

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

**Ysgol Y Ganllwyd
Y Ganllwyd
Dolgellau
Gwynedd
LL40 2TG**

School number : 661 / 2191

Date of the Inspection : 15 – 16 January, 2002

**BY
Jean Marshall
Registered Inspector : W190 / 78668
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under ESTYN contract number – T/131/01P**

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CURRICULUM AND KEY STAGES NOMENCLATURE

A new nomenclature to describe pupils' progress through the school was introduced in 1989. It is intended that this system of numbering year groups from the start of compulsory education until the age of 18 should facilitate communication amongst schools, governing bodies, parents and LEAs and emphasise the importance of progression.

The term "Reception" (R) refers to the year group of pupils in a primary school (not a nursery class) whose fifth birthday will occur during the academic year. "Year 1" (Y1) is used for the year group of pupils whose sixth birthday will occur during the academic year and so on until Y13 - the year group whose 18th birthday will occur during the academic year:

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

Key stage (KS) 1 of the National Curriculum includes Y1 and Y2; KS2 includes Y3 to Y6; KS3 includes Y7 to Y9 and KS4 includes Y10 and Y11 (the last year of compulsory education).

GRADE DESCRIPTIONS

The following five point scale is used to represent the main opinions in the report as follows:

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

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1. CONTEXT

The school and its priorities

This naturally bilingual primary school is situated in the centre of the rural village of Ganllwyd, near Dolgellau in Gwynedd, and is maintained by the Gwynedd Local Education Authority [LEA]. About a half of the pupils live in the school's catchment area and the other half are transported from neighbouring areas.

During the inspection, the school provided full time education for 28 pupils aged 4-11 years and part time education for four nursery children aged 3-4 years. Two full time teachers teach them and on occasion the services of two other teachers are bought for short periods. The head was appointed to her post in January 1992.

In general, the nature of the pupils admitted is described as being neither privileged nor underprivileged, and they represent the full ability range. Only 3% are entitled to receive free school meals, which is substantially lower than county and national percentages. A comparatively high percentage (about 29%) have special educational needs [SEN].

Welsh is the home language of 62% of pupils but the 38% who are learners soon become proficient users of the language.

The school was last inspected in June 1995.

The School Development Plan [SDP] notes the following main priorities for the 2001-2002 year:

- Continue to raise standards of achievement in Information and Communication Technology [ICT] by ensuring relevant training and investment in equipment.
- Continue the present provision for the support of pupils with SEN.
- Maintain the staffing provision in the early years.
- Continue to employ a specialist teacher to teach music throughout the school.
- Consider ways of ensuring that the current provision for physical education is maintained.

2. MAIN FINDINGS

Main Findings of the Report

Pupils' standards of achievement across the school are good or better in 90% of the work, and satisfactory in 10% of the work. No unsatisfactory work was seen.

- The educational provision for children under five is appropriate and successfully promotes the desirable outcomes for pupils' learning. Standards in the six areas of learning are as follows:

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

- At KS1 and KS2, pupils' standards of achievement in the different subjects are as follows:

SUBJECT	KS1	KS2
Welsh	Good	Very good
English	-	Very good
Mathematics	Good	Good
Science	Very good	Very good
Design and Technology	Very good	Very good
Information Technology	Good	Good
History	Very good	Very good
Geography	Very good	Very good
Art	Satisfactory	Good
Music	Good	Very good
Physical Education	Good	Good
Religious Education	Very good	Very good

- At KS1, the school's results in the National Curriculum [NC] assessments for 2001 were slightly below county and national averages in every subject. Four pupils only sat the tests. Results for the two previous years are higher in Welsh and science and match well the county and national test results in mathematics.
- At KS2, the school's results in NC assessments for 2001 and for the two previous years are higher than the county and national averages in all subjects.
- Standards and pupils' progress in the key skills across the curriculum in the early years are good. At KS1 and KS2, standards across the curriculum in speaking, listening and reading in Welsh and English and in numeracy are very good. Standards are good in writing in both languages and in the use of ITC.
- The quality of teaching is satisfactory or better in all lessons, including about 90% where the teaching is good or very good. No instances of unsatisfactory teaching were seen.
- The work is carefully planned and the tasks set have been differentiated appropriately for the ability range and for pupils' maturity. Lessons have appropriate pace, ensuring that pupils persevere well in their tasks. Teachers set high expectations and the good relationship between teachers and pupils promotes the teaching and learning substantially.
- Cross-curricular links are deliberately and effectively structured and effective use is made of appropriate worksheets. Sufficient opportunities are given for pupils to discuss and co-operate in pairs and groups in order to refine their ideas and develop their ability to work independently.
- Pupils' spiritual, moral, social and cultural development, and the standard of their behaviour and attitudes are very good. Attendance levels are good. This school has a very special ethos. It is a happy and well-organised community and the entire staff promote high values.
- The quality of the assessment, reporting and presentation of reports is good. The school's provision for pupils with SEN and the quality of the help, guidance and welfare given to pupils is very good. Pupils receive suitable and relevant support with their work and the entire staff are very careful about their safety and personal welfare.

- Partnerships with parents and the community, and with other schools and institutions are good and the school's partnership with industry is also good. Pupils gained valuable experience of running a business and enterprise company by designing, producing and selling Christmas cards.
- The school's procedures for the evaluation of its performance and planning for improvement are good. Detailed and effective arrangements have been established to monitor the school's curricular and management aspects. The programme of action in the SDP notes a large number of priorities and tasks to be completed and such a full programme can impose an unreasonable pressure on the head and staff in attempting to complete it within a year. The document gives insufficient information on the school's long term plans.
- School leadership and efficiency are generally good. The school is very well led by an industrious and enthusiastic head, who ensures clear direction for the work of the school and who promotes high standards. Since the head herself acts as leader for all curriculum subjects, the assistant teacher's role as curriculum co-ordinator has not yet developed.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards achieved in subjects and areas of learning

Pupils' standards of achievement across the school are good or better in 90% of the work, and satisfactory in 10% of the work. No unsatisfactory work was seen.

