

**Inspection under Section 28 of the
Education Act 2005**

A Report on the Quality of Education in

**Ysgol Bro Lleu
Penygroes
Gwynedd
LL54 6RE**

School Number: 6612089

Date of Inspection: 22/01/08

by

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Ysgol Bro Lleu 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 Bro Lleu took place between 22/01/08 and 24/01/08. An independent team of inspectors, led by Gwilym Trevor Roberts undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a standard inspection.

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years 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	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
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 Bro Llew is a community school located in the village of Penygroes. The school is maintained by Gwynedd Local Education Authority [LEA]. The pupils are drawn from the village and its surrounding areas.
2. The school describes the area from which the pupils are drawn as not being particularly prosperous and as economically disadvantaged. 15% of the pupils are entitled to receive free school meals, a percentage which is higher than the county average but lower than the national percentage.
3. To a large extent, the locality of the school is Welsh. Almost 90% of pupils come from homes where Welsh is the main language. By the end of key stage 2 all the pupils speak Welsh to first language standards. The teaching is mainly through the medium of Welsh.
4. Pupils are admitted to the school on a part-time basis in the September following their third birthday, and full-time in the September following their fourth birthday. During the inspection, there were 167 pupils on the school register, including 18 nursery children who attend part-time.
5. 25% of the pupils have additional learning needs [ALN], a percentage which is higher than the national average; 2% of these pupils are the subject of a statement of special educational needs.
6. The school was last inspected in February, 2002. The current head was appointed in May 2005.
7. On this occasion the school received a standard inspection.

The school's priorities and targets

8. The school's priorities and targets for 2007 – 2008 include:
 - continuing to raise standards in teaching and learning by developing and implementing progressive and stimulating methods in order to provide appropriate experiences which satisfy the needs of all the pupils;
 - further develop the ethos and positive atmosphere of the school by focusing on promoting the positive behaviour and emotional intelligence of the pupils;
 - raising the standards of pupils' writing in Welsh and English;
 - developing skills and raising standards of achievement in science;
 - raising standards of achievement in mathematics in key stage 1;
 - ensuring that effective use is made of the school's summative assessment record;
 - adapting the school's plans to meet the requirements of September 2008.

Summary

9. The findings of the inspection team are consistent with the judgements of the school in six of the seven key questions. In key question five, the team awarded grade 1 rather than the grade 2 the school had awarded itself. The school had not given sufficient consideration to the outstanding features of its leadership and strategic management.

Table of grades awarded

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

10. Standards of achievement in the lessons inspected are as follows:

Pupils' standards of achievement	Grade1	Grade 2	Grade 3	Grade 4	Grade 5
	17%	73%	10%	0%	0%

11. Standards of achievement in lessons are higher than the targets set by the Welsh Assembly Government, namely that 98% are grade 3 or higher.

Grades awarded in the subjects inspected

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

Area of learning	Key Stage 1	Key Stage 2
Welsh	Grade 2	Grade 2
Science	Grade 2	Grade 2
Design and technology	Grade 2	Grade 2
Art	Grade 2	Grade 2
Physical education	Grade 2	Grade 2
Religious education	Grade 2	Grade 1

