

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

**Ysgol Baladeulyn
Nantlle
Caernarfon
Gwynedd
LL54 6BT**

School Number: 6612078

Date of Inspection: 05/06/06

by

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

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

Estyn also:

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

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Ysgol Baladeulyn was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Ysgol Baladeulyn took place between 05/06/06 and 07/06/06. An independent team of inspectors, led by Phil Mostert undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

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

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

"There are three types of inspection.

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

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

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

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

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

This school received a **full** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Ysgol Baladeulyn is situated in the village of Nantlle at the foot of Snowdon, some three miles from Pen-y-groes in Gwynedd. It provides education for 33 pupils, including one part-time nursery child. The school serves the village and the surrounding area. Pupil numbers have been fairly constant during the last three years.
2. Welsh is the main language spoken at home by 70% of the pupils, but all pupils are fluent in Welsh. Children are accepted on a full-time basis annually following their fourth birthday and part-time annually following their third birthday. Pupils of the full range of ability are accepted.
3. This part of Dyffryn Nantlle has been designated a Communities First area to reflect its underprivileged nature. The school describes the background of the majority of pupils as one that is less prosperous. 13% of the pupils are entitled to free school meals, a percentage lower than the county and national figure. 15% of the pupils have special educational needs [SEN], a percentage lower than the national average; three pupils have a statement of SEN.
4. The school was awarded the Basic Skills Agency Quality Mark in December 2004.
5. The current head was appointed in January 2000. The school was last inspected in July 2000.

The school's priorities and targets

The current priorities of the School Development Plan [SDP] include:

- develop the Webster Stratton behaviour scheme;
- maintain staff levels and safeguard the current level of support;
- prepare for the new Foundation Period.

The school is also giving attention to a number of other matters, such as refining the assessment procedure, but they are not listed in the SDP as priorities during the current year's programme.

Summary

6. This school has a number of good features and some very good ones. The inspection team agreed with the view of the school in three of the seven key questions.

Table of the grades awarded

7. The inspection team judged the school's work to be 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?	2
4 How well are learners cared for, guided and supported?	1
5 How effective are leadership and strategic management?	2
6 How well do leaders and managers evaluate and improve quality and standards?	2
7 How efficient are leaders and managers in using resources?	2

Standards

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

RECEPTION CHILDREN	
Language, literacy and communication	2
Personal and social development	1
Mathematical development	2
Knowledge and understanding of the world	1
Physical development	3
Creative development	1

Standards in subjects inspected		
Subject	Key Stage 1	Key Stage 2
Welsh	2	2
English	-	2
Mathematics	2	3
Science	2	3
Design and technology	2	2
Information technology	1	2
History	2	2
Geography	1	2
Art	1	2
Physical Education	3	3
Music	2	2
Religious Education	2	2

Pupils' standards of achievement	Grade 1	Grade 2	Grade	Grade 4	Grade 5
	3%	60%	37%		

9. The general quality of the educational provision for children under five is appropriate for their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
10. Children under 5 make good progress in their communication skills. Their creative skills and their ability to find answers to problems, their numeracy skills and their information and communication technology skills [ICT] are good.
11. At Key Stage 1, the standards achieved and the progress pupils make across the curriculum in speaking, listening, reading and writing are good. They also make good progress in their numeracy and ICT skills and in their creative skills and ability to solve problems.
12. At Key Stage 2, standards in Welsh key skills across the curriculum in speaking and listening, reading and writing are good. In English, key skills in speaking and listening are good and writing skills are satisfactory. Pupils make good progress in ICT skills and satisfactory progress in numeracy. Pupils show good progress in their creative skills, can co-operate well on tasks and solve problems well.
13. The bilingual skills of pupils are good.
14. Pupils with SEN make good progress in achieving the targets set for them. The school conforms well to the requirements of the Code of Practice for SEN.
15. At Key Stages 1 and 2, assessment results for 2005 were substantially higher than the county and national averages. The school succeeds in reaching the Welsh Assembly Government [WAG] target of between 80% and 85% of pupils reaching L4+ in mathematics, science and Welsh or English. There is no difference in the performance of boys and girls.
16. As the numbers in each cohort are small, it is not possible to generalise about assessment results over a cycle of three years, nor in comparison with similar schools.
17. Pupils of all ages behave outstandingly well. They are courteous and welcoming with adults, including visitors. They learn and play together happily. They understand school rules and the School Council has had an active part in creating them.
18. Pupils have a good understanding of the importance of equal opportunity and a good awareness of the beliefs and practices of other cultures. They are aware of the need to respect different traditions and values and the various lessons foster a good understanding of worldwide citizenship.

19. The average attendance of pupils is very close to 95% and this is good. There are no unauthorised absences. Pupils arrive punctually at school. The school seeks the assistance of the county education welfare officer in the rare cases of concern about individual pupil attendance.
20. The Fair Trade project has fostered a good awareness amongst pupils of worldwide citizenship and the living conditions in poor countries. They show empathy when discussing the price paid to producers in the third world, compared with the price of the final product in the western world.
21. Pupils take a prominent part in community activities and these numerous links enhance the curriculum. The partnership with the world of work and enterprise education is less prominent.

Quality of education and training

22. In the lessons observed, it was judged that the quality of teaching was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
10%	47%	43%		

23. The percentage of Grade 3 lessons or better is higher than the current Welsh Assembly Government [WAG] target of 95%, and the percentage of Grade 2 lessons or better is higher than the previous WAG target of 50%. The target for grade 1 and 2 lessons will rise to 65% by 2007.
24. Although there is much good teaching, there are some shortcomings in the Grade 3 lessons. Some presentations are too long, there is insufficient differentiation when preparing tasks for children of different abilities and not enough is done to foster independence and encourage pupils to investigate for themselves.
25. Pupils show positive attitudes towards their work; they show an interest in the tasks they are given and they can concentrate for extended periods.
26. The quality of systems for assessment and recording are good and the quality of annual reports for parents is also good. The core and foundation subjects are assessed thoroughly. Teachers mark positively and sensitively, giving appropriate responsibility to pupils for improving their own work.
27. Every pupil has full access to a broad and balanced curriculum and equal opportunities to experience all school activities. The quality of curriculum planning is good.
28. Good attention is given to fostering pupils' awareness of sustainable developments, multi-cultural aspects and worldwide citizenship. Good emphasis is placed on studying the heritage of Wales and the Cwricwlwm Cymreig. Pupils are familiar with the abundance of legends in the vale and their cultural heritage.