- The educational provision for children under five is appropriate and successfully promotes the desirable outcomes for pupils' learning. Standards of nursery children and children of reception age are generally good in the six areas of learning.
- At KS1 and KS2, standards of achievement are very good in speaking and listening in Welsh, science, design and technology, history, geography and religious education. Standards are good in mathematics, IT and physical education.
- At KS1, standards are good in reading and writing in Welsh and in music. Standards of achievement are satisfactory in art.
- At KS2, standards are very good in speaking and listening in English, in Welsh and English reading and in music. Standards are good in Welsh and English writing and in art.
- Pupils on the SEN register make good progress, both educationally and socially.
- At KS1, the school's results in the NC assessments for 2001 are slightly below county and national averages in every subject. Only four pupils sat the tests. Results for the two previous years are higher in Welsh and science and correspond well to the county and national test results in mathematics.
- At KS2, the school's results in NC assessments for 2001 and for the two previous years are higher than the county and national averages in all subjects.

3.2 Standards in key skills

- Standards and pupils' progress in the key skills across the curriculum in the early years are good. At KS1 and KS2, standards across the curriculum in speaking, listening and reading in Welsh and English and in numeracy are very good. Standards in writing in both languages and in the use of ITC are good.
- Children under five are given good opportunities to apply and improve their skills in early literacy and numeracy and in the use of ITC within and across the six areas of learning.
- At KS1 and KS2, pupils listen intently to their teachers and to each other in a good range of contexts. They contribute orally in an extended manner in both Welsh and English, using a wealth of vocabulary in asking questions, offering comments, expressing opinions and sharing experiences. They make effective use of relevant terminology within the different subjects.
- Pupils use reference books and a good range of other resources skilfully to gather information in a number of curriculum areas. They write regularly, adapting their style effectively to suit different contexts and audiences. By the end of KS2, pupils develop to be equally competent in Welsh and English in their work in different areas across the curriculum.
- Throughout KS1 and KS2, pupils use their numeracy skills effectively in an appropriate range of contexts. They handle numbers fluently, mentally, orally and on paper. The use of different measures with precision in design and technology and science lessons and they make appropriate use of data in different contexts.
- The use that pupils make of ICT throughout the school and across the curriculum is good. They handle the computer confidently and they can work independently. They use a good range of suitable programs to reinforce work in literacy and numeracy. They make regular and effective use of the Internet and CD-Roms to gather relevant information in a number of curriculum areas.

4. ETHOS OF THE SCHOOL

4.1 Pupils' spiritual, moral, social and cultural development

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

- The school's arrangements for corporate worship conform to statutory requirements. A devotional and spiritual atmosphere is successfully created in these services, and they have a sound basis of Christian values. Pupils contribute thoughtful extempore prayers.
- This school has a very special ethos. It is a happy and well-organised community and the entire staff promotes high values. Staff know the pupils very well and there is a good relationship between the pupils themselves, with their teachers and other adults.

- Pupils undertake responsibilities and show initiative. Pupils' awareness of the needs of people suffering in the world is heightened and they are encouraged to contribute to good causes.
- There is a clear emphasis on presenting the culture of Wales to the pupils through Urdd activities. They contribute well to the local culture through the opportunities given to them to perform in public in services, concerts and small local meetings.
- Visitors who are welcomed to the school and the visits to places of educational interest connected with their school work enhance pupils' curricular experiences.
- Pupils' awareness of other cultures is fostered and a prominent place is given to the *Cwricwlwm Cymreig* (Welsh Curriculum) in school activities.

4.2 Behaviour and attitudes

The standard of pupil behaviour is very good and their attitude towards work is also very good.

- Pupils are polite to each other, their teachers and other staff at the school. They welcome visitors and respond maturely to adults.
- From time to time, school rules are discussed with pupils. This ensures that they understand them and appreciate them
- Pupils are interested in their work. They pay attention to teachers' instructions and are prepared to listen to each other. They collaborate well in a situation where space is limited.
- Parents support all school procedures and the response to the home-school compact was most positive.
- No instances of bullying, sexism or other forms of negative discrimination were seen during the inspection period. Clear structures have been established to identify and respond to any instances should the need arise.

4.3 Attendance

Over three of the four terms prior to the inspection, pupils' average attendance was above 96%, which is good. Illness over a three-week period had a substantial effect on attendance during the 2001 spring term.

- Parents are familiar with the school's expectations and send a prompt explanation for absences.
- The statutory requirements for recording and presenting reports on attendance are satisfied.
- No unauthorised absences have been recorded.

- The head inspects the registers regularly.
- Punctuality at the beginning of day is good. Effective use is made of teaching time.

5. QUALITY OF EDUCATION

5.1 Quality of teaching

The quality of teaching is satisfactory or better in every lesson, including the approximately 90% where the teaching is good or very good. No instances of unsatisfactory teaching were seen.

- The quality of teaching in the early years is good in the great majority of lessons and satisfactory in the remainder. The work is planned carefully, giving appropriate attention to the six areas of learning.
- In KS1 and KS2, where the teaching is good or very good, the work has been carefully planned and thoroughly prepared, and the tasks set have been appropriately differentiated to match the age range and the maturity of the pupils. Teachers have good knowledge and understanding of the subjects they teach.
- Lessons have a definite structure, including an appropriate presentation and a neat conclusion. Presentations are clear and stimulating and the questioning is effective. Teachers ensure that all pupils understand the requirements of the tasks set and appropriate pace to the lessons ensures that pupils persevere well with their tasks.
- Teachers set high expectations and they are most successful in maintaining pupils' interest and motivation throughout the lesson.
- Sufficient opportunities are given to allow pupils to discuss and co-operate in pairs and groups in order to hone their ideas and develop their ability to work independently.
- Cross-curricular links are purposefully and effectively structured and good use is made of suitable resources and equipment.
- Effective use is made of appropriate worksheets and the great majority of them provide valuable guidelines and reinforce the work substantially.
- Pupils receive constant support from the teachers and the good relationship that exists between the teachers and pupils substantially promotes the teaching and learning.
- In the few lessons where teaching is satisfactory, the tasks set do not match the needs of individual pupils and the presentation to the work and guidance offered is insufficient to ensure that every pupil achieves to his/her full potential.

5.2 Assessment, recording and reporting

The quality of the arrangements for assessment, recording and reporting is good.

- A clear policy and guidelines for assessment have been designed and they are implemented throughout the school. Assessments in the core subjects, the foundation subjects and the six areas of learning for desirable outcomes, are recorded in detail in booklets provided by the LEA, noting the next steps for learning and teaching.