13. The general quality of the educational provision for children under five is appropriate to their needs and they are making good progress towards the Desirable Outcomes for Children's Learning.
14. In key stages 1 and 2, the pupils make good progress in speaking, listening and reading across the curriculum. They listen intently to teachers' presentations and to the contributions of their peers. They discuss issues confidently in a number of contexts across the curriculum. By key stage 2, they are reading fluently.
15. Good features outweigh shortcomings in pupils' writing in both key stages. They write in a good variety of different forms. However, the handwriting and presentation of the work of a significant minority of pupils is not developing adequately.
16. Good features outweigh shortcomings in pupils' numeracy skills in both key stages. There is a significant minority of pupils in key stage 1 and at the beginning of key stage 2 who do not collate, use and record numeric and quantitative information to a sufficient extent, in a variety of contexts across the curriculum. By the final years of key stage 2, the pupils record their work with care in science lessons and handle data well in a variety of contexts.
17. In key stages 1 and 2, pupils make good progress in their information technology and communication skills across the curriculum.
18. Pupils' achievements in their bilingual skills is good. They make increasing use of English from Y2 onward.
19. In key stage 1, in comparison with national averages and in comparison with those of schools with a similar percentage of pupils who are eligible to receive free school meals, pupils' results in the National Curriculum assessments were higher in science and similar in Welsh. They were significantly lower in mathematics. A significant minority of pupils attain level 3 in Welsh, science and mathematics.
20. In key stage 2, in 2007, pupils' performance was higher than the national averages and performance of schools which have a similar percentage of pupils who are eligible to receive free school meals, in English and science and substantially higher in Welsh and mathematics. A significant minority of pupils succeeded in achieving level 5 in each of the four subjects.
21. The difference in the performance of boys and girls has varied during the last three years and no distinct pattern can be identified.
22. Pupils work enthusiastically at their tasks and the vast majority take a lively interest in their work. They work with others, sharing, supporting and assisting each other admirably and demonstrating integrity and fairness. By Y5 and Y6, pupils' ability to discuss independently in pairs and in groups, and to concentrate and persevere when solving problems, is outstanding.
23. Pupils' behaviour is good. They are respectful and courteous in their dealings with their teachers and with visitors.

24. Attendance levels are slightly above 93%. They are consistently lower for the children under five and there is room for improvement in this context.
25. Pupils' understanding of the world of work develops well through their involvement in enterprise activities and their links with businesses, along with their visits to places of work as part of the curriculum.

The quality of education and training

Teaching grades

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
23%	67%	10%	0%	0%

27. The teachers establish a good working relationship with pupils, and this is conducive to effective learning. Teachers' knowledge of the subjects and areas of learning which they teach is good.
28. Where the teaching has outstanding features, the teachers use a range of strategies which maintain the interest and enthusiasm of pupils and engage them with their tasks. They challenge the pupils, extend their thinking skills and emphasise problem solving. Pupils are encouraged to develop and share their ideas.
29. Where the teaching is good, the lessons have been prepared thoroughly and the teachers make effective use of a variety of resources. Success criteria are made evident and there is a clear structure to lessons. Lessons are presented at an appropriate pace and the tasks set are appropriate and match the needs of each individual. Opportunities for reflection are provided at the end of lessons and good use is made of praise and commendation.
30. Where there are shortcomings in the teaching, presentations are too long and the tasks and expectations are not sufficiently challenging.
31. Assessment activities are carried out each term in all subjects and areas of study and a comprehensive profile of each pupil's progress is maintained. Teachers' assessments are accurate and fair.
32. Success criteria are set so that pupils assess their own progress and check their work regularly. These arrangements ensure that pupils understand the purpose of assessment and that they are part of the planning process for improving performance. This is an outstanding feature.

33. Meetings, to which parents are invited to discuss their children's progress and achievements, are held every term. Parents praise these meetings. The quality of the annual reports is in accordance with the requirements. Some parents feel that the impersonal pre-prepared comments used by the teachers in completing parts of the reports electronically, are impersonal. The arrangements for reporting to parents are good.
34. The school provides a broad and balanced curriculum which promotes full access and equal opportunity for all the pupils. The provision meets the needs of all the pupils.
35. The teaching plans produced provide clear guidance for the teachers and ensure continuity and progression in pupils' learning. They show how the key skills and the basic skills are incorporated into the provision.
36. Systematic and clear planning ensures that pupils make consistent progress in Welsh and English, and that the culture and heritage of the local area and of Wales feature prominently in the pupils' work.
37. The pupils benefit substantially from activities which enrich their experiences. Educational visits are organised regularly and the gardening club and Adran yr Urdd are held after school hours. Visitors from the local area come to the school regularly to enrich the pupils' work by sharing their experiences with them.
38. The sessions of collective worship conform with the statutory requirements and provide opportunities for pupils to reflect on spiritual and personal issues.
39. Pupils' spiritual, moral, social and cultural development is fostered very effectively by a coherent strategy which brings together aspects of the curriculum, personal and social education, the 'Webster Stratton' scheme and procedures to foster good behaviour and emotional intelligence. The strategy ensures that there is progression and balance across the school and the manner in which it is implemented is an outstanding feature of the school.
40. The School Council meets regularly and successfully discusses issues which are of importance to the pupils.
41. A secure partnership has been established with parents. The school is very successful in including parents as partners in the development of their children by providing them with a number of parenting courses. The parents praise this provision. The Friends of the School Association organise a number of activities to raise funds which enable the school to purchase additional resources.
42. Enterprise and an awareness of the world of business are promoted well. The older pupils in key stage 2 discuss the basic principles of business