29. The local environment is used well to enhance learning. The school is active in its community and pupils perform in eisteddfods and religious festivals. They compete successfully in sports. All of this promotes their social and cultural development.
30. The spiritual, moral, social and cultural development of pupils is good. Pupils' knowledge of Christian values is developed in school services and religious education lessons. Pupils collect money for good causes, some of them chosen at the request of the School Council.
31. There is a strong feeling of a supportive family within the school and there is equal opportunity in every activity. The whole ethos of the school contributes well to developing aspects of the personal and social education [PSE] of pupils. Members of staff provide a congenial, safe and caring environment and ethos. The relationship between the pupils and all who work in school is very good.

Leadership and management

32. The school has moved on substantially since the last inspection held in 2000. The school is well led. Under the leadership of the head, a caring environment is fostered, based on trust and respect. The aims and objectives of the school are promoted appropriately.
33. The SDP extends from 2005 to 2008 and concentrates on a large number of curricular and managerial issues. However, only three issues are identified as priorities and the handling of those lacks detail. The SDP is not a clear enough document to promote the understanding of the governing body to enable them to take an active part in setting objectives and targets.
34. The school is managed effectively by a governing body that fulfils its duties conscientiously. The governing body administers the budget efficiently. There was about £15,000[11%] in the balances last year but there is only about £3,000 [2.2%] in reserve this year. Members co-operate well with the head. Recently, they have been more pro-active in the process of monitoring standards and setting a strategic direction for the school's development.
35. There are very good links with parents. There are very good links with the secondary school and with numerous agencies within the community. There are also valuable links with other primary schools in the catchment area to jointly prepare educational materials, collaborate in theatre in education performances and sharing the costs of visits.
36. The self-assessment procedure is effective. The head and fellow teacher evaluate every subject in turn and both monitor the quality of teaching and learning, but no firm judgement is reached in every case on the standard of work. A report on the general outcomes is given to a sub-panel of the governing body and to the full body at a later date.

37. A self-evaluation report of satisfactory quality was produced for the inspection team. It refers to evidence to support opinions and it also included details of aspects that need to be developed. However, the inspection team agreed with the school's opinion in only three cases.
38. Good use is made of expertise in music to enhance teaching in that subject. Teachers have followed a suitable number of courses to develop their skill in various areas and this has had a positive effect on standards.
39. The two full-time teachers are responsible for co-ordinating work in the two key stages and they fulfil their roles conscientiously.
40. The assistants employed contribute significantly to the progress of pupils under their care.
41. The fabric of the main building is generally sound and suitable maintenance work ensures it remains that way. The school does not have a suitable playing field for competitive games but appropriate use is made of the hall and yard for these activities.
42. Apart from the lack of large toys for children under five, the school has good resources for providing every aspect of the National Curriculum [NC]. Resources are managed efficiently and the school provides good value for money.
43. The school has responded well to the great majority of the numerous key issues included in the previous inspection. There is still a need to raise standards in mathematics and writing in English at KS2, and in physical education standards throughout the school.

Recommendations

In order to improve in the areas inspected, the school needs to:

- R1. maintain the good standards
- R2. raise standards in physical education throughout the school and in mathematics, science and English writing at KS2;
- R3. develop links with the world of work, enterprise education and pupils' understanding of economic activities in the area;
- R4. develop pupils' independence more, and encourage them to investigate for themselves, especially at KS2;
- R5. promote the understanding of the governing body of the SDP and enable them to take a more active part in setting targets and objectives.

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

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

44. The findings of the inspection team do not correspond to the grade 1 judgement awarded by the school in its self-evaluation report. Grade 1 was awarded to three areas under five and to two subjects at KS1, but grade 3 was awarded to some individual subjects at Key Stage 2.
45. The general quality of the educational provision for children under five is appropriate for their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
46. Apart from the development of physical skills, standards are good or better in every aspect observed in the work of children under five. Early years children, the nursery class and reception class make good progress in their communication skills. Their creative skills and their ability to find answers to problems, their numeracy and ICT skills are also good.
47. At Key Stage 1, the standards achieved and the progress pupils make across the curriculum in speaking, listening, reading and writing are good. They also make good progress in their numeracy and ICT skills and in their creative skills and ability to solve problems.
48. At Key Stage 2, standards in the Welsh key skills across the curriculum in speaking and listening, reading and writing are good. In English, key skills in speaking, listening and reading are good and writing skills are satisfactory. Pupils make satisfactory progress in ICT and numeracy skills. Pupils show good progress in their creative skills and they can co-operate well on tasks and solve problems well.
49. The bilingual skills of pupils are good.
50. At Key Stages 1 and 2, assessment results for 2005 were substantially higher than the county and national averages. The school succeeds in reaching the Welsh Assembly Government [WAG] target of between 80% and 85% of pupils reaching L4+ in mathematics, science and Welsh or English. There is no difference in the performance of boys and girls.
51. As the numbers in each cohort are small, it is not possible to generalise about assessment results over a cycle of three years, nor in comparison with similar schools.
52. Pupils show positive attitudes towards their work; they show interest in the tasks they are given and they can concentrate for extended periods.

53. Pupils of all ages behave outstandingly well. They are courteous and welcoming with adults, including visitors. They learn and play together happily. They understand school rules and the School Council has had an active part in creating them.
54. Pupils have a good understanding of the importance of equal opportunity and a good awareness of the beliefs and practices of other cultures. They are aware of the need to respect different traditions and values.
55. The average attendance of pupils is 95% and this is good. There are no unauthorised absences. The school conforms to registration requirements. Pupils arrive punctually at school.
56. Pupils take a prominent part in community activities and these numerous links enhance the curriculum. The partnership with the world of work and enterprise education is less prominent.
57. The spiritual, moral, social and cultural development of pupils is good. Pupils take part in eisteddfods and religious festivals and compete successfully in sports.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

58. The findings of the inspection team correspond with the school's judgement in the self-evaluation report.

59. In the lessons observed, it was judged that the quality of teaching was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
10%	47%	43%		

60. The percentage of Grade 3 lessons or better is higher than the current Welsh Assembly Government [WAG] target of 95%, and the percentage of Grade 2 lessons or better is higher than the previous WAG target of 50%. The target for grade 1 and 2 lessons will rise to 65% in 2007.

61. Where Grade 1 was awarded to the teaching, there is

- purposeful, detailed differentiation and appropriate, interesting tasks set for different groups;
- very good use of assistants to lead and encourage children;
- sharing of objectives with the children at the beginning of activities and reinforcement at the end;
- skilful questioning by all the adults;
- development of independence in pupils;
- appropriate timing in lesson activities.

