

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

**YSGOL GYNRADD CARMEL  
CARMEL  
CAERNARFON  
GWYNEDD  
LL54 7AA**

**School Number: 661/2024**

**Date of Inspection: 8-10 March 2005**

**by**

**Mr D M Cray  
Registered Inspector 92/16768**

**Date: 12 May 2005**

**Under Estyn contract number: T/100/04/P**

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**Year groups and key stages**

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

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

Primary phase:

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

Secondary phase:

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

The national curriculum covers four key stages as follows:

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

The 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

<b>Contents</b>	<b>Page</b>
<b>Context</b>	1
<b>Summary</b>	2
<b>Recommendations</b>	7
<b>Standards</b>	8
Key question 1: How well do learners achieve?	8
<b>The quality of education and training</b>	11
Key question 2: How effective are teaching, training and assessment?	11
Key question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	13
Key question 4: How well are learners cared for, guided and supported?	15
<b>Leadership and management</b>	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?	18
Key question 7: How efficient are leaders and managers in using resources?	20
<b>Standards achieved in subjects and areas of learning</b>	21
English	21
Mathematics	22
Design and technology	22
Information technology	24
Music	25
Religious education	26
<b>School's response to the inspection</b>	27
<b>Appendices</b>	28
A Basic information about the school	28
B School data and indicators	28
C National Curriculum assessments results	29
D Evidence base of the inspection	30
E Composition and responsibilities of the inspection team	30



## Context

### The nature of the provider

- 1 This primary school, which is maintained by Gwynedd Local Education Authority, serves the village of Carmel, near Caernarfon and its hinterland. It is a traditionally Welsh-speaking area that has seen considerable in-migration over recent years. Pre-inspection documentation suggests that the area is neither prosperous nor economically disadvantaged. Baseline assessments over recent years indicate that the majority of pupils are of moderate ability when admitted to school.
- 2 Currently, there are 52 pupils between 3 and 11 years of age on the school register and they are admitted to school on a part-time basis in the September following their third birthday, and on a full-time basis the following September after their fourth birthday. Over time, pupil numbers have remained relatively constant, but a significant reduction is foreseen in coming years.
- 3 Seven per cent of pupils are entitled to receive free school meals – a figure that is lower than county (15%) and national (19%) averages. Fourteen (27%) are denoted as having special educational needs. Some two thirds of pupils come from homes where Welsh is spoken as a first language. Welsh is the everyday language of the school and the main medium of teaching and learning.
- 4 The school was last inspected during the autumn term of 1998 and there has been a complete change in teaching staff since then. The headteacher who was appointed to her post in 2002 has recently returned following maternity leave. At the time of the inspection, one class was being taught by a supply teacher.

### The school's priorities and targets

- 5 The school's main priorities and targets for the current year include:
  - developing thinking skills in mathematics;
  - developing information technology skills;
  - developing personal and social education throughout the school;
  - music;
  - raising standards in design and technology;
  - preparing for the inspection.

## Summary

- 6 The inspection team concurred with the school's judgement in its self-evaluation report in four of the seven key questions. Where there was a difference of judgement, the findings of the inspection team were higher than the school's view in two questions and lower in one question.

### Table of grades awarded

- 7 The inspection team adjudged the school's work as follows:

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?	3
4 How well are learners cared for, guided and supported?	2
5 How effective are leadership and strategic management?	2
6 How well do leaders and managers evaluate and improve quality and standards?	3
7 How efficient are leaders and managers in using resources?	2

### Standards

- 8 Standards of achievement in the subjects inspected are as follows:

Subject	Key stage 1	Key stage 2
English	-----	Grade 3
Mathematics	Grade 2	Grade 2
Design and technology	Grade 2	Grade 2
Information technology	Grade 2	Grade 2
Music	Grade 2	Grade 2
Religious education	Grade 2	Grade 2

- 9 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards achieving the Desirable Outcomes for Children's Learning.
- 10 The under-fives make very good progress in the development of their communication and mathematical skills and in their use of information technology skills across the six areas of learning.

- 11 Pupils in both key stages make generally good progress in the development of their communication skills across curriculum subjects. Although a good number of pupils for whom English is their second language are less confident in their use of English than Welsh, they display increasing development as they work in both languages in key stage 2. They make good progress as they use their mathematical skills across the curriculum in key stages 1 and 2. The standards achieved by pupils in the use of their information technology skills across the curriculum are good in both key stages.
- 12 The progress made by pupils with special educational needs is generally good.
- 13 In relation to comparable schools in Wales in terms of the percentage of pupils receiving free school meals, the school's performance in key stage 1 in two out of the last three years has been in the lower 50%, but above the lowest 25%. In key stage 2, the performance has also been within the lower 50%, with the exception of 2002 when it was within the upper 25%.
- 14 The pupils behave well inside and outside their lessons. They are courteous and respectful of both staff and visitors.
- 15 The pupils attend school regularly and average attendance over the last three full terms is slightly higher than 96%. A few instances of unpunctuality were seen at the beginning of the day.

### **The quality of education and training**

- 16 In the lessons observed, it was adjudged that the quality of education is as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
30%	55%	15%	---	---

- 17 In the lessons adjudged to be Grade 1, the teachers create a particularly stimulating working environment, focussing pupils' minds on the task in question, whilst ensuring that the work is completed at an appropriate pace. Classroom organisation for the under-fives and key stage 1 is an outstanding feature of the school's provision.
- 18 The lessons adjudged to be Grade 2 and above are well planned and they contain clear objectives and outcomes that are shared with pupils. The purposeful questioning encourages pupils to respond appropriately. A range of appropriate teaching strategies is employed.
- 19 In the very few Grade 3 lessons observed, some of the tasks were not sufficiently challenging.

- 20 The teachers have good subject knowledge. The school makes good use of this through the practice of exchanging classes - an arrangement from which pupils benefit.
- 21 The school promotes equal opportunities for its pupils. The teachers fulfil pupils' bilingual needs, but there is room to develop further the use made of English in some activities.
- 22 Overall, the school's assessment programme is well planned. There is a system for assessing pupils' progress in the core and foundation subjects and use is made of standardised national tests for reading Welsh. Not enough steps have been taken to measure reading in English in order to raise standards and provide books that are consistent with the ability of all pupils.
- 23 The annual reports to parents fulfil statutory requirements and they provide useful information about pupils' progress, either in the six areas of the Desirable Outcomes, or on all the subjects taught in both key stages. However, a number of reports are lacking in the advice given on how pupils can improve their work.
- 24 Pupils benefit from equal opportunities and they develop their personal and social skills by taking part in activities such as Dragon Sports and the local Adran of the Urdd that meets at the school.
- 25 A strong emphasis is placed on the Welsh dimension within the curriculum.
- 26 Pupils' spiritual, moral, social and cultural development is promoted effectively and the provision made is Grade 2. The sessions of collective worship make a significant contribution to their understanding of moral and spiritual issues. Pupils contribute regularly to charitable work.
- 27 There are effective arrangements for communicating with parents and the information provided is of good quality. The parents' handbook conforms fully to statutory requirements. The school has developed good links with parents.
- 28 Pupils have begun to receive opportunities to develop their entrepreneurial skills. Currently, the education related to the world of work has not been sufficiently developed and this is acknowledged in the school's self-evaluation documentation.
- 29 The school has an appropriate policy for personal and social education and useful circle time sessions are held. There is room to build further on these initial efforts, as acknowledged in the self-evaluation document and in the school development plan. The school has applied to join the Gwynedd healthy schools initiative.
- 30 The school has appropriate policies for racial equality and equal opportunities. Pupils are aware of the need to show respect for others, regardless of race. Learning opportunities are provided that address global