intelligently. At the upper end of the school, enterprise is an outstanding feature.

43. Promoting sustainability is an outstanding feature of the school's provision. Practical activities such as waste reduction, recycling and energy saving in addition to the curricular provision and the activities involved in securing the Local Authority's Green School accreditation, develop in the pupils a strong awareness of environmental issues and promote world wide citizenship.
44. The outstanding manner in which the school develops pupils' sense of responsibility for their own learning establishes very firm foundations for their lifelong learning.
45. The quality of care, support and guidance provided for pupils is outstanding. The school is a very well-organised, happy and caring community in which the pupils feel secure. All staff members know their pupils very well and provide them with support and guidance which is of excellent quality. The school has a very positive ethos where pupils are appreciated as individuals and where they themselves feel confident to turn to any member of staff for guidance or support.
46. The manner in which the school respects the voice and opinions of every pupil ensures outstanding support and guidance for each individual.
47. The implementation of policies and procedures to ensure the welfare, health and safety of pupils is an outstanding feature. Careful attention is given to risk assessment and very thorough arrangements made to meet the medical needs of pupils.
48. The safety of the school building, and the arrangements made at the beginning and end of the school day, are good. There are good arrangements for car parking and a separate access for walkers. In the context of the road outside the school, which is busy at the beginning and end of the school day, the arrangements are praiseworthy.
49. The implementation of the school's child protection policy and procedures is an outstanding feature. The staff are very aware of their responsibilities.
50. The quality of the provision for pupils with ALN is outstanding and conforms in full with the requirements of the Code of Practice. The school has adopted policies and procedures to identify pupils with ALN at an early stage. The head, who is also the ALN co-ordinator for the school, the class teachers and the assistants all have detailed knowledge of the pupils' needs. There is good co-operation between the school and the designated member of the governing body with responsibility for ALN.
51. The school's procedures for monitoring pupils' attendance are good.
52. The implementation of the school's policies and procedures for supporting

good behaviour and for eliminating aggressive behaviour of all kinds is an outstanding feature.

53. The contribution made by each individual pupil is celebrated and diversity is respected. The wide range of policies relating to equality of the sexes and racial harmony are implemented effectively.
54. The school has a good accessibility scheme and a Disability Equality Plan which explain the arrangements made for those with disabilities.

Leadership and management

55. The head has a clear vision; she provides strategic direction for the school by leading through personal example. Equality is assured for all and the contribution of each individual is appreciated. Team work is encouraged in an atmosphere of trust and mutual understanding. A whole school ethos which promotes success has been established.
56. In addition to implementing initiatives in pupils' learning and providing support for them by promoting good behaviour and emotional intelligence, the school also gives priority to local and national issues, involving the development of sustainability through the green schools initiative and the health and fitness scheme through its healthy schools plan. The school has been awarded the basic skills quality mark. Re-modelling the workforce was effectively implemented by providing appropriate administrative support and good arrangements for teachers to plan, prepare and assess.
57. The head manages the staff very well. The culture of continuous high expectations is an outstanding feature of the school's provision.
58. The governors know the school very well. They work in close association with the head to set a strategic direction for the development of the school. This is an outstanding feature.
59. Through their monitoring visits and the reports they receive for discussion, the governors' have a good knowledge of the school's educational provision and main needs.
60. They carry out their statutory duties thoroughly. The school's prospectus and the annual report of the governing body conform in full with the requirements of the Welsh Assembly Government.
61. The school has a good knowledge of the quality of its educational provision and of the pupils' standards of achievement. The arrangements made are systematic and provide opportunities for all staff members to contribute to the monitoring and evaluation of the school's performance. There are close links between the findings of these arrangements and the priorities identified in the School Development Plan.