62. Where Grade 2 was awarded to the teaching, there is:

- work that is planned and prepared thoroughly;
- effective use of different resources;
- opportunity for pupils to reflect on lesson content and an effective conclusion;
- teaching methods that are varied effectively;
- teachers asking pupils searching questions, encouraging them to make their own decisions and to respond extensively.

63. Where Grade 3 was awarded to the teaching, although some of the above features are present, the following shortcomings are also to be seen:

- insufficient differentiated tasks are set;
- there is not enough challenge in the tasks set;
- there is not a sufficiently clear focus on expectations of pupils;
- the work does not foster enough independence in pupils;
- investigative skills are not fostered sufficiently.

64. Teachers have a sound knowledge of NC subjects.
65. Teachers present good models of language in Welsh and English and very effective use is made of both languages as teaching media at Key Stage 2.
66. Appropriate use is made of individual work, pair work, group work and whole classes across the school. Pupils are grouped effectively to achieve lesson objectives.
67. Lesson objectives are shared with pupils regularly; when the criteria for success are shared, this has a more positive effect on the learning process.
68. Good questioning by teachers encourages pupils to explain their thoughts and help them to understand and improve their work.
69. The quality of systems for assessment and recording and the quality of annual reports for parents is good. Detailed records are kept of the progress of children under five. The assessment records for core and foundation subjects are appropriately detailed and manageable. Pupils' progress is monitored by using standardised tests in mathematics and reading.
70. Portfolios are kept in three core subjects and they are related well to the level descriptions of the NC. Appropriate use is made of them to ensure consistency across the school. There is no portfolio for mathematics.
71. Teachers mark positively and sensitively, giving pupils responsibility for improving their own work.
72. Targets are set for pupils but they are not linked sufficiently to their current performance and, consequently, they do not contribute significantly to their progress.
73. Two open evenings are arranged for parents during the year and an additional evening for discussing individual pupils' progress; parents praise these meetings.

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

Grade 2: Good features and no important shortcomings

74. The findings of the inspection team do not correspond to the Grade 1 judgement awarded by the school in its self-evaluation report. There are no examples of enterprise education to teach skills in running a business, and there is no strong link with industry.
75. The school responds well to the needs and interests of pupils. Equal access is provided to a broad and balanced curriculum. The school conforms to the requirements of the National Curriculum and to the Desirable Outcomes for children under five. The content of the syllabus of the local Standing Advisory Council on Religious Education (SACRE) is presented well.
76. Appropriate policies and schemes of work have been prepared for all curricular areas including early years.
77. Termly planning is detailed and clear, and ensures progression and continuity in pupils' learning throughout the school. On the whole, appropriate activities and tasks are ensured for pupils of different ages and levels of development in every class. However, tasks are not always sufficiently challenging for some pupils, especially in the upper part of the school.
78. Teachers plan appropriately to ensure that all pupils gain proficiency in basic skills and key skills.
79. The school's links with the wider community enhance pupils' experiences. Valuable educational visits are arranged for pupils and they take part regularly in local activities such as religious festivals and eisteddfods.
80. The spiritual and moral development of pupils is good. This is enhanced appropriately through collective worship and religious education lessons. Sound moral values are promoted at every opportunity. Pupils collect for good causes, some of these chosen at the request of the School Council. There is a strong feeling of a supportive family within the school.
81. The school's provision is enhanced by very valuable partnerships with parents, the community, other schools and external organisations. Parents and others come to help in class and during visits. The parents' commitment to the school and its values is strong. A Friends' Association raises approximately £600 annually and this is used to buy additional resources for the school.

82. The great majority of pupils are members of a branch of the Urdd and taking part in Urdd activities promotes the skills and confidence of pupils in several areas. Regular visitors come from external agencies, including a school nurse and community police officer, to promote health and safety. Prospective teachers and further education students spend periods in school to gain valuable practical experience within their area of interest.
83. Although the school has a policy stating the importance of links with the world of work, it has not taken full advantage of possibilities to the present, especially at Key Stage 2. However, the visits and links made by the school enhance and promote the pupils' understanding of the world of work. Together with other schools in the vale, pupils have produced a calendar and DVD about saving energy. They have been distributed to every parent and were sponsored by a well-known gas company and the County Council.
84. This part of the Nantlle Vale has been designated a Communities First area to recognise its disadvantaged nature. The school takes an active part in projects organised by the local Partnership. Substantial grants have been received from the Partnership to develop a community garden on school grounds and to buy appropriate resources.
85. A good number of practical activities develop a very good understanding amongst pupils of the importance of sustainability.
86. The school has not sought employers' views on the nature of its educational provision and there are no examples of enterprise education. Key Stage 1 pupils develop oral and numeracy skills in an imaginary café in class. The understanding of some Key Stage 2 pupils of the principles of profit and loss has been developed through helping to run the fruit shop during break time.
87. National priorities for lifelong learning and community regeneration are reflected in the school. In partnership with the Basic Skills Agency, parents take part in literacy and numeracy projects. The school has seen many benefits of working closely with the Communities First Partnership in Talysarn and Nantlle.
88. The bilingual skills of pupils are good. Very good attention is given to the requirements of the *Cwricwlwm Cymreig*.
89. Equal opportunity is ensured for all pupils in all activities.
90. Pupils' awareness of worldwide citizenship is good in several areas.
91. When electing members to the School Council, pupils were very involved in the democratic process.

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

Grade1: Good with outstanding features

92. The findings of the inspection team correspond to the school's judgement in its self-evaluation report.
93. The quality of care, support and guidance provided for pupils is an outstanding feature. The school is a caring and inclusive community where pupils feel they are supported and appreciated, and they can turn to all adults in school for help.
94. Parents praise the welcome they receive in school, the regular correspondence they have and the numerous opportunities to discuss their children's progress.
95. The youngest children settle quickly in school and receive very good support from their teachers and assistants.
96. The support and personal guidance provided for pupils are very good. Personal and Social Education [PSE] is developed within some curricular aspects and the 'circle time' sessions contribute significantly to this aspect.
97. The school conforms to the registration requirements, differentiating appropriately between different kinds of absences on the registers. Leaflets have been prepared to assist parents in explaining absences and a detailed record of oral messages is kept in the back of the register. Behaviour and attitudes were very good throughout the inspection. With the help of a grant, the school has invested substantially in resources to encourage, praise and celebrate positive behaviour and attitudes.
98. Appropriate policies and procedures ensure that careful attention is given to health and safety aspects. It is not possible to obtain access to the school building without authorisation. Electrical equipment and fire extinguishers are inspected regularly and fire drills are held each term. A member of staff has a first aid qualification. Careful consideration has been given to the risk factors linked to different activities. There is careful supervision at the start and end of the school day and when boarding the bus for swimming lessons.
99. The staff and designated governor have a good knowledge of guidelines for child protection and implementation procedures have been established appropriately.
100. The provision for pupils with additional learning needs is very good and conforms to the statutory requirements of the Code of Practice. Pupils with additional learning needs are identified at an early stage. A detailed watch is kept on their progress and the school co-operates very effectively with parents, Local Education Authority agencies and the local secondary school.