citizenship issues within curriculum lessons, particularly so in geography, history and charitable work. Although pupils are aware of the importance of recycling, there is room to strengthen their awareness of education for sustainable development.

- 31 The quality of care and the support and guidance provided for pupils is good. The school provides a warm and welcoming environment where they are happy and feel safe.
- 32 The school effectively monitors pupils' attendance and punctuality, and the administration of the registers conforms to the requirements of National Assembly for Wales Circular 3/99. Behaviour is monitored effectively, including behaviour during lunchtime.
- 33 The school has an appropriate and updated policy and procedures for child protection.
- 34 The school co-operates effectively with the local authority in conducting risk assessments of the buildings and campus. It was noted that a lock is required on the gate that provides access to the area housing the gas tank.
- 35 The provision for pupils with special educational needs is good and it fulfils the requirements of the Code of Practice.
- 36 The school encourages positive attitudes amongst pupils on issues such as promoting equality on the basis of race, disability and background. Pupils are taught about the importance of tolerance and acknowledging and respecting diversity. However, there is room to do more to challenge stereotyping in the pupils' expectations.
- 37 A school council has not yet been established to give pupils an opportunity to discuss issues of personal importance to them. The current school development plan identifies the intention to set up a school council.

### **Leadership and management**

- 38 The headteacher provides positive leadership that gives a clear sense of direction to the work of the school and promotes improvements. She succeeds in effectively co-ordinating the work of the teachers, the support staff and the governing body.
- 39 Agreed aims and values are reflected effectively in the work and ethos of the school. The contribution of all members of the school community is valued and there is a strong sense of trust and mutual understanding.
- 40 The system for setting improvement targets provides clear performance aims for the school, but they are not always sufficiently challenging.
- 41 The governing body undertakes its management and legal responsibilities effectively. It offers good support for the school and meets on a regular basis.

Through the headteacher's reports, the governors have an awareness of the school's performance, but they have not yet adequately addressed their monitoring and evaluating responsibilities.

- 42 The school operates within the recommendations for teaching hours and the annual report of the governing body fulfils the requirements of National Assembly for Wales Circular 15/01.
- 43 The school's self-evaluation arrangements that were established in the relatively recent past include a long-term programme for securing an evaluation of standards in the various curricular areas. The work that has been undertaken is very thorough, as in the case of the evaluation of standards undertaken in subjects such as music, design and technology and information technology. It was seen that the process has been particularly effective in terms of identifying shortcomings and planning to improve pupils' achievements in those areas.
- 44 With the exception of the attention given to special educational needs, little attention has been given to the evaluation of aspects relating to the quality of provision.
- 45 It was seen in the self-evaluation report that it is intended to strengthen the contribution of the co-ordinators by further developing their role. The inspection team agrees with this.
- 46 The self-evaluation report produced by the school prior to the inspection is concise and gives a good overview of the school's situation. Information from the self-evaluation is used to determine the priorities seen in the school development plan. Both documents are effectively linked.
- 47 The targets resulting from the previous inspection have been achieved, with the exception of standards in English that remain satisfactory. The inspectors noted that the school had not made sufficient progress in addressing some of the key issues raised by the previous inspectors until the new headteacher became fully accustomed with her duties.
- 48 The governing body secures a sufficient number of teachers to teach all aspects of the school curriculum effectively.
- 49 Overall, the range of resources for supporting the pupils' curriculum is good and appropriate to their needs and ability range, including the under-fives. They are of good quality and are accessible to all pupils. The school has a good supply of computers and it ensures that all pupils receive regular opportunities to use them.
- 50 The school has an adequate number of rooms for teaching purposes and effective and efficient use is made of the space available. The lack of a school hall is a disadvantage in terms of fulfilling the requirements of the physical education curriculum and lunch has to be served in the classrooms.

- 51 The internal and external condition of the school is good. Standards of cleanliness in all rooms and in the school grounds are good, and they are respected by pupils and adults. The building provides suitable disabled access.
- 52 The colourful displays on classroom walls make a significant contribution to creating a stimulating environment and celebrating pupils' work.
- 53 The school's expenditure decisions are effectively linked with its priorities and targets. It is foreseen that there will be a considerable reduction in pupil numbers over coming years and the school is planning appropriately for this eventuality. The budget is monitored carefully and the school provides good value for money.

## Recommendations

- 54 In order to improve the areas inspected at the school, the staff and governors need to:
- R1 raise pupils' standards of achievement in English by addressing the shortcomings identified;
- R2 continue to develop the self-evaluation procedures by:
- further developing the role of the curriculum co-ordinators as indicated in the school's self-evaluation documentation;
  - address the need to evaluate aspects relating to the quality of provision as well as standards;
  - ensure that the governing body plays a more proactive role in the process of monitoring and evaluation;
- R3 further develop the school's links with the world of work, together with pupils' awareness of education for sustainable development.
- 55 The governing body is responsible for changing its present development plan to incorporate action steps to be taken in response to the recommendations within 45 working days of receipt of the report showing how the school intends to address the recommendations. This plan, or a summary of it, will be distributed to all parents at the school.