62. Pupils' opinions in the development of the school are considered through the School Council, which operates successfully. Questionnaires concerning the happiness of pupils in the school have been analysed, and the school has been awarded the "Clywed" accreditation of the Local Authority for good practice in listening to the views of pupils. Questionnaires seeking parents views about the school's homework arrangements, have also been analysed. These arrangements have outstanding features.
63. The School Development Plan is a comprehensive document of excellent quality. It contains sections about school data and an overview of the progress made against the priorities of the previous year. It notes, with clarity, the main areas for development, and provides detail about each priority in an action plan which designates responsibilities for their implementation, a time table for completion and information about the financial implications. It is a clear and very useful document.
64. Generally, the school has made good progress in responding to the key issues identified in the previous report.
65. The school has an adequate complement of teachers to meet the needs of the number of pupils on the school roll. All the teachers are appropriately qualified to teach every aspect of the curriculum. The classroom assistants and integration assistants make a valuable contribution in supporting the teaching.
66. A part time administrative assistant is employed to reduce the teachers' workload. All the teachers are given a non-contact period for planning, preparing and assessment. These arrangements have a positive effect on standards in the subjects inspected.
67. With the assistance of parents, the school has made a substantial investment in resources for all the age ranges and the provision is adequate and appropriate. Good use is made of the available resources.
68. The teaching spaces are of adequate size and extensive use is made of the school hall. Standards of cleanliness are high.
69. The cohesive arrangements made for the development of all the school's staff members in areas such as teaching methods and providing support and providing guidance for pupils is an outstanding feature. Use is made of a variety of sources to fund this programme which has a significant effect on pupils' standards of achievement.
70. The governors and head teacher discuss the use made of the available resources on a regular basis. Expenditure is planned with care, and in accordance with the School Development Plan. The school's financial management is good; the school provides good value for money.

Recommendations

In order to improve, the school needs to:

- R1: maintain and build on existing good standards in pupils' achievements;
- R2: raise pupils' standards in numeracy in activities across the curriculum in key stage 1 and the beginning of key stage 2;
- R3: adopt strategies to improve the standard of handwriting and the presentation of pupils' work so that it is consistent with the best practice which exists in the school.

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

71. The findings of the inspection team correspond to the grade 2 the school awarded itself in its self-evaluation report. During the past two years the school's performance in the end of key stage assessments has been higher or slightly lower in each of the subjects assessed in comparison with the performance of the County's schools, the national average and schools of a similar size in terms of the number of pupils receiving free school meals. It is only in mathematics, in key stage 1, that the school's results have been substantially lower. In addition, standards in the subjects inspected are consistently good.

72. Standards of achievement in the lessons observed are as follows:

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	17%	73%	10%	0%	0%

73. Standards of achievement in lessons are higher than the target set by the Welsh Assembly Government for the whole of Wales, namely that 98% of standards should be grade 3 or higher.

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

75. Children in the early years make good progress in their initial speaking, listening, reading, writing and numeracy skills and in their use of information technology and communication.