- The assessment undertaken soon after the pupils enter the school is a useful starting point for measuring progress and further development.
- Following the baseline assessment carried out during the pupils' first term full-time in the reception class, appropriate targets are set for them and these are discussed with the parents.
- The school has practical procedures for assessing all subjects using NC levels. In the core subjects, the assessments are kept in pupils' personal folios and the next steps to be taken are noted clearly. In the foundation subjects, assessment records are kept in a class booklet and there is detailed planning for the next stages at three ability levels.
- The school has an effective arrangement for analysing the results of national tests so as to target aspects of the work that can be improved.
- Targets have been set for some pupils that are in need of additional support.
- The arrangements for assessment and recording the progress of pupils with SEN are detailed and thorough.
- Teachers respond regularly to pupils' work, giving them clear guidance on how to improve their work.
- The school is giving consideration to designing a whole-school portfolio of pupils' work. These samples of work will be useful to standardise and moderate assessments.
- Parents' evenings are held twice a year to discuss their children's development, and parents appreciate these arrangements.
- The annual reports to parents conform to the statutory requirements. Parents are happy with the reports they receive; the comments are suitable and offer useful and constructive recommendations.

5.3 Curriculum

The school provides a broad and balanced curriculum and satisfies the requirements of the NC and religious education. It is a stimulating curriculum of good quality.

- The curriculum organised for children under five is suitable and promotes the desirable outcomes for the six areas of learning. The children have appropriate experiences that provide a good foundation to their education. However, some of the play experiences lack clear aims.
- Policies and schemes of work have been formulated for all curriculum areas. The schemes are of a good standard and provide clear guidance for the work of the school.
- NC requirements are mainly implemented through thematic work. The themes are planned in detail and teachers receive valuable guidelines. Schemes show how subjects are woven naturally into each other, giving pupils broad and valuable experiences.
- Pupils benefit from the expertise of a specialist music teacher, and of teachers from the local secondary school for physical education lessons; the specific techniques they introduce enable the pupils themselves to produce work of good standard. Advantage is also taken of the contribution of members of the community to enhance pupils' experiences.

- The regular homework contributes to an improvement in the quality of the work and reinforces classwork effectively.
- Extra-curricular activities and educational visits are arranged that enhance pupils' experiences.

5.4 Support, guidance and pupils' welfare

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

- The entire staff take care about pupils' safety and personal welfare and are always ready to help them. Parents commend the provision.
- Pupils are happy in the school and readily turn to their teachers for assistance.
- Teachers are aware of the appropriate steps to be taken to protect children from abuse.
- Without exception, equal opportunities are provided in all school activities.
- The school has a personal and social education policy and its aims are well represented in school activities.
- The school has clear policies on sex education and health education and pupils are well schooled in tolerance towards different cultures and peoples.
- Care is effectively taken of pupils' safety within the classrooms and about the school such as during intervals and during activities that take them out of the school.
- Fire-fighting equipment and electrical equipment are inspected regularly. Fire drills are conducted frequently.
- One of the teachers has a current qualification in First Aid.

5.5 Provision for pupils with special educational needs (SEN)

The provision for pupils with SEN is very good.

- The school conforms fully to the statutory requirements of the Code of Conduct.
- A register is kept of pupils assessed as being in need of additional help and support and they have been placed on the relevant stages. There are eight pupils on stages 1-3 of the Code of Practice.
- The school has an appropriate system for identifying pupils with SEN.
- A personal education plan has been prepared for each pupil on stages 2 and 3. These pupils receive regular support, individually or in groups, from a teacher specifically employed to support them.

- These pupils, and others targeted as being in need of additional help with their reading, are supported effectively by reading volunteers. The success of this work was highlighted when the school received the Basic Skills Quality Mark.
- Differentiated tasks are planned in the classes and pupils with SEN receive appropriate support during their lessons by their teachers.
- The member of the governing body with responsibility for SEN is aware of her responsibilities.
- It is unsatisfactory that the school has to wait so long for additional support for one pupil with SEN from the Authority's Health Department.

5.6 Partnership with parents and community, schools and other institutions

Links with parents are good; the partnership between the school and the community and with other schools and institutions is also good.

- Parents are very supportive of the school's aims and of the education and values it promotes. A number of them are benefactors of the school, when it is required.
- The arrangements for giving parents regular information on relevant aspects of the life and work of the school are very good. The school handbook and the governing body's annual report to parents are up-to-date and meet the statutory requirements.
- Opportunities are provided for parents to visit the school to discuss their children's work twice during the year. An open door policy is operated for discussion of any anxieties that might arise.
- The Friends of the School Association arranges a number of fund-raising activities. These provide a valuable contribution to the school – a total of £1200 annually on average.
- The school holds a number of services in local places of worship, supports small local meetings and uses the village hall for concerts.
- Educational visits are arranged to locations and other institutions within the area and beyond. Some members of the community volunteer to give practical assistance to the school such as listening to pupils reading and local ministers are regular visitors to the school.
- Pastoral and curriculum links with the local secondary school are good. Recently, curricular groups were established in mathematics, science, ICT and music. Facilities and staff of the secondary school are deployed to provide physical education lessons.
- Pupils and students from other educational institutions attend to obtain work experience or training at the school.
- Effective links have been established with the various LEA services.

5.7 Partnership with industry

The school's partnership with industry is good.

- The school's policy on partnership with industry is up-to-date and relevant.
- As part of the current theme, 'The Third World', the older pupils had the experience of running an enterprise and business company in going through the processes of planning, pricing, producing and selling Christmas cards. Evidence was seen of a number of similar ventures in the past.
- Visits are arranged to local industries that are relevant to the current thematic work.
- Under the sponsorship of one ELWa scheme, arrangements were made for an expert to visit the school to co-operate with KS2 pupils on weather information.
- A number of years have elapsed since the school last took advantage of the Education-Business Partnership scheme to place a member of staff for a period in industry.