101. There are five pupils with additional learning needs, two of them on a school implementation phase and three on a statement. The three pupils on a statement receive good support from the class assistants and this contributes significantly towards their personal and educational development. There is good co-operation with the nearby SEN unit where one pupil attends in the mornings.
102. The SEN co-ordinator has a very good understanding of the needs of these pupils and co-operates well with the teachers and assistants. There are individual education plans [IEP] for every pupil with additional learning needs and the specific learning targets correspond appropriately to the needs of individual pupils. These pupils have suitable tasks and good support during lessons and they make good progress.
103. The designated SEN governor fulfils her responsibilities conscientiously. She has a good knowledge about the school's situation and works closely with the SEN co-ordinator.
104. There is equal access for all to every part of the curriculum. Religious studies, geography, French lessons, Fair Trade studies and raising money for good causes contribute substantially to pupils' understanding of the religious, cultural and economic diversities that exist in different parts of the world.
105. Pupils and parents testify there are no examples of bullying in the school. Circle times and services reinforce the importance of living together amicably.

Leadership and management

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

Grade 2: Good features and no important shortcomings.

106. The findings of the inspection team do not correspond to the grade 1 awarded by the school in the self-evaluation report. The SDP is not detailed enough and the governing body's knowledge about its content is not sufficient.
107. The school is led effectively. Under the sound leadership of the head, a caring environment is fostered, based on trust and respect. The aims and objectives of the school are promoted appropriately.
108. The SDP extends from 2005 to 2008 and gives attention to a large number of curricular and managerial issues. However, only three issues are identified currently as priorities and the handling of these lacks detail. The SDP is not at the moment a clear enough document to promote the understanding of the governing body and to enable them to take an active part in setting objectives and targets.
109. The agreed values promoted ensure equality for all and this is reflected well in everyday work. There is a suitable range of managerial and curricular policies in place.
110. The school gives attention to some national priorities and local partnerships. There is a very good partnership with the secondary school to which pupils will transfer and bridging units have been developed to promote the transfer between KS2 and KS3. The School Council helps pupils to play a bigger part in school life.
111. The school is managed effectively by a governing body that fulfils its duties conscientiously. The governing body administers the budget efficiently. There was about £15,000 [11%] in the balances last year but there is only about £3,000 [2.2%] in reserve this year. Members co-operate well with the head. Recently, they have become more active in the process of monitoring standards and setting a strategic direction for the school's development.
112. The two full-time teachers are responsible for co-ordinating work in the two key stages and they fulfil their roles conscientiously.
113. The school operates according to its Performance Management policy. The teachers' targets are fed directly into the SDP. All teachers take part in monitoring and self-evaluation activities.
114. Through reports from the head and visits by individual governors, members of the governing body develop an awareness of the ethos and curricular organisation of the school. They support the head in setting the school's strategic direction. They meet regularly and there are a number of sub-committees.

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

Grade 2: Good features and no important shortcomings.

115. The findings of the inspection team do not correspond to the grade 1 awarded by the school in its self-evaluation report. The comments in the self-evaluation documents are not sufficiently analytical and evaluative. The inspection team agreed with the school's opinion in only three of the seven questions.
116. The head, governors and staff are committed to raising standards. A self-evaluation system has been established based on analysing direct evidence and a number of valuable reports have been produced to date. Not all reports include a judgement on standards of work and the quality of teaching.
117. Although the school does not report directly to the governing body on general outcomes, there is a system of inviting governors into the school to discuss evaluations with the co-ordinators. In turn, governors report on their findings to the full governing body, which is very supportive, and contributes constructively to the self-evaluation process.
118. There is a close relationship between the priorities of the SDP and the self-evaluation programme. A sub-panel of the governing body monitors curricular developments.
119. A self-evaluation report of acceptable quality was produced for the inspection team. It refers to evidence to support opinions and also includes details on aspects that need to be developed.
120. Staff responsibilities are defined clearly and they conscientiously fulfil their duties, such as monitoring the quality of planning and evaluating standards of work. Regular sessions are held to discuss and analyse pupils' work.
121. The school has given good attention to key issues from the last inspection. At that time, it needed to:
- Improve standards in every aspect of work in English, ensuring that the time allocated to the subject was sufficient;
 - improve standards in written Welsh at KS2;
 - raise standards in numeracy amongst less able pupils at KS2;
 - raise standards in all foundation subjects that are currently of a satisfactory standard at KS1 and KS2;
 - carefully implement a handwriting policy;

- ensure that the needs of every pupil on the SEN register are fully met and that the school meets the requirements of the Code of Practice;
 - develop an assessment and marking system to ensure consistency in planning work, development and continuity across the curriculum, starting with a detailed analysis of test results at KS1 and KS2;
 - further develop systems for planning in the medium and short term to ensure better progression in the work;
 - set appropriate targets to develop standards of achievement.
122. Each of the issues above has received good attention since the last report. The need remains to raise standards in mathematics and English writing at KS2, and standards in physical education throughout the school, but the school has progressed substantially since the last inspection.