## Standards

### Key question 1: How well do learners achieve?

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

- 56 The findings of the inspection team are different to the school's self-evaluation to the extent that the school has awarded Grade 3 to this key question.
- 57 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards achieving the Desirable Outcomes for Children's Learning.
- 58 Standards of achievement in the subjects inspected are as follows:

Subjects	Key stage 1	Key stage 2
English	-----	Grade 3
Mathematics	Grade 2	Grade 2
Design and technology	Grade 2	Grade 2
Information technology	Grade 2	Grade 2
Music	Grade 2	Grade 2
Religious education	Grade 2	Grade 2

- 59 The under-fives make very good progress in the development of their communication and mathematical skills, and in their use of information technology skills across the six areas of learning.
- 60 Pupils in both key stages make generally good progress in the development of their communication skills across curriculum subjects. Although a good number of pupils for whom English is their second language are less confident in their use of English than Welsh, they display increasing development as they work in both languages in key stage 2. They make good progress as they use their mathematical skills across the curriculum in key stages 1 and 2. The standards achieved by pupils in the use of their information technology skills across the curriculum are good in both key stages.
- 61 The progress made by pupils with special educational needs towards achieving the targets set for them in their individual education plans is generally good.
- 62 In key stage 1 in 2004, according to teacher assessments, 63% of pupils attained level 2 or above in the core subjects of Welsh, mathematics and science at the end of the key stage. In 2003 the figure was 75% (Wales 79%; Gwynedd 79%) and in 2002 it was 83% (Wales 80%; Gwynedd 79%). The school's results for 2004 were slightly higher than national and county averages (2003) in mathematics, but were considerably lower in Welsh and science. There is no pattern of obvious differences in the performance of boys and girls.

- 63 In key stage 2 in 2004, 69% of pupils at the school attained level 4 or above, as determined by task/test results in the core subjects of Welsh, English, mathematics and science. In 2003 it was 80% (Wales 71%; Gwynedd 72%) and in 2002 the figure was 100% (Wales 68%; Gwynedd 71%). The results for 2004 were considerably higher than national and county averages (2003) in Welsh, English and science, but were slightly lower in mathematics. There are again no significant differences in the performance of boys and girls at the end of this key stage.
- 64 In relation to comparable schools in Wales in terms of the percentage of pupils receiving free school meals, the school's performance in key stage 1 in two out of the last three years has been in the lower 50%, but above the lowest 25%. In key stage 2, the performance has also been within the lower 50%, with the exception of 2002 when it was within the upper 25%.
- 65 The school succeeds in the main in achieving or exceeding the targets set for its pupils. However, they are not always sufficiently challenging.
- 66 Across the school, pupils make regular progress in their knowledge, understanding and skills. The majority work hard in their lessons and they use their time effectively. They concentrate well on their tasks, showing a high degree of motivation and they make good progress towards achieving their potential. They respond enthusiastically and are clearly interested in their work. They have a good awareness of their strengths and of what they need to do to improve.
- 67 The pupils behave well inside and outside their lessons. They are courteous and respectful of both staff and visitors.
- 68 The pupils attend school regularly and average attendance over the last three full terms is slightly higher than 96%. The levels of attendance of the nursery children are considerably lower than this. A few instances of unpunctuality were seen at the beginning of the day.
- 69 Pupils' creative skills are good.
- 70 The pupils make good progress in the development of their personal and social skills. They co-operate easily and effectively with each other. They are very happy to share resources and to discuss ideas.
- 71 They come to work independently, arranging their own work and making sensible decisions about the next steps in their learning process. This aspect is an outstanding feature of the learning of the under-fives and key stage 1 pupils.
- 72 Pupils of all ages at the school display an appropriate awareness of equal opportunity issues and respect towards diversity in society. The studies of major world religions in religious education lessons deepens their knowledge and understanding of the beliefs and worship practices of people from traditions other than their own.

- 73 Pupils' understanding of the world of work is developed through some local links, but there is room to extend and build further on this. The school succeeds in preparing the pupils well to play a full part in the life of the local community.

## The quality of education and training

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

#### Grade 2: Good features and no important shortcomings

74 The findings of the inspection team are different to the school's self-evaluation to the extent that the school has awarded Grade 3 to this key question.

75 In the lessons observed, it was adjudged that the quality of education is as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
30%	55%	15%		

76 In the lessons adjudged to be Grade 1 the teachers create a particularly stimulating working environment, focussing pupils' minds on the task in question whilst ensuring that the work is completed at an appropriate pace. Classroom organisation for the under-fives and key stage 1 is an outstanding feature of the school's provision.

77 The lessons adjudged to be Grade 2 and above are well planned, and they contain clear objectives and outcomes that are shared with pupils. The purposeful questioning encourages pupils to respond appropriately. A range of appropriate teaching strategies is employed and good behaviour is ensured through fair and firm class management. The tasks set are suitable in terms of pupils' ability and understanding. Effective use is made of the interactive whiteboard to enhance the presentations.

78 In the very few Grade 3 lessons observed, some of the tasks were not sufficiently challenging.

79 The relationships between teachers and pupils are particularly good. The element of mutual respect has a positive impact on pupils' attitudes towards their work. There are clear strategies for pupil support and management and the school has benefited as a result.

80 The school fulfils the requirements of the Desirable Outcomes for the learning of the under-fives, the programmes of study of the national curriculum and the requirements for religious education in accordance with the local agreed syllabus.

81 The teachers have good subject knowledge. The school makes good use of this through the practice of exchanging classes - an arrangement from which pupils benefit.

82 The classroom assistants and the nursery nurse make a valuable contribution to the quality of the learning and teaching. They succeed in supporting the teachers in fulfilling the needs of individual learners.

- 83 The school promotes equal opportunities for its pupils. The teachers fulfil pupils' bilingual needs, but there is room to develop further the use made of English in some activities.
- 84 Overall, the school's assessment programme is well planned. There is a system for assessing pupils' progress in the core and foundation subjects, and use is made of standardised national tests for reading Welsh. Not enough steps have been taken to measure reading in English in order to raise standards and provide books that are consistent with the ability of all pupils. A school portfolio is kept to show the levels achieved by pupils in language and mathematics, and the school has begun to develop similar portfolios in other areas.
- 85 The teachers carefully observe pupils at work and they provide appropriate support and guidance.
- 86 Pupils' work is regularly marked. The teachers provide comments that offer guidance and encouragement. Personal targets are set in the core subjects on a specially designed sheet, which contains space for pupils to share in the responsibility for improving their own learning by appending their own observations.
- 87 The results of national tests and teachers' assessments are analysed, and these are used in order to refine the teaching and to share information as pupils move from one class to another.
- 88 The annual reports to parents fulfil statutory requirements and they provide useful information about pupils' progress, either in the six areas of the Desirable Outcomes, or on all the subjects taught in both key stages. However, a number of reports are lacking in the advice given on how pupils can improve their work. Parents respond very positively to the annual arrangement of inviting them to three open evenings and they appreciate the opportunities to discuss their children's progress and achievements outside these periods if required.