6. MANAGEMENT

6.1 Quality of self-evaluation and planning for improvement

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

- A whole school review is conducted where detailed attention is given to many curricular and managerial aspects. The document includes comprehensive evaluations that are then used to decide on priorities for further action. Staff discuss the priorities and formulate a monitoring programme that notes the issues and aspects to receive attention in the short term.
- Appropriate development and progression, and consistency of expectation are ensured across the two key stages, as the head inspects the planning files for the two classes at the beginning of each term and as she monitors the teachers' weekly programme regularly. Examples of pupils' work are analysed regularly in staff meetings in order to moderate standards, and the information gathered, together with school assessments and NC test data, is used to set suitable quantitative targets for each pupil in Y2 and Y6.
- In keeping with the monitoring programme, the head visits the KS1 and early years class regularly in order to evaluate the curriculum provision and the teaching. Use is made of visits by the Authority's advisers and officers to evaluate some aspects of the work throughout the school. As a part of self-evaluation, appropriate emphasis is placed on seeking the views of pupils and on recording their method of working on video.
- Governors make a practical contribution to the process of self-evaluation by visiting classes and by receiving detailed reports of the monitoring undertaken. This provides a basis for useful discussions that ensures that they have a comprehensive and current view of curriculum implementation.
- The SDP is a detailed and comprehensive document that includes an evaluation of the previous SDP and detailed plans on the proposed use of the financial resources available to the school. The action plan includes a great number of priorities and tasks to be completed and although a high proportion of these have already been completed, such a full programme can impose unreasonable pressure on the head and staff as they attempt to complete them

within a year. The SDP does not provide sufficient information on the school's long term plans. The governing body meets regularly to discuss the implementation of the SDP.

- An annual review is held of the training needs of the head and staff. The arrangements made for their professional development, including in-service courses, match well the priorities noted in the SDP. Each member of staff has a suitable job-description.

6.2 Leadership and efficiency

School leadership and efficiency is generally good,

- The school is very well led by an industrious and enthusiastic head, who ensures that the work of the school has a clear direction and who promotes high standards.
- The good relationship that exists between the governing body, the head and assistant teachers leads to a congenial and positive atmosphere and a caring ethos.
- Governors attend an appropriate range of relevant training courses in order to consolidate and up-date their knowledge and understanding of the school's curriculum and management. On occasion, they visit the school during the day and chat with the pupils.
- The governors show an interest in curriculum matters and monitor to ensure value for money. Although a substantial sum of money appears as balances in the school budget, a high percentage of the money has already been spent and there are definite plans for the remainder. Members of the governing body have agreed to keep some finance in reserve annually in order to safeguard the current level of provision by employing additional staff. The school gives good value for money.
- It is the head who acts as leader for all curriculum subjects. Appropriate progression and development is ensured both within and across key stages by effective co-operation and regular discussions between members of staff. The assistant teacher's role as curriculum co-ordinator has not yet been developed.
- In-service courses for teachers and the maintenance and support of LEA officers have a positive effect on the experiences offered to pupils and on the standards achieved.
- There has been an appropriate response to the issues raised in the most recent financial auditors' report.
- Day-to-day administration at the school is very good.

6.3 Staffing, accommodation and learning resources

- The provision of staff is very good and teachers' qualifications are appropriate for the ages they teach. Each member of staff has regular opportunities to up-date her qualifications and expertise as required, by attending a good range of INSET courses and by receiving additional training and support within the school.

- The classroom assistant employed by the school carries out her work well by supporting children under five and broadening substantially the opportunities available to them. The voluntary assistants make a valuable contribution to the educational and social provision.
- Effective use is made of specialisms of additional members of staff employed for periods every week to teach design and technology, art, music and aspects of the humanities. This, and the good use of the secondary school specialists to teach physical education, has a positive effect on the educational provision and on standards.
- The building, although small, is in good condition. Classrooms are small causing difficulty and inconvenience on occasion. However, staff make the best of the space available by careful planning and effective class organisation. There is no hall at the school and the dining room and toilets are located in a separate cabin. The standard of cleanliness, both inside and outside the school, is good.
- The yard has been interestingly marked for play and games and suitable play equipment is provided for intervals. However, the yard is too small and there is no playing field for school use.
- The provision of teaching resources is generally good for all curriculum subjects and they are well used in the classroom. The displays in the classrooms are stimulating, promoting pupils' learning and reinforcing their understanding of the work.

7. SUBJECTS AND AREAS OF LEARNING

7.1 Standards achieved by pupils

Provision for the under-fives

The provision for the children under five is appropriate and promotes the desirable outcomes in the six areas of learning. Standards are generally good.

All of these children are taught in the same class as KS1 pupils. Despite a lack of space, every effort is made to provide an appropriate range of activities that match their age and development.

Good features

Nursery children (age 3-4 part-time)

- Their personal and social development is good. By now, they have all established a good relationship with other children and adults and their behaviour is good. They can play together happily, sharing toys and equipment.
- The children's listening skills are good; they follow instructions accurately. They enjoy listening to a story and reciting and singing rhymes and songs suitable for their age. The more able can talk confidently about themselves and about their family and their oral language is correct and fluent. The majority recognise some letters and the more able recognise their names. They enjoy making marks on paper to convey a story. Their literacy skills develop appropriately.
- Through practical experiences, their mathematical, scientific and creative skills are developed satisfactorily. They have begun to count objects and their recognition of two-dimensional [2D] shapes is good. Through painting, they become aware of colours and their pictures are consistent with the level of their development.
- Their physical development is good. Their skills handling small equipment develop appropriately as they paint, colour, mould clay, build and cut with a scissors. Their major motor skills are promoted through physical education sessions with the older children and through play experiences with large toys. They begin to show control over their movements.

Reception Class (age 4-5)

- The children's personal and social development is very good. They work and play happily with other children. They understand the need to take turns when playing games. Their behaviour is very good. They become aware of stories about Jesus and through suitable stories they have an understanding of friendship and care for others.

- The children make satisfactory progress in their language, literacy and communication skills. They listen well and talk confidently about their experiences. They remember familiar stories and they can refer to characters in their favourite stories. The majority recognise letters and some words and the more able can read simple sentences together. They understand some of the purposes of writing. They can all write their names, overwrite and trace correctly.
- The children's mathematical development is satisfactory. They recognise and understand the value of numbers up to five and can count up to 20 with assistance. They recognise 2D shapes and their mathematical vocabulary develops well. They understand concepts such as "less than" and "more than".
- Their knowledge and understanding of the world is good. They can talk about the features of the weather, and select correct symbols to represent the weather. By using building kits, they can create a lunar vehicle. They are able to talk about the difference between night and day and state what lights the sky at night and what gives daylight. They make use of the computer and their computer skills develop appropriately.
- The children's creative development is good. They succeed in mixing colours when painting and use an appropriate range of materials for modelling. They make a good effort to emulate the work of famous artists. They can sing a suitable range of songs and nursery rhymes from memory. When accompanying their singing, they maintain the beat quite accurately with their hands and percussion instruments. They present a simple musical story by following pictures and creating sounds effectively.
- The children's physical development is good. Their minor motor skills are increasingly developed by handling a pencil and a brush as well as using play equipment. They follow instructions accurately and show an awareness of space by moving in different ways. Their ball skills develop appropriately. Through play experiences with large toys, their ability to pedal and push is developed.