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

Grade 2: Good features and no important shortcomings

123. The findings of the inspection team correspond to the grade 2 awarded by the school in the self-evaluation report.
124. 2.2 teachers are employed, including the head, who has responsibility for a class for 0.8 of the time. Teachers' qualifications are appropriate for the ages they teach and they update their skills by attending in-service training. The positive effect of the courses is seen in the teaching.
125. Good use is made of the expertise of the music teacher to enhance teaching.
126. The school has sufficient, appropriate resources to presenting the majority of the NC aspects. There is a good supply of books and the library is catalogued purposefully. The school does not have enough physical education equipment, especially for boys' sports. There are no detailed maps and there are not enough large toys for children under five.
127. The school has invested substantially in ICT equipment, including an interactive whiteboard. Good use is made of the whiteboard by teachers but, at times, sharing its use can be troublesome. Some interactive use of it was seen.
128. There is about one computer for every four pupils, which is a particularly good feature. Some computers are old and need upgrading. Generous contributions from the School Friends enable the school to plan confidently to improve resources as required.
129. Appropriate displays support the teaching. The area around the school is an additional valuable resource. Both inside and outside the school are kept clean and tidy.
130. The governors inspect the building regularly, organising maintenance work as needed. Consequently, the fabric of the building is sound. There are suitable class rooms for the current number of pupils. There is little grassed area around the school itself.
131. A clerk/administrator is employed to lighten the teachers' workload with regard to administrative tasks, and there are suitable systems for releasing teachers to plan, prepare and assess.
132. Resources are managed efficiently. The school provides good value for money.

Standards achieved in subjects and areas of learning

Under 5s

133. The quality of the provision for Children under Five is appropriate for their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
134. Early years children make good progress in their communication skills. Their creative skills and their ability to find answers to problems, their numeracy and ICT skills are good.

NURSERY CHILDREN

135. There is one nursery child in the school and he makes appropriate progress in the six areas of the Desirable Outcomes, according to his level of development.

RECEPTION CHILDREN

Language, literacy and communication	2
Personal and social development	1
Mathematical development	2
Knowledge and understanding of the world	1
Physical development	3
Creative development	1

Development of language, literacy and communication

Good features

136. Children listen very well to class presentations and stories. They are very eager to take part in class discussions and to chat with adults and visitors. Their language is of good quality. They show an interest in books and behave like readers. They recognise some letters and familiar words. Individuals read simple books at their level of development. They can write their names and trace accurately with individuals writing simple sentences independently.

Personal and social development

Outstanding features

137. Children behave very well. They can co-operate and play together outstandingly, concentrating on their tasks.

Good features

138. They learn to look after living things in the world around them and in class. Through stories and 'circle time' periods they learn how to care for others and about being friends. They become aware of stories from the Bible and produce simple prayers.

Mathematical development

Good features

139. Aspects of mathematics are developed in many play situations in class. Children respond well and show an increasing understanding of mathematical concepts. Children can recognise and create a pattern accurately. They recognise numbers and can count forwards and backwards to at least 10. They can bring two sets of objects together, adding and subtracting accurately. They begin to recognise pieces of money and understand the purpose of money when paying for food in the class café. They recognise 2D and some 3D shapes. They use mathematical language accurately.

Knowledge and understanding of the world

Outstanding features

140. Children know their local area very well. They draw a simple map of their journey to school and use geographical language accurately when describing their journey around the village and when guiding a specific toy around the garden.

Good features

141. Children speak confidently about themselves, their families and their homes. They recognise some flowers and plants and understand that they need water and light to grow. They show good observation skills when discussing the different ways vehicles move on different surfaces and levels. They can discuss appropriately medicines from 'long ago' and 'today', showing great interest. They develop their design and technology skills as they create models with waste and prepared materials. Their ICT skills are good as they control the mouse to create pictures and move objects on the screen.

Physical development

Good features

142. Children handle small equipment with increasing skill as they use a pencil, scissors and other small items such as blocks and small toys. Through play experiences with large toys, dance and other exercises, they develop their ability to use space and move confidently with increasing control.

Shortcomings

143. When using large toys, the children play somewhat aimlessly. They do not extend and further develop their large motor skills through using a sufficient supply of large toys.

Creative development

Outstanding features

144. Following a sound journey around the school they experiment with different sources of sound to recreate the sounds they have heard. They record their sounds simply in the form of a graphic score and when performing their work they can follow the score accurately.

Good features

145. Children can sing a variety of appropriate rhymes and songs. They accompany their songs with untuned instruments, keeping the beat fairly accurately. They begin to understand about some musical elements such as 'quiet' and 'strong'. They produce a variety of work from their imagination in paint and other media. When making murals, they cut and paste skilfully. They produce a variety of interesting 3D work. They can role play in the class café and do so imaginatively.

Welsh

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

Key stage 2: Grade 2: Good features and no important shortcomings

Good features

146. Key Stage 1 pupils listen very well. Their speaking skills are good. The large majority are very keen to take part and respond in class discussions. They speak freely and with understanding about their experiences and take part confidently in a variety of activities, explaining and clarifying. Individuals have a good vocabulary and a sound grasp of a range of basic syntax.
147. Standards in reading are good. The most able in Y1 succeed in reading fluently and show that they recognise characters in stories. Pupils of lower ability can place a story in its correct order, discuss the story and read appropriately at their level of development. A substantial number of Y2 pupils read fluently and with meaning. They can discuss the books they read with interest and understanding of the text. The majority have specific strategies for dealing with unfamiliar words.
148. Standards in writing are good. They produce interesting written work when responding to tasks across the curriculum and they show an increasing command of a range of writing forms. The most able pupils write very well. They use adjectives and idioms purposefully in their work and show a good grasp of syntax such as the concise forms of the verb and the fundamentals of punctuation such as using quotation marks. After listening to, and reading, a number of poems, they succeed in writing their own simple and interesting poems that show imagination and interest.
149. At Key Stage 2, pupils listen very well to each other and to teachers and other adults in different situations. They discuss a variety of subjects and they respond enthusiastically to questions from teachers and other adults. They are willing to contribute their own ideas and to reason and express opinions clearly in discussions.
150. Standards in reading are good. They show a good understanding of the content of the books they read and can discuss their preferences and name their favourite authors. The majority read fluently, conveying the meaning of what they have read. They use their reading skills to gather information from books and other sources. Pupils of lower ability make appropriate progress and they have strategies to deal with unfamiliar words.
151. Standards in writing are good. Pupils produce a variety of interesting written work when responding to tasks across the curriculum. They show command of different written forms. In their creative work, the most able write extensively and interestingly, showing a sound grasp of punctuation. They use adjectives, comparisons and idioms to enhance their work.

Shortcomings

152. In both key stages, individuals read with little expression and they do not understand some of the words they read.
153. At KS2, the shortcomings in the oral work of a minority of individuals transfer to their written work and shortcomings are apparent in syntax and spelling in their writing.