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

**Grade 3: Good features outweighing shortcomings**

- 89 The inspection findings concur with the school's judgement in its self-evaluation report.
- 90 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards achieving the Desirable Outcomes for Children's Learning. They receive rich and stimulating experiences, leading naturally to the programmes of study of the national curriculum.
- 91 The school provides equal access to a broad and balanced curriculum. A wide range of experiences is provided to pupils, although the provision for the most enterprising and talented pupils could be extended.
- 92 The school uses thematic cycles for the purpose of curriculum organisation. The subject-based schemes of work are of good quality and they provide continuity and progression between classes and key stages.
- 93 The pupils benefit from equal opportunities and they develop their personal and social skills by taking part in activities such as Dragon Sports and the local Adran of the Urdd that meets at the school. At times, there is room for a more proactive approach when dealing with stereotyping.
- 94 A strong emphasis is placed on the Welsh dimension within the curriculum and the learning experiences promote the pupils' bilingual skills.
- 95 Pupils' spiritual, moral, social and cultural development is promoted effectively and the provision made is Grade 2. The school places a strong emphasis on caring for others and on co-operation. The values taught by the school are reflected in the positive behaviour and attitudes exhibited by pupils. The sessions of collective worship make a significant contribution to their understanding of moral and spiritual issues. Pupils contribute regularly to charitable work.
- 96 The school has a number of supportive parents who appreciate the school's efforts and are supportive of its aims and objectives. A high level of support was expressed in the questionnaires returned to inspectors prior to the inspection. The Friends of the School is an active organisation that raises considerable sums of money for school funds.
- 97 There are effective arrangements for communicating with parents and the information provided is of good quality. The home-school agreement is an appropriate and useful document. The parents' handbook conforms fully to statutory requirements.

- 98 The school has developed good links with the community and it holds thanksgiving services in the chapel and concerts in the village hall. The arrangement with Dragon Sports promotes co-operation with other local primary schools and the close links with the local secondary school ensure that pupils' transfer to year 7 at the end of their time in the primary sector is undergone without difficulty. There is a good relationship with Bangor University.
- 99 The local area is used to promote pupils' curricular experiences. Pupils have begun to receive opportunities to develop their entrepreneurial skills by growing flowers in the community garden and selling them in the school's summer fair, and it is intended to further develop their skills in this respect.
- 100 The school has an appropriate policy for personal and social education and useful circle time sessions are held. There is room to build further on these initial efforts, as acknowledged in the self-evaluation document and in the school development plan. The school has applied to join the Gwynedd healthy schools initiative.
- 101 The school has appropriate policies for racial equality and equal opportunities. Pupils are aware of the need to show respect for others, regardless of race. Learning opportunities are provided that address global citizenship issues within curriculum lessons, particularly so in geography, history and charitable work. Although pupils are aware of the importance of recycling, there is room to strengthen their awareness of education for sustainable development.
- 102 Currently, the education related to the world of work has not been sufficiently developed and this is acknowledged in the school's self-evaluation documentation.
- 103 Pupils' experiences across the curriculum enable them to gain a range of skills that are valuable in terms of lifelong learning. These include information and communication technology skills, numeracy skills, bilingualism and personal and social development. They receive opportunities to solve problems, to co-operate on tasks, and to become independent learners.

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

### **Grade 2: Good features and no important shortcomings**

- 104 The inspection findings concur with the school's judgement in its self-evaluation report.
- 105 The quality of care and the support and guidance provided for pupils is good. The school provides a warm and welcoming environment where they are happy and feel safe. They speak freely with staff, are happy to approach them for support and guidance, and the staff know the pupils well.
- 106 The parents present at the pre-inspection meeting expressed satisfaction with the school's open door policy.
- 107 The induction programmes for the nursery children have been well developed and this one of the strengths of the school. Arrangements are in place to ensure that latecomers spend a term at the local language unit and this assists them to integrate into the naturally Welsh life of the school.
- 108 The school effectively monitors pupils' attendance and punctuality, and the administration of the registers conforms to the requirements of National Assembly for Wales Circular 3/99. Behaviour is monitored effectively, including behaviour during lunchtime. Detailed records are kept of any misbehaviour. The teachers and the support staff, including the lunchtime supervisor, work together to provide continuous support, evidence of which is the fact that no instances of bullying or aggressive behaviour were seen during the inspectors' visit.
- 109 The school has an appropriate and updated policy and procedures for child protection.
- 110 Regular fire drills are held according to requirements. Teachers possess current first aid qualifications and appropriate records are kept in the accidents book. The school co-operates effectively with the local authority in conducting risk assessments of the buildings and campus. It was noted that a lock is required on the gate that provides access to the area housing the gas tank.
- 111 There are good links with specialist agencies such as the police and the community policeman comes to talk to the older pupils about issues such as drugs. There are also effective links with the social services and with other services provided by speech therapists, and local ministers and priests.
- 112 The provision for pupils with special educational needs is good, and it fulfils the requirements of the Code of Practice. The school identifies pupils' needs at an early stage, making appropriate intervention where required. The pupils have individual education plans that are reviewed on a termly basis and parents are included in the process. The support provided in the withdrawal

sessions is purposeful, focussing on the specific needs of the individual pupils. The one to one support provided by the classroom assistants is effective.

- 113 The school encourages positive attitudes amongst pupils on issues such as promoting equality on the basis of race, disability and background. Pupils are taught about the importance of tolerance and acknowledging and respecting diversity. However, there is room to do more to challenge stereotyping in the pupils' expectations.
- 114 A school council has not yet been established to give pupils an opportunity to discuss issues of personal importance to them. The current school development plan identifies the intention to set up a school council.
- 115 The school has taken steps to ensure that disabled pupils are not treated less favourably and improvements have been completed by way of physical access to the building in order to make it accessible for all.

## Leadership and management

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

#### Grade 2: Good features and no important shortcomings

- 116 The inspection findings concur with the school's judgement in its self-evaluation report.
- 117 The headteacher provides positive leadership that gives a clear sense of direction to the work of the school and promotes improvements. She succeeds in effectively co-ordinating the work of the teachers, the support staff and the governing body.
- 118 Agreed aims and values are reflected effectively in the work and ethos of the school. The contribution of all members of the school community is valued and there is a strong sense of trust and mutual understanding.
- 119 Appropriate consideration is given to county priorities and to Welsh Assembly Government initiatives. Reference is made within the school development plan to the intention to develop several such initiatives.
- 120 The system for setting improvement targets provides clear performance aims for the school, but they are not always sufficiently challenging.
- 121 Appropriate performance management arrangements have been established for improving teachers' skills and competence, and effective developments programmes are in place.
- 122 The governing body undertakes its management and legal responsibilities effectively. It offers good support for the school and meets on a regular basis. Through the headteacher's reports, the governors have an awareness of the school's performance, but they have not yet adequately addressed their monitoring and evaluation responsibilities.
- 123 The school operates within the recommendations for teaching hours and the annual report of the governing body fulfils the requirements of National Assembly for Wales Circular 15/01.

