, 3, 4 and 7
Mr. Prysor Davies	School nominee

Contractor: Cwmni Cynnal
Technology Unit
Bridge Street
LLANGEFNI
Anglesey
LL77 7HL

Acknowledgement

The inspectors wish to thank the governors, head, staff, pupils and parents of the school for their willing cooperation during the inspection.