English

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

Good features

154. At Key Stage 2, pupils chat confidently as individuals, in groups and in a whole class situation, especially in the top part of the school. They contribute enthusiastically to class discussion, expressing opinions effectively. By Y5 and Y6, they use extended sentences when discussing and they can chat confidently with strangers.
155. Key Stage 2 pupils read well, with appropriate expression. They use the library effectively and make good use of a variety of print sources, including the Web, to search for information. The older pupils can discuss their reading preferences orally.
156. At Key Stage 2, the majority of pupils show progress in their use of a variety of syntax. They can deal with a wide range of written work as they use language for different purposes and many pupils write numerous extended pieces. The most able pupils can use comparisons effectively and write with a good measure of accuracy.

Shortcomings

157. At Key Stage 2, weak punctuation and careless spelling characterises the written contributions of a minority of pupils.

Mathematics

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

Key Stage 2: Grade 3: Good features outweigh shortcomings.

Good features

158. At Key Stage 1, on the whole pupils respond well to mental arithmetic. The great majority of pupils have a sound understanding of number bonds and number patterns including odd and even numbers. They place numbers in order accurately, including large numbers. They count easily in multiples of 2, 5 and 10. They understand the concept of 'more than' and 'less than'.
159. Pupils have a good knowledge of different pieces of money and they can use them accurately to count sums of money when paying and giving change in the class café.
160. They recognise simple fractions well and can tell the time on the hour accurately as well as time that is relevant to them. They can classify two dimensional [2D] shapes and some 3D ones, describing their features accurately.
161. Pupils use their mathematical skills effectively in subjects such as geography when undertaking a survey of traffic in the area. They record their findings in graph form and discuss the work appropriately.
162. At Key Stage 2, the understanding of the majority of pupils of the four rules is sound and they have generally good knowledge about place value. They use their knowledge appropriately when solving simple problems. They can estimate fairly accurately.
163. Pupils have a good understanding of time and they succeed well in converting from a 12 hour clock to a 24 hour one. They can discuss 2D and 3D shapes and their features confidently.
164. Pupils gather data for different purposes and do so effectively in tables and graphs. The most able pupils analyse, compare and interpret data with detailed accuracy. They apply their mathematical skills in different contexts.
165. Pupils have an appropriate grasp of the concepts of temperature. The understanding of pupils of perimeters, surfaces, angles and symmetry is good in the work of the older pupils.

Shortcomings

166. At Key Stage 1, individuals are uncertain when discussing data.

167. At Key Stage 2, pupils are uncertain when converting percentages into ordinary fractions and decimals and their ability to round off numbers to the nearest 100 is inconsistent.
168. When undertaking mental arithmetic, many pupils cannot handle numbers quickly.

Science

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

Key Stage 2: Grade 3: Good features outweigh shortcomings.

Good features

169. At Key Stage 1, the knowledge and understanding of pupils of the features of living and non-living things are good. They undertake investigative work based on questions such as, 'Which vehicle will travel furthest down the hill?' and 'Do plants need light to grow healthily?' Pupils can measure with non-standard measures and create their own data tables when experimenting and investigating.
170. At Key Stage 1, pupils can list different foods confidently and their scientific vocabulary is good. Y1 pupils can recognise the forces of pushing and pulling and Y2 pupils know about the force of gravity.
171. The knowledge and understanding of Y3 and Y4 pupils about changes in the heartbeat are good and their scientific vocabulary is also good. With assistance, Y3 and Y4 pupils can experiment to find the strength of a magnet. They understand the need for a fair test and measure fairly confidently.
172. They produce a variety of work of good standard in Y5 and Y6 and the knowledge and understanding of pupils about teeth and various forces are sound. They can measure confidently with a Newton meter. With support, they undertake experimental and investigative work such as finding the effect of friction on different surfaces and how the size of a magnet affects its strength.

Shortcomings

173. The grasp of Key Stage 2 pupils of some aspects such as the food chain and when to create a column graph is not sufficient.
174. Y3 and Y4 pupils do not record enough of the work independently and Y5 and Y6 pupils do not undertake enough independent experimentation and investigation.

Information technology

Key Stage 1: Grade 1: Good with outstanding features

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

Outstanding features

175. Y2 pupils can combine text and pictures from a digital camera to create a presentation, adding directions on how to move forwards and backwards through it. They can also add sound effects to the presentation.

Good features

176. At Key Stage 1, they make good use of skills reinforcement programs and drawing programs and they develop computer handling skills effectively.

177. Key Stage 1 pupils can word process without assistance to a good standard. Y2 pupils can save and access stored information and produce graphs from a prepared database.

178. Key Stage 1 pupils can direct the floor turtle effectively.

179. Y3 and Y4 pupils make effective use of word processing programs. Pupils can import pictures without assistance to combine them with text, and change the colour and size of the print. Pupils can improve their products to present to an audience.

180. Y3 and Y4 pupils can produce a graph from a database and interpret it confidently. They can also use a modelling program to create various shapes.

181. The standard of word processing is good amongst Y5 and Y6 pupils. They can change the font and size of the print without support and highlight it effectively, and transfer the text to a number of varied programs.

182. With assistance, Y5 and Y6 pupils can use a prepared database to produce a graph and import it to other programs.

183. Pupils are confident in gathering information from the Internet.

184. The older pupils can create a variety of shapes by using a simple modelling program.

Shortcomings

185. In Y5 and Y6, pupils do not create and interrogate their own database.

Design technology

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

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

Good features

186. At Key Stage 1, pupils work fairly independently on a range of tasks using a good variety of materials.
187. With support, all Key Stage 1 pupils can use their knowledge about methods of joining to produce a model of a vehicle including a wheel and an axle. They also use their knowledge about foods to produce a healthy meal. They give good attention to inspecting finished objects and to the processes of designing and finishing.
188. Key Stage 1 pupils design a variety of head-gear for the summer. They discuss their ideas effectively, completing a simple design. They can use appropriate vocabulary to discuss their products, offering some improvements.
189. In Y3 and Y4, pupils use their knowledge about levers and mechanisms and a range of appropriate equipment to create a mobile puppet show. In Y5 and Y6, pupils can control the puppet show using a computer. The understanding of all pupils of methods of joining, cutting and pasting are good.
190. The investigative skills of Y5 and Y6 pupils are good. With some support, they can produce aprons of good quality, discussing the strengths and shortcomings of their work confidently. Their evaluation skills are good.

Shortcomings

191. In Y2, pupils do not pay enough attention to finishing skills.
192. In Y5 and Y6, pupils' designs are not detailed enough.