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

**Grade 3: Good features outweighing shortcomings**

- 124 The findings of the inspection team are different to the school's self-evaluation to the extent that the school has awarded Grade 2 to this key question.
- 125 The school's self-evaluation arrangements that were established in the relatively recent past include a long-term programme for securing an evaluation of standards in the various curricular areas. The work that has been undertaken is very thorough, as in the case of the evaluation of standards undertaken in subjects such as music, design and technology and information technology. It was seen that the process has been particularly effective in terms of identifying shortcomings and planning to improve pupils' achievements in those areas.
- 126 With the exception of the attention given to special educational needs, little attention has been given to the evaluation of aspects relating to the quality of provision.
- 127 Effective use is made of end of key stage assessment results together with local benchmarking data in order to compare the school's performance.
- 128 The school has made good use of the support visits made by the advisers of the local education authority.
- 129 It was seen in the self-evaluation report that it is intended to strengthen the contribution of the co-ordinators by further developing their role. The inspection team agrees with this.
- 130 There are currently no formal arrangements for gathering the views of parents and pupils.
- 131 The self-evaluation report produced by the school prior to the inspection is concise and gives a good overview of the school's situation. Judgements are formed on all aspects of the inspection and the school's strengths and the areas requiring further attention are identified.
- 132 Information from the self-evaluation is used to determine the priorities seen in the school development plan. Both documents are effectively linked. The school development plan provides a useful sense of direction for the work of the school over a three-year period.
- 133 The inspection team concurred with the school's judgement in its self-evaluation report in four of the seven key questions. Where there was a difference of opinion, the findings of the inspection team were higher than the school's judgement in two questions and lower in one question.

- 134 The targets resulting from the previous inspection have been achieved, with the exception of standards in English that remain satisfactory. The inspectors noted that the school had not made sufficient progress in addressing some of the key issues raised by the previous inspectors, until the new headteacher became fully accustomed with her duties.

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

### **Grade 2: Good features and no important shortcomings**

- 135 The inspection findings concur with the school's judgement in its self-evaluation report.
- 136 The governing body secures a sufficient number of teachers to teach all aspects of the school curriculum effectively. The teachers are knowledgeable in the areas they teach and the learning assistants perform their duties effectively, making an important contribution to the quality of provision and to pupils' standards of achievement. Effective use is made of teacher expertise through the practice of exchanging classes to teach subjects such as music.
- 137 All members of staff have job descriptions that give a clear indication of their duties, including the subjects for which they are responsible.
- 138 Overall, the range of resources for supporting the pupils' curriculum is good and appropriate to their needs and ability range, including the under-fives. They are of good quality and are accessible to all pupils. The school has a good supply of computers and it ensures that all pupils receive regular opportunities to use them.
- 139 The school has an adequate number of rooms for teaching purposes and effective and efficient use is made of the space available. The lack of a school hall is a disadvantage in terms of fulfilling the requirements of the physical education curriculum and lunch has to be served in the classrooms.
- 140 The internal and external condition of the school is good. Standards of cleanliness in all rooms and in the school grounds are good, and are respected by pupils and adults. The building provides suitable disabled access.
- 141 The colourful displays on classroom walls make a significant contribution to creating a stimulatory environment and celebrating pupils' work.
- 142 The teachers attend a good range of training sessions and this has a positive impact on their skills and understanding. They work together very effectively to share information.
- 143 The school's expenditure decisions are effectively linked with its priorities and targets. It is foreseen that there will be a considerable reduction in pupil numbers over coming years and the school is planning appropriately for this eventuality. The budget is monitored carefully and the school provides good value for money.

## Standards achieved in subjects and areas of learning

### English

- 144 Although English is introduced to pupils in key stage 1, they do not formally follow the programme of study for the subject until the beginning of key stage 2.

#### **Key Stage 2 - Grade 3: Good features outweigh shortcomings**

##### **Good and outstanding features**

- 145 The majority of pupils in key stage 2 concentrate effectively and listen well to their teacher and to the contributions of their fellow pupils. They are able to respond appropriately according to requirements. By the end of the key stage, the majority of pupils discuss with each other and with adults in a confident manner, speaking clearly and expressively. They use spoken language for the purposes of questioning, conveying information and expressing opinions.
- 146 By the end of the key stage, the majority of pupils are able to read a variety of books with a fair degree of fluency and appropriate expression. Less confident pupils make a fair attempt to read books of their choice, and on the whole they use appropriate techniques when faced with unfamiliar words. The older pupils come to be able to discuss the contents of books in an intelligent fashion, expressing their opinions about the work of different authors. Their text-skimming skills to discover information that is relevant to their work is developing well, particularly so on the Internet. The reading skills of the most able pupils are enhanced through reading a variety of books at home.
- 147 Some of the younger pupils in the key stage display the ability to make relatively accurate use of sentence and punctuation techniques, and some of the older pupils come to be confident writers. They develop their grammatical knowledge and sentence patterns appropriately, and they have a satisfactory understanding of punctuation and paragraphing. Some pupils are able to use various methods to create effects by making effective use of adjectives, similes and idioms. They produce a range of creative and factual work, including letters, newspaper reports, dialogues and poetry. A small number of pupils are able to write in a lively and extended manner.
- 148 The handwriting skills of the majority of pupils develop well throughout the key stage.

##### **Shortcomings**

- 149 Some pupils lack confidence when contributing to discussions and the reading skills of a number of pupils lack the required fluency. There are examples of pupils reading books that do not correspond to their ability.
- 150 There are few examples of pupils writing in an extended manner.

## Mathematics

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

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

### Good and outstanding features

- 151 In key stage 1, the pupils read, write and arrange numbers accurately and they have a sound understanding of place value. They come to be able to correctly use addition and subtraction processes. They can explain their work logically, accurately counting orally in steps of varying sizes such as 2, 5, 10 and 100. They have a good understanding of money and are able to use fractions such as half and quarters.
- 152 Their understanding of the characteristics of shapes is sound. They use their mathematical terms and are able to accurately describe their main features. Their practical experiences of measuring length, mass and volume enable them to proceed quickly from using non-standard to standard units. They have good estimating skills. Their understanding of time is developing appropriately.
- 153 They come to be able to collect data that is relevant to their own experiences, recording it accurately.
- 154 In key stage 2, pupils' grasp of the four number rules and their understanding of the relationship between them are developing well. They are able to handle large numbers confidently and accurately. They produce accurate estimates and they respond quickly to mental mathematics tasks. They come to be able to work skilfully with fractions and they have a sound understanding of negative numbers.
- 155 The pupils are able to accurately estimate, measure and name different types of angles, and can recognise the geometric features of a range of shapes.
- 156 It was seen from their previous work that they make good progress in their work on the measures. They are able to correctly interpret the information on a 24-hour timetable. They are also able to accurately calculate area.
- 157 Across the key stage, the pupils handle data well. They successfully produce a wide range of different graphs.

### Shortcomings

- 158 Some of the older pupils are uncertain in their use of a protractor.