Weaknesses

- Some tasks presented to nursery and reception children are too difficult for them.
- The purpose of some of the play experiences is not sufficiently clear.

Welsh

Oral standards are very good at KS1 and reading and writing standards are good. At KS2, oral and reading standards are very good and writing standards are good.

Good features

- At KS1, the majority of pupils talk and discuss their work confidently with their teachers and other adults. The majority are very eager to participate in class discussions. They listen carefully to instructions and presentations. They can recall the main elements of a story, place the events in order, name the main characters and discuss the content with clarity.
- The majority read fluently and with enjoyment a wide range of books that are relevant to their age and the level of their development. The more able pupils show an awareness of the

importance of the tone and inflexion of their voice. Good progress is seen in the reading standards of the great majority of pupils.

- Pupils produce a variety of written work that shows their ability to use suitable vocabulary and correct verb forms in writing for different purposes. They have written ‘little books’ in pairs and groups for reading in class. This shows their ability to create simple stories in a style that suits their age.
- Across KS2, pupils listen and respond very well orally to work across the curriculum. In their discussion of different topics, they use oral language that shows increasing use of a wealth of vocabulary, dialect and idioms.
- The majority read fluently and with meaning. They can discuss the books they have read in detail. They are aware of the books of different authors and develop a liking for specific authors. They use their reading skills to gather information from books and other sources.
- The majority produce a variety of interesting written work in response to tasks across the curriculum. They are successful in varying their sentences to create different effects. The more able produce pieces of extended work that shows interesting descriptions, lively narrative and sound mastery of punctuation, spelling and paragraphing. Following work with a resident poet, a variety of interesting and effective poetry was produced. The handwriting of the majority is clear and intelligible.

Weaknesses

- A small minority of KS1 pupils do not read with the expected fluency and some pupils have difficulty with their spelling.

English

English is introduced gradually at KS1. The school has strategies to present the three aspects; pupils have suitable experiences and make good progress. At KS2, oral and reading standards are very good and writing standards good.

Good features

- At KS2, pupils listen very well to each other and to their teachers. Their confidence is developed as they undertake an increasing range of experiences through the medium of English across the curriculum. They express opinions and offer comments confidently in discussing their work and other topics.
- They read confidently and accurately with clear expression and suitable intonation. They read fiction appropriate to their age and they can use a variety of sources to gather information. They have a good understanding of what they read and some have favourite authors.
- Pupils produce a good variety of creative and factual written work in response to work across the curriculum. The content of their work is coherent and interesting and the language frameworks provided are a help to write with a good measure of accuracy. The more able produce extended work of very good standard. Their ability to enhance their work and refine

their expression through varying their sentences and paragraphs to create different effects is very good.

Weaknesses

- The written work of a small number of pupils reveals faulty spelling, and a small minority do not read with the expected fluency.

Mathematics

Standards are good at both key stages.

Good features

- At KS1, pupils solve simple numerical problems confidently, both orally and on paper. They can recognise number patterns, including odd and even numbers, and they complete simple numerical progressions.
- By Y2, pupils have a good awareness of place value. They put numbers in order up to 1000 with an understanding of the value of each individual digit. They recognise the multiples 2, 5 and 10 and are able to use some multiplication tables correctly. The majority of pupils have sound knowledge of number bonds up to 10 and they understand and use simple fractions.
- They use non-standard measures and some standard measures successfully in measuring length; they work with precision to the nearest centimetre when drawing lines of specific length and when comparing measurements.
- The younger pupils have a good awareness of sequence of time. By Y2, they tell the time accurately to the nearest quarter of an hour on both analogue and digital clocks.
- They recognise and are able to describe accurately the characteristics of 2D shapes, and some 3D shapes.
- At KS2, pupils' awareness of place value is sound and the mental work of the great majority is rapid. They confidently use a variety of strategies for problem solving, mentally and on paper, and can explain their method of working clearly. They can estimate and approximate numbers sensibly when solving problems in a number of different contexts. They have good mastery of the four rules of number and work confidently with four digit numbers. They can complete complex progressions, including some with negative numbers. They use calculators competently when this is appropriate.
- Younger KS2 pupils have a good understanding of the value of different fractions and decimals and the majority of them are most successful in arranging them in correct sequence from the smallest to the biggest. By Y6, pupils work confidently and accurately when arranging and comparing more complex fractions, percentages and decimals.
- The great majority of KS2 pupils have good knowledge and understanding of work on measurement. They measure to the nearest half a centimetre and they use other standard measures accurately to measure mass and capacity.
- Pupils have sound knowledge and understanding of work on shape. They recognise and name different triangles and angles and describe their characteristics accurately. They use a

protractor confidently to measure angles to the nearest degree and are most successful in using the LOGO computer program to create different 2D shapes.

- Pupils at both key stages succeed well in solving problems by collecting, arranging, representing and interpreting data. By Y5 and Y6, pupils have good knowledge and understanding of different types of tables and graphs and when to use them for presenting different data. They work effectively with precise measurements in drawing block and line graphs and they analyse and interpret the data work maturely.

Weaknesses

- A significant minority of KS2 pupils do not pay sufficient attention to the presentation of graph work in order to ensure precision in recording.

Science

Standards are very good at both key stages.