History

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

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

Good features

193. As a result of their visits to places of historical interest, pupils in both key stages have a good awareness and understanding of historical issues,
194. At Key Stage 1, pupils have a good understanding of the passage of time and can use vocabulary relating to the passage of time accurately. They know that there is a sequence to events and that things can change over time.
195. Pupils have an appropriate knowledge about events in the past and about significant people in the history of Wales.
196. Pupils can plan appropriate, relevant questions well to find information on subjects such as old medications. They compare the old medications with medicines today and discuss them enthusiastically.
197. Pupils have a good knowledge about legends relating to their area. Through role play, they repeat the history well showing empathy with some of the characters.
198. At Key Stage 2, pupils have a sound knowledge about the Second World War and living conditions in the period. They develop empathy skills when discussing the circumstances of evacuees.
199. Pupils discuss very effectively events in history such as the Great Fire of London and its effect. Following a visit to Segontium, they show great interest in the history of the Romans and enthusiastically discuss their way of life and what they achieved.
200. Pupils have an appropriate knowledge about the history of the Celts and how their homes developed. They can compare effectively their way of life with later periods in history.
201. Pupils have a good knowledge about local history. They know the names of the area's quarries. They discuss the features of houses in the area in the thriving period of the quarries and compare living conditions today with living conditions in that period very effectively.
202. The older pupils at Key Stage 2 can note accurately on a time line significant events during the Tudor period.

Shortcomings

203. At Key Stage 1, the historical knowledge and understanding of some individuals are uncertain.
204. At Key Stage 2, the older pupils do not undertake enough independent investigations.

Geography

Key Stage 1: Grade 1: Good with outstanding features

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

Outstanding features

205. At Key Stage 1, the knowledge of pupils about their local area is outstanding. They can describe the main geographical features of the area and give a clear opinion on the quality of the school environment. They discuss sensibly what attracts people to their area, identifying simply who in particular will benefit from the tourists. They plan a map of the village, identifying the main geographical and physical features.

Good features

206. Key Stage 1 pupils can locate their village on a map of Wales and name some of the main geographical features of the country. They can also locate Wales on a map of the United Kingdom, naming the capitals of the countries.

207. Following a visit to a local bus company, they become aware of travelling to different countries. They can name the countries of Europe and place them accurately on a map of Europe.

208. When discussing a nearby town, they can identify differences and compare that area with their own area confidently, expressing opinions simply on both areas.

209. Their map skills are good and they can use simple co-ordinates to identify locations on a grid.

210. At Key Stage 2, pupils have a good knowledge about their local area. They are aware of the use made of the land and they begin to develop an awareness of the problems of conservation and the effect of waste on our everyday lives. They can discuss this appropriately and with increasing understanding. Pupils observe the weather in the area in detail and record rain, wind and temperature. They discuss their findings sensibly.

211. Pupils have a good knowledge about the locations of the National Parks. Following a recent survey, responses were recorded appropriately in a database. They discuss their findings enthusiastically.

212. Older pupils at Key Stage 2 have a good awareness of the comparative distances of nearby villages. They have a good knowledge about countries and some of the capital cities of the world, and also of continents, seas and oceans.

213. They understand the points of the compass and the purpose of a key on a map. Through studying aerial photos of their area, they can give detailed and responsible directions on how to go to the school from a specific location in the village. The standard of this work was very good. They use geographical vocabulary accurately.
214. Pupils can compare their local area well with a contrasting neighbourhood, explaining the differences and similarities between the two areas. They express a simple opinion on which area they would like to live.

Shortcomings

215. At KS1, there are no significant shortcomings.
216. At KS2, pupils' ability is undeveloped when discussing a country which less economically developed and individuals are uncertain when discussing map work.

Art

Key Stage 1: Grade 1: Good with outstanding features

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

Outstanding features

- 217. Key Stage 1 pupils have an outstanding sense of perspective. By using a purpose-made frame they experiment effectively when creating pictures, near and far.
- 218. They can create 3D models very successfully when studying a bowl made by a famous craftsman and compare it with the work of a local potter. They have a very good understanding of specialist words in the area, such as texture and tone.

Good features

- 219. The techniques of Key Stage 1 pupils are good. They can mix paint and use various brushes to a good standard. They take advantage of a broad range of experiences to create work of a good standard in a variety of media. They can experiment successfully with colours, creating a variety of shades.
- 220. At Key Stage 2, pupils draw and experiment effectively with a variety of media. They show imagination and originality when successfully creating 3D models.
- 221. Key Stage 2 pupils reproduce the styles of famous artists to a good standard and discuss their work intelligently. They have a good understanding of the essentials of art and use specialist vocabulary well when discussing a picture and explaining their intentions.
- 222. Key Stage 2 pupils can discuss tone when considering the different kinds of green that could be used when painting a landscape. They mix shades well.

Shortcomings

- 223. The painting techniques of Key Stage 2 pupils have not developed sufficiently.

Music

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

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

Good features

- 224. At Key Stage 1, pupils know an appropriate range of songs that are suitable for their age. The singing is of acceptable standard. They show an understanding of dynamics in their performances.
- 225. The majority of pupils recognise tuned and untuned instruments and use them and the instruments they have created to keep a beat and perform specific rhythms. They do this with increasing skill. They use a computing program successfully to compose musical patterns.
- 226. Pupils can differentiate accurately between low and high sounds as well as strong and quiet ones.
- 227. When listening to music, they can describe and express opinions simply on the music, using musical vocabulary appropriately. They can name accurately the instruments they hear in the music. They also respond to music in the form of dance.
- 228. Following a specific stimulus, they experiment with different sound sources to create a sequence or background music effectively. They perform their compositions and record them in graphic score format, following the score accurately when performing their work.
- 229. Following a sound trip around the school they experiment skilfully with untuned and tuned instruments to recreate the sounds heard.
- 230. At Key Stage 2, the quality of singing is generally good. They sing a good variety of songs including a round song. They sing enthusiastically, paying attention to elements such as pitch, breathing and dynamics. When singing a round song, and on the recorder, they keep their part accurately.
- 231. They can keep a beat and repeat rhythms accurately. When performing their compositions they control ostinato skilfully.
- 232. They use ICT confidently to compose simple melodies and more complex, extended pieces in the form of a rondo.
- 233. Pupils are aware of musical vocabulary and respond accurately to descriptive musical vocabulary when listening to music from different styles, including music from Wales.

234. Following different stimuli, pupils co-operate effectively and confidently using tuned and untuned instruments to compose interesting sequences to show particular features. They record their compositions in different ways.
235. Pupils are familiar with Old Notation and the value of notes. They can compose melodies confidently using pentatonic notes. They sing their compositions with pride.
236. All KS2 pupils learn to play the recorder and do so to a good standard. A good number take advantage of other instrumental lessons and this contributes significantly to good standards in the subject.