## Design and technology

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

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

### **Good and outstanding features**

- 159 In key stage 1, the pupils work successfully on a range of assignments involving the design and manufacture of various objects. Their research work is thorough and they use sources such as catalogues and the Internet to discover background information.
- 160 They offer good ideas for making bird boxes following their study of various existing examples, identifying the various features to be considered before undertaking the design element. They develop their ideas successfully by making a number of freehand drawings before selecting the most suitable final idea for the task.
- 161 They display good skills as they measure, mark, cut and paste to produce frames for the boxes. They are able to make suitable choices for their colours, bearing in mind the need for them to blend in with the natural world. They offer good suggestions for their location.
- 162 It was seen from their work on producing candlesticks that the pupils' ability to look critically at and offer improvements to their work is developing well.
- 163 In key stage 2, pupils again appreciate very much the importance of research as a key element of their work prior to designing and manufacturing their products. Without exception, this is undertaken thoroughly, as in the case of their current work on books containing moving parts. Careful consideration has been given to several examples, noting how they work, their strengths and weaknesses, and their newly acquired knowledge and understanding used to effectively design such books for younger pupils at the school.
- 164 They work together well in pairs and teams, concentrating and working patiently throughout the project, keeping closely to the original brief. Appropriate consideration is given to issues such as the most suitable fonts for the story in question, and the most appropriate colours for the characters in order to engage the reader's interest.
- 165 Pupils' understanding of mechanisms is further developed as they come to understand how axles and cams work.
- 166 They use cutting equipment carefully, paying appropriate attention to their own safety and that of others.
- 167 It was seen from their previous work that pupils have developed a number of different ideas for creating a torch and that they have made effective use of their knowledge of electrical components to create an alarm to protect a pencil case.
- 168 The majority of pupils are able to evaluate their work effectively, offering meaningful suggestions for making improvements.

### **Shortcomings**

169 There are no significant shortcomings.

### Information technology

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

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

#### **Good and outstanding features**

- 170 In key stage 1, pupils make confident use of computers, developing relevant, independent and age-appropriate skills.
- 171 The pupils are able to make effective use of word processing and graphics packages when producing work related to the termly theme. The pupils whose work was observed are able to combine information in textual and pictorial form when describing and illustrating people who help them. The most able pupils work together to create a story, including a surrounding border and are able to save the work independently.
- 172 They are able to produce various graphs when presenting information on equipment that uses electricity, and some pupils have begun to use information about the weather on the national grid website.
- 173 Modelling is developing well by using simple simulations on compact discs.
- 174 In key stage 2, the pupils are able to make skilful use of software to convey ideas and information in textual, pictorial and audio forms, and when drafting and re-drafting their work.
- 175 They make regular use of the Internet to gather information to support and enhance their work across the curriculum. Pupils were observed using a search engine independently to discover a specific picture and they were able to copy and paste it into a word processing package.
- 176 They have begun to send and receive e-mails through purposeful activities to celebrate the day of the book.
- 177 Pupils display good skills when producing graphs to support other curricular areas and the older pupils are able to cross-examine information about other pupils in a database.
- 178 The modelling skills of the older pupils are developed effectively as they use Logo to create geometrical shapes and patterns, with some creating procedures. Using a spreadsheet package to model the running of a shop further develops their modelling skills.

#### **Shortcomings**

- 179 Pupils in years 3 and 4 are unable to arrange, cross-examine nor add to data in a database.

<b>Music</b>
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**Key Stage 1 - Grade 2: Good features and no important shortcomings**

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

**Good and outstanding features**

- 180 In both key stages, pupils exhibit considerable enjoyment when working on their musical activities.
- 181 They sing a good range of songs and hymns for their age, and for various occasions. They appreciate the importance of exercises in order to warm up the voice and their phrasing is clear and tuneful. Pupils in key stage 2 come to be able to sing a round tune effectively.
- 182 In key stage 1, pupils' awareness of rhythm is developing well as they produce simple phrases using weather symbols. They maintain a beat effectively. The majority of pupils know a range of instruments. They are able to describe the sounds they make and they select suitable instruments to create various sound effects. They respond well to producing and arranging sounds in response to stimuli such as the class story "Heddwch o'r Diwedd" (Peace at Last).
- 183 In key stage 2, the pupils handle instruments properly and are able to maintain a regular beat as they introduce their class ensemble. They experiment successfully, creating simple compositions based on themes such as 'Y Storm' (The Storm) and 'Teimladau' (Feelings), together with accompaniment for their performance of a round tune they have composed.
- 184 In both key stages, the pupils listen to a good range of music from various cultures. They are able to describe and compare the features of the music they have heard, making appropriate use of musical terms and vocabulary.
- 185 They come to make effective use of computer programmes to develop their compositional skills and to extend their understanding of the musical elements.
- 186 The recorder work of pupils in key stage 2 is developing well, and a number of pupils benefit from the instrumental tuition provided for them by peripatetic teachers.

**Shortcomings**

- 187 There are no significant shortcomings.

<b>Religious education</b>
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**Key Stage 1 - Grade 2: Good features and no important shortcomings**

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

**Good and outstanding features**

- 188 In both key stages, the pupils express their feelings confidently.
- 189 In key stage 1, they are well informed about a wide range of Biblical stories.
- 190 They know that Christians worship in a chapel or church. They recognise different parts of the church and the associated artefacts, and their experience has been enhanced further following their visit to the local church and the opportunity to question the vicar.
- 191 The pupils understand that worship is a way of talking to God and that Christians worship through prayer, singing hymns and reading the Bible. The pupils are able to produce their own prayers whilst studying about people who help us and for assemblies. They are aware of the importance of prayer to Christians.
- 192 They show a good awareness of the Jewish faith and of the practices related to celebrations and worship.
- 193 In key stage 2 the pupils are very aware of celebrations within Judaism. As a result, they are able to present information about the importance of these practices and celebrations, and to talk about them enthusiastically. Their experiences are further enhanced by a comprehensive collection of relevant artefacts. They are also able to recall a number of stories from the Old Testament.
- 194 The pupils are able to recall stories associated with the Welsh religious tradition, such as the stories of Mari Jones, William Salesbury and William Morgan. They understand the importance of the Bible to them and their contribution to us.

**Shortcomings**

- 195 There are no significant shortcomings.

## **School's response to the inspection**

The inspection findings recognise that we have considerably improved standards in subjects such as Music and Information Technology since the last inspection, with the exception of English, which remains satisfactory.

We were glad that the inspectors found that pupils' attitudes towards their learning reflects high levels of motivation and that they make good progress towards achieving their potential. It was also found that their ability to work independently is an outstanding feature of the learning of the under-fives and key stage 1 pupils.

The quality of care, support and guidance provided to pupils is good and the report emphasises that the school provides a warm and welcoming environment in which they feel happy and safe. It is pleasing to note that the inspectors found the pupils to be courteous to and respectful of school staff.