Good features

- At KS1, pupils have sound knowledge of aspects of the natural world in their local environment. In their study of the forest, they observe carefully when classifying wild animals into groups according to their different features. They correctly name the different parts of a flowering plant and of the body of a butterfly. They understand that a plant needs light and water to grow.
- They have a good understanding of the life processes of animals and human beings. They describe the life cycle of some creatures capably, using correct scientific terms to describe the different stages. They can explain which features are similar and different between themselves and other animals.
- They group materials according to different properties and understand that some materials exist naturally. They can build simple electrical circuits and devise different types of switch in the circuit to control the device.
- They have a good awareness of the earth and beyond. They understand well that the sun, the earth and the moon are separate spherical bodies and that light comes from different sources including the sun.
- When investigating different sound sources and different types of sound, they ask intelligent questions, offer their own ideas and describe sensibly what they hear.
- By Y3, pupils carry out a good range of different scientific investigations. When investigating the effect of heat on different foods, they begin the planning of their own investigations on the basis of some decisions. They predict intelligently and they have a good awareness of a fair test. They use scientific terms correctly when discussing and recording their investigations. They record their work systematically in tables and in the form of a block graph.
- KS2 pupils have thorough knowledge of materials and their properties. When studying aspects of the Third World, pupils come to understand well how the water cycle works and how different scientific techniques can be used to separate different mixtures in order to obtain clean water for drinking. They use measurements with precision when recording data in the form of block and line graphs.

- Pupils make effective use of scientific apparatus. They use a forcemeter confidently, they can read a thermometer precisely and they make effective use of computer programs to reinforce the work.
- The investigative skills of the great majority of KS2 pupils are very good. When planning an investigation into the effect of friction on aspects of daily life, they discuss in detail how they can ensure that the test is a fair one, and they explain with understanding which factors are to be varied and which are to be kept constant when carrying out the investigation. They make careful and accurate measurements and they understand the need to repeat measurements in some instances. They co-operate effectively as a group, discuss their work intelligently using wide scientific vocabulary. They analyse results carefully and explain their conclusions in detail.

Weaknesses

There are no significant weaknesses.

Design and technology

Standards are very good at both key stages.

Good features

- At KS1, pupils undertake a good range of design and make assignments in a variety of media such as cardboard, paper, wood, textiles and building kits. They discuss their work confidently, evaluating their method of working and the finished product sensibly.
- In designing and making a puppet, they look at a number of examples of ready-made puppets and evaluate them in order to gather ideas. They record their designs on a prepared sheet, using simple carefully labelled sketches and appropriate standard measurements. The finished product shows much imagination and originality.
- They work effectively in a group to design and make a box for carrying a cat to the vet. They list the equipment and materials required and note the stages for making the box. These models are of a high standard, showing a good understanding of the various ways of making a structure more stable. Each finished box is original, different, and suitable for the purpose.
- In designing and making a picnic stool, pupils use appropriate methods of measuring, cutting, shaping and joining paper. They can say how the finished stool compares with the original scheme, why some parts are unstable and how it can be improved.
- In using a building kit to model a lunar vehicle, pupils show good understanding and the ability to use simple mechanisms, such as an axle and wheels.
- At KS2, pupils follow the effective system established throughout the school of investigating, designing, making and evaluating products in carrying out a wide range of assignments with a variety of materials.
- They tackle the task of designing and making a house from a historical period confidently. They use a computer program capably for designing their initial ideas. The drawings are of good quality, carefully labelled and include detailed measurements. They measure, mark, cut and shape materials with precision using a good range of equipment carefully and

competently. They evaluate their work maturely as it develops and they refer often to their original plans.

- Pupils collaborate effectively in a group to design a bridge to hold a specific weight. They initially carry out detailed research work by looking at examples of different types of bridges in books and on the Internet, and evaluate them. They understand and use control technology effectively. They use a computer program successfully to feed and store instructions to switch on and extinguish lights on the bridge, and to make the bridge open and close. Appropriate attention is given to the finish of the products and the completed models are of a high standard.

Weaknesses

There are no significant weaknesses.

Information technology

Standards are good at both key stages.

Good features

- At both key stages, the great majority of pupils handle ICT equipment confidently and make full and effective use of it for different purposes and in a number of different contexts.
- At KS1, pupils open programs, save work on file, retrieve and print their work without assistance. They control the 'mouse' with increasing skill and modify and correct their work unaided.
- They use a simple art program effectively, selecting and changing colours confidently and combining pictures and text. They make good use of reinforcement programs to enhance and affirm their understanding of mathematical concepts.
- By Y2, pupils make appropriate use of a data-handling program to gather, organise and record information in the form of a block graph.
- With assistance, they are very successful in searching for specific information on the Internet.
- At KS2, pupils use ICT to present information in a variety of forms and for different audiences. They make effective use of the word-processor together with pictures imported from a digital camera for the presentation of their work. They select a layout, and change font, size and colour confidently. The recent use of a multi-media program to create a school web-site incorporates a good range of pupils' computer skills.
- They use a data program effectively to gather, modify, interrogate and organise stored information. The data is recorded in the form of block and line graphs and pupils produce work of high standard in analysing the results.
- Pupils make effective use of equipment and reinforcement programs in a good number of curriculum areas. They use sensors when investigating temperature and make effective use

of CD-ROMs and the Internet to gather information. Pupils use e-mail occasionally to receive and send messages.

- They use a LOGO program effectively to design 2D shapes and angles of different size.

Weaknesses

- At KS1, pupils' keyboard skills have not been sufficiently developed.
- At KS2, pupils do not create and use a spreadsheet to investigate patterns.

History

Standards are very good at both key stages.

Good features

- At KS1, the understanding of the majority of pupils of the passage of time is good as they study the order of day and weeks, the seasons and important events, and in discussion of their own family tree.
- They have a good awareness of the past; they can differentiate between the very old, the old and the new in their discussion of artefacts and pictures. They use appropriate terminology when discussing the past.
- In their study of farming yesterday and today, they can discuss how farming has changed over a period of time.
- They know about some historical characters from the past and they can differentiate between their way of living and today's ways. They record the work through pictures and stories.
- At KS2, pupils show good understanding of the topics that they have studied. They have a sound understanding of chronology and they can arrange the main historical periods in time sequence.
- Early in KS2, pupils show interest and enthusiasm in their discussion of artefacts connected with the past century. They ask intelligent questions and they can place significant events relevant to the world, Wales and Y Ganllwyd on a century time line.
- Through their study of different historical periods, they become aware of the people's way of life in these times. In discussing this they show empathy, express an opinion maturely and give reasons for some of the events.
- Their work in history is linked with other subjects, such as art and design and technology where interesting examples were seen of Celtic, Tudor and Victorian houses together with jewellery in Celtic designs. This work enhanced pupils' knowledge and understanding of the periods they have studied.