Shortcomings

237. In both key stages, pupils' ability to discuss and appraise their own performances and compositions has not developed sufficiently.

Physical education

Key Stage 1: Grade 3: Good features outweigh shortcomings.

Key Stage 2: Grade 3: Good features outweigh shortcomings.

238. A gymnastics lesson was observed at Key Stage 1 and a games lesson at Key Stage 2.

Good features

239. At Key Stages 1 and 2, pupils listen attentively to instructions, concentrate well and work energetically during the lesson. They can use space well.

240. Key Stage 1 pupils have appropriate skills for their ages when moving, stretching and creating various shapes on the floor, and using a hoop. They show good control of balance and physical tension.

241. At Key Stage 2, pupils handle large balls quite well and send and catch the ball when running back and fore. They can play small games safely and follow rules.

242. At Key Stages 1 and 2, pupils dress appropriately for lessons.

243. All pupils have a good understanding of the beneficial effect of exercise on the body and health, and of the need to ensure safety during lessons.

Shortcomings

244. The quality of movements of the majority of Key Stage 1 and Key Stage 2 pupils is elementary. They do not perform challenging tasks.

245. Pupils from both key stages do not observe each other, nor do they offer comments on good aspects of the performance.

Religious education

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

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

Good features

246. Pupils in both key stages show a good understanding of principles such as friendship, care for others, sharing with others and the principles of Fair Trade. Pupils can discuss these effectively.
247. At Key Stage 1, pupils have a good knowledge about stories from the Bible and can re-tell them well. They can differentiate between the Old Testament and New Testament. They have a good knowledge about some of Jesus' stories and therefore come to understand their significance for us today. They are aware that the Bible is a holy book and that the Jews have their own special book. They can discuss Judaism simply, drawing attention to some of practices relating to the religion.
248. They compose a range of their own simple prayers, which arise from their personal experience. Individuals know that prayer means speaking to God.
249. Key Stage 1 pupils know stories that are relevant to the religious tradition of Wales such as the history of Mari Jones. Pupils have a good awareness of places of worship. They can describe the main features of a chapel together with some of the rites such as baptism and its significance. They have a good knowledge about some of the main festivals of the church and the significance of important days.
250. At Key Stage 2, pupils are very familiar with stories from the Bible and can recall them well. They discuss the parables of Jesus, explaining appropriately their significance for us today. They understand the meaning of prayer. They write meaningful prayers and present them in the collective worship sessions.
251. Pupils have an appropriate knowledge about saints and some philanthropists.
252. Key Stage 2 pupils are familiar with elements of other religions such as Judaism and discuss the significant features of that religion intelligently.
253. Pupils realise that safeguarding the environment is important and they understand the significance of families, communities, homes and buildings. Following a visit to a local place of worship, they can discuss the internal features of the building with confidence.
254. In connection with work on the Ten Commandments, they express a clear viewpoint when discussing the purpose of rules and plan sensibly rules that are relevant to them in school.

Shortcomings

255. At Key Stage 1, the pupils' ability to express opinions on religious issues is not sufficient and the knowledge of some individuals about objects seen in places of worship is limited.
256. Key Stage 2 pupils have only a little knowledge about the meaning of pilgrimage for religious people and their response to major religious questions is not sufficient.

School's response to the inspection

The staff and the governors have considered the results of the inspection and agree with them. Generally, they conform with the results of the school's self evaluation.

We believe that the report reflects the hard work that is done at the school by devoted staff and parents to ensure the best provision for all the pupils.

The inspectors were professional and very courteous during the inspection. There was an open and honest relationship between the inspectors, staff, governors, pupils and parents. All the discussions were very valuable and constructive.

We intend to work on the recommendations outlined in the report in order to build on the good work presently done at Ysgol Baladeulyn.

Appendix 1

Basic information about the school

Name of school	Ysgol Baladeulyn
School type	Primary Community
Age-range of pupils	3 – 11
Address of school	Nantlle Caernarfon Gwynedd
Postcode	LL54 6BT
Telephone number	01286 880 884

Headteacher	Mrs Esme Russell Spencer
Date of appointment	January 2000
Chair of governors/ Appropriate authority	Mr Leslie Jones
Registered inspector	Mr Phil Mostert
Dates of inspection	5 – 7 June, 2006

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	1	6	6	5	2	4	5	4	33

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	1	2.2

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	15:1
Pupil: adult (fte) ratio in nursery classes	N/A
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	16
Teacher (fte): class ratio	1.1:1

Since there is only one part-time nursery pupil in the school, no details about the attendance of nursery pupils are included.

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School %
Summer 2005		92	95
Autumn 2005		93	95
Spring 2006		93	96

Percentage of pupils entitled to free school meals	13%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2005	Number of pupils in Y2	5
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 Welsh (first language)			
In the school	100	In Wales	81

National Curriculum Assessment Results End of Key Stage 2:

National Curriculum Assessment KS2 Results 2005	Number of pupils in Y6	4
As the number of pupils eligible for assessment at the end of Key Stage 2 was fewer than five, summary information is not included.		

Appendix 4

Evidence base of the inspection

The school was inspected by a team of three inspectors who were present in the school for a total of seven days. During this period:

- a total of 19 lessons, or part lessons, were attended, sharing the time fairly equally between the classes;
- their work was discussed with the pupils, the head, teaching staff, the specialist teachers and assistants;
- the pupils were questioned in detail about their knowledge of the curriculum;
- a wide range of pupils were heard reading in both Welsh and English;
- samples of pupils' work, completed during the current term, and during previous terms, were inspected;
- a substantial sample of the school documentation was studied, including its policies and long, medium and short term schemes of work;
- the SDP was examined in detail;
- attendance registers and pupil assessment records were studied;
- detailed attention was paid to the school budget;
- inspectors were present in the joint-worship sessions on two mornings;
- a parents' meeting was arranged and attended by 10 parents, and 11 parents' questionnaires were analysed;
- two formal meetings were held with the governing body, one pre, and one post-inspection.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Phil Mostert Registered Inspector	Context Summary and recommendations Key questions 1, 2, 5 and 6 English, science, information technology, design and technology, art and physical education
R John Roberts Lay Inspector	Contributions to key questions 1, 3, 4 and 7
Rhianwen H. Roberts Team Inspector	Key questions 3, 4 and 7 Children under 5, Welsh, mathematics, history, geography, religious education and music
The head was chosen as the nominee by the school.	

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Acknowledgement

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