An action plan will be prepared to address the recommendations in the report, namely:

- Raise pupils' standards of achievement in English
- Develop the awareness and role of the curriculum co-ordinators
- Secure a more proactive role for the governing body in the process of monitoring and evaluation
- Evaluate aspects relating to the quality of provision in addition to standards achieved
- Give greater attention to education for sustainable development and links with business.

Where appropriate, both staff and governors will address the recommendations before the end of the school year. Raising pupils' standards of achievement in English will be a major priority. We will ensure that the subject is included in the school development plan.

The annual report of the governing body to parents will report on the progress made in addressing the recommendations of the inspection.

## Appendix A

### Basic information about the school

Name of school	Ysgol Carmel
School type	Community School
Age-range of pupils	3-11 years
Address of school	Carmel Caernarfon Gwynedd
Post-code	LL54 7AA
Telephone number	(01286) 880881
Headteacher	Mrs Swyn Maelor Owen
Date of appointment	July 2002
Chair of governors/ Appropriate authority	Mr Aled Jones Griffiths
Reporting inspector	Mr D M Cray
Dates of inspection	8-10 March 2005

## Appendix B

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	5.5	7	8	1	8	9	3	5	46.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	1	2.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	16:1
Pupil: adult (fte) ratio in nursery classes	
Pupil: adult (fte) ratio in special classes	
Average class size, excluding nursery and special classes	14
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole School
Autumn 2004	96.8%	96.3%	97.3%	97%
Summer 2004	97.1%	98.9%	95.2%	96.2%
Spring 2004	95.3%	97.7%	95.7%	95.6%

Percentage of pupils entitled to free school meals	7%
Number of pupils excluded during 12 months prior to inspection	1

## Appendix C

### National Curriculum Assessment Results: End of Key Stage 1

<b>National Curriculum Assessment KS1 Results 2004</b>	Number of pupils in Y2	8
As the number of pupils eligible for assessment at the end of Key Stage 1 was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	63%	In Wales	79%

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

<b>National Curriculum Assessment KS2 Results 2004</b>		Number of pupils in Y6	13								
<b>Percentage of pupils at each level</b>											
			D A F W 1 2 3 4 5 6								
English	Teacher assessment	School						38	62		
		National				1	6	16	45	31	
	Test/Task	School						8	61	31	
		National		2	2			5	12	38	40
Welsh	Teacher assessment	School						8	77	15	
		National	1			1	1	4	18	51	25
	Test/Task	School						8	54	38	
		National	1	1	2			3	15	50	28
Mathematics	Teacher assessment	School						39	46	15	
		National						4	19	46	30
	Test/Task	School						31	46	23	
		National		2	1			4	18	42	33
Science	Teacher assessment	School						15	85		
		National						2	13	49	35
	Test/Task	School							69	31	
		National		2				1	9	48	39

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	61.5%	In the school	69.2%
In Wales	70%	In Wales	71%

- 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 D

### Evidence base of the inspection

- The team of three inspectors inspected work in all classes. Between them they spent six full days at the school;
- pre-inspection meetings were held with governors, staff and parents;
- a range of documentation produced by the school was examined, including examples of work by the pupils across the curriculum in the early years and the two key stages;
- twenty three lessons or sessions were observed;
- morning assemblies were attended;
- pupils were listened to reading and were questioned about their knowledge and understanding of the curriculum;
- school registers were inspected;
- discussions were held with the headteacher and school staff relating to curricular and management matters;
- minutes of governors' and staff meetings were examined as well as documents relating to the school's financial matters;
- pupils were observed as they arrived and departed from school, and during breaks;
- ten parents were present at the pre-inspection meeting and 14 questionnaires were returned;
- a post-inspection meeting was held with the staff and governing body.

## Appendix E

### Composition and responsibilities of the inspection team

Inspector	Type	Aspects	Subjects/areas of learning
Mr D M Cray	Rgl	Context; Summary; Recommendations; Annexes; Key questions 1; 5; 6 and 7.	Mathematics; design and technology; music
Mr M Pryse	Team	Key questions 2; 3 and 4.	English; information technology; religious education.
Mr W Owen	Lay	Contributions to key questions 1; 3; 4 and 7	

**Contractor:** Arolygiadau Deheubarth Inspections; Afallon; Heol Llandeilo; Gorslas; Llanelli; SA14 7LU.

### Acknowledgement

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

# SUMMARY REPORT ON THE INSPECTION OF YSGOL CARMEL

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

The inspection of Ysgol Carmel took place between 8-10 March 2005. An independent team of three inspectors, led by Mr Martin Cray 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:

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

The inspection team concurred with the school's judgement in its self-evaluation report in four of the seven key questions. Where there was a difference of judgement, the findings of the inspection team were higher than the school's view in two questions and lower in one question.

## **Table of grades awarded**

The inspection team adjudged the school's work as follows:

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

## **Standards**

Standards of achievement in the subjects inspected are as follows:

<b>Subject</b>	<b>Key stage 1</b>	<b>Key stage 2</b>
English	-----	Grade 3
Mathematics	Grade 2	Grade 2
Design and technology	Grade 2	Grade 2
Information technology	Grade 2	Grade 2
Music	Grade 2	Grade 2
Religious education	Grade 2	Grade 2

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

The under-fives make very good progress in the development of their communication and mathematical skills and in their use of information technology skills across the six areas of learning.

Pupils in both key stages make generally good progress in the development of their communication skills across curriculum subjects. Although a good number of pupils for whom English is their second language are less confident in their use of English than Welsh, they display increasing development as they work in both languages in key stage 2. They make good progress as they use their mathematical skills across the curriculum in key stages 1 and 2. The standards achieved by pupils in the use of their information technology skills across the curriculum are good in both key stages.

The progress made by pupils with special educational needs is generally good.

In relation to comparable schools in Wales in terms of the percentage of pupils receiving free school meals, the school's performance in key stage 1 in two out of the last three years has been in the lower 50%, but above the lowest 25%. In key stage 2, the performance has also been within the lower 50%, with the exception of 2002 when it was within the upper 25%.

The pupils behave well inside and outside their lessons. They are courteous and respectful of both staff and visitors.

The pupils attend school regularly and average attendance over the last three full terms is slightly higher than 96%. A few instances of unpunctuality were seen at the beginning of the day.

### **The quality of education and training**

In the lessons observed, it was adjudged that the quality of education is as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
30%	55%	15%	---	---

In the lessons adjudged to be Grade 1, the teachers create a particularly stimulating working environment, focussing pupils' minds on the task in question, whilst ensuring that the work is completed at an appropriate pace. Classroom organisation for the under-fives and key stage 1 is an outstanding feature of the school's provision.

The lessons adjudged to be Grade 2 and above are well planned and they contain clear objectives and outcomes that are shared with pupils. The purposeful questioning encourages pupils to respond appropriately. A range of appropriate teaching strategies is employed.