- Older pupils have a good understanding of different historical sources, research methods and of different ways of presenting facts, opinion and historical aspects.

Weaknesses

There are no significant weaknesses.

Geography

Standards are very good at KS1 and KS2.

Good features

- At KS1, pupils are able to name the physical and human features of their local area and can express an opinion simply on some features. They use geographical terms correctly.
- Pupils have good knowledge about the weather and make correct use of symbols to represent different weather. In their study of an area in another country, they note the differences in the weather. At their development level, they compare Ganllwyd forest with the Amazon rain forest, noting the similarities and differences.
- Their mapping skills develop well. They recognise symbols on a map.
- They can recognise Wales on a map of the United Kingdom, locating Y Ganllwyd on a map of Wales and other villages and towns in the country.
- They draw plans of familiar rooms and draw a map of the journey of the “two little dogs” using directions correctly in discussing them.
- At KS2, pupils can read maps suited to their age using six figure grid references confidently to read locations and symbols on an ordnance map.
- Through their work on the Third World they have gained valuable experiences in their discussion of physical and human features, weather and population, and in comparing these features with those in Wales.
- Following a visit by a worker from the Eryri National Park, the problems of parks were discussed and mature ideas were offered on different ways of solving them.
- Through fieldwork, their understanding of nature reserves, and of the types of birds seen is developed, together with the migration sources of birds on The Foryd. They discuss how The Foryd changes and why it should be protected.
- They use geographical terms correctly. They make appropriate use of ICT in searching for information related to their work.

Weaknesses

There are no significant weaknesses.

Art

Standards are satisfactory at KS1 and good at KS2.

Good features

- At KS1, pupils work in different media including crayons, pastels, paint and coloured pencils. By undertaking a variety of *collage* work, pupils' understanding of pattern and texture is enhanced.
- As part of their study of forest creatures, Y2 pupils produce coloured pencil pictures of good standard when closely observing insects.
- They are aware of the work of some well-known artists; they can emulate their work and evaluate and discuss it at a simple level.
- They make effective use of IT to draw and the more able pupils produce work of good standard.

- At KS2, pupils undertake a wide range of art experiences and experiment confidently with different media. They can select appropriate resources for specific tasks and use a range of techniques skilfully.
- They respond well to investigative work on African art. They develop elaborate patterns and use them deftly when working with textiles to create batik, tie-dye patterns and for printing on material. They use a good range of different techniques when designing and making 3D objects, such as face-masks, jewellery and ornamental tiles. This work and the way it is displayed are of high quality.
- Pupils have good knowledge of the work and style of famous artists such as Van Gogh and Peter Prendergast. They observe examples of their work closely and produce pictures of good standard when emulating their styles. Pupils discuss their own work and that of other artists confidently, using appropriate technical vocabulary.
- They make effective use of sketchbooks in investigating line and tone and when experimenting with different patterns. They produce imaginative and original patterns in close observation of patterns in the environment.
- They produce work of good quality in 2D and 3D as they record aspects of their studies in a number of other curriculum areas.

Weaknesses

- At KS1, pupils' ability to choose simple media and techniques has not developed sufficiently.
- Evidence of 3D work at KS1 is scant.

Music

Standards are good at KS1 and very good at KS2

Good features

- Standards of singing are good at KS1. Pupils sing an increasing range of songs suitable for their age.
- They investigate different sounds in the environment and experiment with tuned and untuned instruments confidently to reproduce and convey elements relevant to the story.
- They can maintain a beat correctly and recognise and repeat simple rhythm patterns.
- After listening to short pieces of music, they can differentiate between them and describe them using correct musical vocabulary. They offer ideas on the sort of music that they can compose for specific work.
- At KS2, pupils, on the whole, sing confidently with musical expression. The quality of the singing is good.
- After a stimulus, they were successful in composing music that conveyed the fable. A range of sound sources was investigated using tuned and untuned instruments. This was appropriately recorded in the form of graphic score, and with one pupil leading, the composition was performed most successfully.
- The pupils have created a school song that includes a series of verses and a chorus and have composed a suitable tune to match the words. *Fforio Cerdd* (Exploring Music) was used for some of this composition. Further work consists of composing a musical arrangement for the song. They do this enthusiastically. Rhythms and ostinato patterns are repeated with increasing accuracy and effective use is made of a pentatonic scale. They experiment with different instruments that include electronic keyboards.

Weaknesses

- At KS1, pupils' ability to evaluate musical compositions has not been developed sufficiently.

Physical education

Since there is neither a hall nor playing field on school grounds, pupils are transported to the nearby secondary school to receive weekly physical education lessons. There, they are taught by secondary specialist teachers in the subject. A video had been prepared of games lessons at KS1 and gymnastics and dance lessons at KS2. Based on this evidence, standards are good at both key stages.

Good features

- At KS1 and KS2, pupils are aware of the need to warm up before exercising and they work energetically throughout the lesson. They dress appropriately for the activities and show a good awareness of safety issues when fetching and storing apparatus.
- At KS1, pupils control a ball effectively. They concentrate carefully when aiming for a target, succeed well in catching the ball when changing position and direction and know how to throw and catch a ball correctly. There is clear progress to be seen in pupils' skills during the lesson.

- Pupils co-operate successfully with a partner and within a group in developing simple games that include sending, receiving and travelling with a ball. They respond well to instructions and follow simple rules. They can discuss different aspects of the work with understanding and they evaluate their own work and that of other pupils, drawing attention to good features and offering sensible ideas on how to improve the performance.
- At KS2, pupils recognise and name the basic shapes in gymnastics with facility. They manage to stretch and hold one shape well, showing appropriate tension before moving on smoothly to the next shape. They are able to display a series of shapes effectively, giving appropriate attention to detail.
- They co-operate in small groups, evaluating each other's work sensitively and maturely and they suggest ways of improving the performance. They concentrate well and observe carefully as they help each other with movements on the apparatus. The great majority of pupils roll correctly and safely and balance with increasing control. They jump lightly and are stationary on landing.
- They work together effectively in response to music; they can create sure and definite movements and combine them in an interesting manner to create a simple dance.

Weaknesses

There are no significant weaknesses.