In the very few Grade 3 lessons observed, some of the tasks were not sufficiently challenging.

The teachers have good subject knowledge. The school makes good use of this through the practice of exchanging classes - an arrangement from which pupils benefit.

The school promotes equal opportunities for its pupils. The teachers fulfil pupils' bilingual needs, but there is room to develop further the use made of English in some activities.

Overall, the school's assessment programme is well planned. There is a system for assessing pupils' progress in the core and foundation subjects and use is

made of standardised national tests for reading Welsh. Not enough steps have been taken to measure reading in English in order to raise standards and provide books that are consistent with the ability of all pupils.

The annual reports to parents fulfil statutory requirements and they provide useful information about pupils' progress, either in the six areas of the Desirable Outcomes, or on all the subjects taught in both key stages. However, a number of reports are lacking in the advice given on how pupils can improve their work.

Pupils benefit from equal opportunities and they develop their personal and social skills by taking part in activities such as Dragon Sports and the local Adran of the Urdd that meets at the school.

A strong emphasis is placed on the Welsh dimension within the curriculum.

Pupils' spiritual, moral, social and cultural development is promoted effectively and the provision made is Grade 2. The sessions of collective worship make a significant contribution to their understanding of moral and spiritual issues. Pupils contribute regularly to charitable work.

There are effective arrangements for communicating with parents and the information provided is of good quality. The parents' handbook conforms fully to statutory requirements. The school has developed good links with parents.

Pupils have begun to receive opportunities to develop their entrepreneurial skills. Currently, the education related to the world of work has not been sufficiently developed and this is acknowledged in the school's self-evaluation documentation.

The school has an appropriate policy for personal and social education and useful circle time sessions are held. There is room to build further on these initial efforts, as acknowledged in the self-evaluation document and in the school development plan. The school has applied to join the Gwynedd healthy schools initiative.

The school has appropriate policies for racial equality and equal opportunities. Pupils are aware of the need to show respect for others, regardless of race. Learning opportunities are provided that address global citizenship issues within curriculum lessons, particularly so in geography, history and charitable work. Although pupils are aware of the importance of recycling, there is room to strengthen their awareness of education for sustainable development.

The quality of care and the support and guidance provided for pupils is good. The school provides a warm and welcoming environment where they are happy and feel safe.

The school effectively monitors pupils' attendance and punctuality, and the administration of the registers conforms to the requirements of National Assembly for Wales Circular 3/99. Behaviour is monitored effectively, including behaviour during lunchtime.

The school has an appropriate and updated policy and procedures for child protection.

The school co-operates effectively with the local authority in conducting risk assessments of the buildings and campus. It was noted that a lock is required on the gate that provides access to the area housing the gas tank.

The provision for pupils with special educational needs is good and it fulfils the requirements of the Code of Practice.

The school encourages positive attitudes amongst pupils on issues such as promoting equality on the basis of race, disability and background. Pupils are taught about the importance of tolerance and acknowledging and respecting diversity. However, there is room to do more to challenge stereotyping in the pupils' expectations.

A school council has not yet been established to give pupils an opportunity to discuss issues of personal importance to them. The current school development plan identifies the intention to set up a school council.

## **Leadership and management**

The headteacher provides positive leadership that gives a clear sense of direction to the work of the school and promotes improvements. She succeeds in effectively co-ordinating the work of the teachers, the support staff and the governing body.

Agreed aims and values are reflected effectively in the work and ethos of the school. The contribution of all members of the school community is valued and there is a strong sense of trust and mutual understanding.

The system for setting improvement targets provides clear performance aims for the school, but they are not always sufficiently challenging.

The governing body undertakes its management and legal responsibilities effectively. It offers good support for the school and meets on a regular basis. Through the headteacher's reports, the governors have an awareness of the school's performance, but they have not yet adequately addressed their monitoring and evaluating responsibilities.

The school operates within the recommendations for teaching hours and the annual report of the governing body fulfils the requirements of National Assembly for Wales Circular 15/01.

The school's self-evaluation arrangements that were established in the relatively recent past include a long-term programme for securing an evaluation of standards in the various curricular areas. The work that has been undertaken is very thorough, as in the case of the evaluation of standards undertaken in subjects such as music, design and technology and information technology. It was seen that the process has been particularly effective in terms of identifying shortcomings and planning to improve pupils' achievements in those areas.

With the exception of the attention given to special educational needs, little attention has been given to the evaluation of aspects relating to the quality of provision.

It was seen in the self-evaluation report that it is intended to strengthen the contribution of the co-ordinators by further developing their role. The inspection team agrees with this.

The self-evaluation report produced by the school prior to the inspection is concise and gives a good overview of the school's situation. Information from the self-evaluation is used to determine the priorities seen in the school development plan. Both documents are effectively linked.

The targets resulting from the previous inspection have been achieved, with the exception of standards in English that remain satisfactory. The inspectors noted that the school had not made sufficient progress in addressing some of the key issues raised by the previous inspectors until the new headteacher became fully accustomed with her duties.

The governing body secures a sufficient number of teachers to teach all aspects of the school curriculum effectively.

Overall, the range of resources for supporting the pupils' curriculum is good and appropriate to their needs and ability range, including the under-fives. They are of good quality and are accessible to all pupils. The school has a good supply of computers and it ensures that all pupils receive regular opportunities to use them.

The school has an adequate number of rooms for teaching purposes and effective and efficient use is made of the space available. The lack of a school hall is a disadvantage in terms of fulfilling the requirements of the physical education curriculum and lunch has to be served in the classrooms.

The internal and external condition of the school is good. Standards of cleanliness in all rooms and in the school grounds are good, and they are respected by pupils and adults. The building provides suitable disabled access.

The colourful displays on classroom walls make a significant contribution to creating a stimulating environment and celebrating pupils' work.

The school's expenditure decisions are effectively linked with its priorities and targets. It is foreseen that there will be a considerable reduction in pupil numbers over coming years and the school is planning appropriately for this eventuality. The budget is monitored carefully and the school provides good value for money.

## Recommendations

In order to improve the areas inspected at the school, the staff and governors need to:

- R1 raise pupils' standards of achievement in English by addressing the shortcomings identified;
- R2 continue to develop the self-evaluation procedures by:
- further developing the role of the curriculum co-ordinators as indicated in the school's self-evaluation documentation;
  - address the need to evaluate aspects relating to the quality of provision as well as standards;
  - ensure that the governing body plays a more proactive role in the process of monitoring and evaluation;
- R3 further develop the school's links with the world of work, together with pupils' awareness of education for sustainable development.

The governing body is responsible for changing its present development plan to incorporate action steps to be taken in response to the recommendations within 45 working days of receipt of the report showing how the school intends to address the recommendations. This plan, or a summary of it, will be distributed to all parents at the school.

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