Religious education

Standards are very good at both key stages.

Good features

- KS1 pupils have good knowledge of Bible stories and they can recall and repeat them appropriately.
- The great majority are aware of some of the main church festivals and of the significance of important days.
- They can differentiate between the Old Testament and the New Testament. They remember the creation story well, and at a simple level, they discuss care for the environment and the prevention of world pollution.
- Their understanding of principles such as friendship and care for others develops well.
- Their ability to compose simple prayers is good and the more able know the purpose of prayer.
- At KS2, pupils can repeat some of the main events in the life of Jesus as well as some early stories from the Old Testament. They record Biblical stories and events in various forms.
- Following work on the Ten Commandments and the importance of loving God and fellow man, pupils express an opinion on the importance of abiding by the rules of today. Their knowledge of saints and other Christian leaders is good.
- Visits to places of worship in the community at times of Christian celebrations enhance pupils' knowledge and understanding of Christian practices.

- They understand and discuss humanitarian ideas and make practical efforts to help those that are less fortunate than them.
- They are very familiar with elements of other religions and they discuss their significant features with understanding. They present some of the stories through role-play and through artwork.

Weaknesses

There are no significant weaknesses.

8. SCHOOL IMPROVEMENT

8.1 Progress since the last inspection

Following the inspection in the 1995 summer term, the report identified the following key issues for action.

- 1. A whole-school thematic organisation for presenting the curriculum is operated at present, and responsibility for the work is shared between the head and the part-time teacher. In order to ensure progression and consistency in the methods deployed across the sections, the current arrangement needs to be re-considered.*
 - 2. Considerable reliance is placed on ready-made worksheets at KS1. These often restrict the experiences given to the pupils and the continuation of their use needs to be reconsidered.*
 - 3. More detailed guidelines need to be designed to develop pupils' handwriting at KS1 and KS2.*
 - 4. Although some pupils write correctly and at length in the two languages, others are limited in the content of their writing and need to be given the opportunity to overcome their difficulties.*
1. The meaning of the first key issue is unclear since there is no reference to any deficiency of curriculum provision in the body of the report. By now, the school's staffing organisation has changed and consistency in the methods used to present the curriculum across the two key stages is ensured by the sound leadership provided by the head and the regular discussions held between staff members.
 2. Worksheets are still used at the two key stages but by now teachers are not over-dependent on them and they do not restrict the experiences provided to pupils. The great

majority of worksheets provide valuable guidelines and reinforce the learning and teaching substantially.

3. The school has given specific attention to the development of handwriting at KS1 and KS2. By the present, written work is presented in neat, easily read handwriting.
4. By now, the great majority of pupils write extended pieces of work that show interesting descriptions, lively narrative, and sound mastery of punctuation and spelling. Standards are good at both key stages in Welsh and English.

8.2 Key issues for action

The school needs to:

- maintain standards in the subjects and aspects attaining good or very good standards, and raise standards of achievement in art at KS1 by attending to the weaknesses noted;
- ensure a fairer distribution of curriculum responsibilities in order to lessen the head's responsibilities and develop the assistant teacher's role as curriculum leader;
- modify and refine the SDP by including fewer priorities and tasks to be achieved annually and develop a long-term plan linking curricular, management and financial aspects.

APPENDIX

School Data

A. Basic knowledge about the school

Name of School	Ysgol Y Ganllwyd
Type	Primary
Age range of pupils	3 -11
Address of school	Y Ganllwyd Dolgellau Gwynedd
Postcode	LL40 2TG
Telephone	01341 440219

Name of Head	Mrs Kerry Wyn Parry
Date of appointment	1 January, 1992
Chair of Governors	Mrs Marian Rhys Jones
Registered Inspector	Mrs Jean Marshall
Date of Inspection	15 – 16 January, 2002

B. School data and indicators

<i>Number of pupils in each year group</i>								
Year group	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	6	3	4	5	6	1	5	30

<i>Number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	-	2

<i>Staffing information</i>	
Pupil: teacher ratio, apart from nursery and special classes	15 : 1
Size of classes on average, apart from nursery and special classes	15
Teacher: class ratio	1:1

<i>Percentage of attendance over three whole terms before the inspection</i>				
	Reception	KS1	KS2	Whole school
Spring Term	85.8	91.4	91.3	89.5
Summer Term	97.7	96.1	95.1	96.3
Autumn Term	96.7	97.7	96.3	96.9

Number of pupils suspended during the previous 12 months	0
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C. Results of NC assessments and public examinations

National Curriculum Assessments KS1 Results: 2001	Number of pupils in Y2: 4
As the number of pupils eligible to be assessed at the end of KS1 was less than five, there is no need to include this information.	

National Curriculum Assessments KS2 Results: 2001	Number of pupils in Y6: 2
As the number of pupils eligible to be assessed at the end of KS2 was less than five, there is no need to include this information.	

D Record of basis of evidence for the inspection

The school was inspected over a period of 2 days by a team of two professional inspectors and one lay inspector. During the period:

- 29 sessions were observed, dividing the time fairly equitably between the classes;
- discussions were held with pupils, the head and all staff;
- pupils' knowledge and understanding of the work they have undertaken were examined;
- all pupils were heard reading in both languages;
- samples of pupils' work were inspected;
- analyses were made of school policy and planning documents, teachers' short and long term plans, and schemes of work;

- attendance registers, pupil records and teacher assessment notes were examined;
- detailed attention was given to the school's financial information;
- a formal meeting was held with the governors;
- a parents' meeting, with 8 present, was held, and 10 questionnaires were received for analysis together with one letter.

E. Composition and responsibilities of the inspection team

Name	Role	Sections of report	Subjects (section 7)
Jean Marshall	Registered Inspector	1.0, 2.0, 3.1, 3.2, 5.1, 6.1, 6.2, 6.3, 8.1, 8.2	Mathematics, Science, Design and Technology, Information Technology, Art, Physical education
Rhianwen H. Roberts	Professional Inspector	4.1, 5.2, 5.3, 5.4, 5.5	Children under 5, Welsh, English, History, Geography, Music, Religious education
Griff Charles Morris	Lay Inspector	4.1, 4.2, 4.3, 5.6, 5.7, 6.3	

The inspectors wish to express their gratitude to governors, head, staff, pupils and parents in the school for their willing co-operation during the inspection.