76. In the subjects inspected in key stages 1 and 2, standards of achievement are as follows:

Subject	Grade Key Stage 1	Grade Key Stage 2
Welsh	2	2
Science	2	2
Design and Technology	2	2
Art	2	2
Physical Education	2	2
Religious Education	2	1

77. Pupils with ALN make good progress both educationally and socially. They meet the targets set for them.

78. In key stages 1 and 2, the pupils make good progress with speaking, listening and reading across the curriculum. They listen intently to the teachers' presentations and to the contributions of their peers. They discuss confidently in a number of contexts across the curriculum. By key stage 2, they read fluently.
79. Good features outweigh shortcomings in pupils' writing skills in the two key stages. They write in a good number of different forms. However, the handwriting and presentation of the work of a significant minority of pupils across the school does not develop adequately.
80. Good features outweigh shortcomings in the pupils' numeracy skills in both key stages. A significant minority of pupils in key stage 1 and at the beginning of key stage 2 do not collate, use and record numerical or quantitative data to a sufficient extent in a variety of contexts across the curriculum. By the upper end of key stage 2, the pupils record with care in science lessons and handle data in a variety of contexts well.
81. In key stages 1 and 2, pupils make good progress in their information technology and communication skills across the curriculum.
82. The pupils' achievements in their bilingual skills are good. They make increasing use of English from Y2 onwards. As they mature, they display increasing confidence in their use of Welsh and English when speaking, reading and writing. By the end of key stage 2, they translate from one language to the other in a curricular context.
83. In key stage 1, in comparison with national averages and in comparison with those of schools with a similar percentage of pupils who are eligible to receive free school meals, pupils' results in the National Curriculum assessments were higher in science and similar in Welsh. They were significantly lower in mathematics. A significant minority of pupils attain level 3 in Welsh, science and mathematics.
84. In key stage 2, in 2007, pupils' performance was higher than the national averages and performance of schools which have a similar percentage of pupils who are eligible to receive free school meals, in English and science and substantially higher in Welsh and mathematics. A significant minority of pupils succeeded in achieving level 5 in each of the four subjects.
85. The differences in the performance of boys and girls have varied during the last three years and no distinct pattern can be identified.
86. The pupils make good progress towards reaching their potential. Their understanding of their progress, and that which is required to improve, is an outstanding feature. They make good progress in acquiring knowledge and new skills. They work enthusiastically at their tasks and the vast majority take a lively interest in their work.

87. Pupils display a very good awareness of issues relating to equal opportunities. The manner in which they work with others, sharing, supporting and helping each other, is outstanding. They demonstrate fairness and honesty.
88. Their ability to work independently develops well as they progress through the school. By Y5 and Y6, pupils' ability to discuss in pairs and in groups and to concentrate and persevere when solving problems, is outstanding.
89. Pupils' behaviour is good. They show respect and courtesy to their teachers and to visitors. They are aware that aggressive and unkind behaviour is completely unacceptable.
90. Pupils' attendance across the whole for the last three terms is slightly higher than 93%. It is consistently lower than this for children under five and there is room for improvement in this context. Pupils' punctuality as they arrive at school and during the day's activities is good.
91. Pupils' understanding of the world of work develops well through their involvement in enterprise activities and their visits to places of work as part of their curriculum.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

92. The findings of the inspection team correspond to the school's judgement in its self-evaluation report.

93. The quality of the teaching in the lessons was judged to be as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
23%	67%	10%	0%	0%

94. The above percentages are higher than those for the whole of Wales for the year 2005-2006. [Annual Report of Her Majesty's Chief Inspector] where grades 1 and 2 were awarded for 79% of lessons and grade 1 in 17%. They are also higher than the targets set by the Welsh Assembly Government for 2010, which expects 80% of lessons to be grade 2 or higher.

95. The teachers establish a good working relationship with pupils, and this leads to effective learning.

96. Teachers' knowledge about the subjects and areas of learning in the National Curriculum, about the requirements of the Desirable Outcomes for Children's Learning and about the requirements of the Religious Education curriculum is good.

97. The excellent features of the teaching include:

- the use of a wide range of strategies which engage the interest and enthusiasm of pupils, and excite them;
- challenging the pupils and extending them intellectually;
- an emphasis on problem solving;
- encouraging the pupils to develop and share their own ideas.

98. The good features of the teaching include:

- thoroughly prepared lessons;
- effective use of a variety of resources;
- success criteria made apparent;
- a clear structure to lessons and clear expositions by teachers;
- lessons introduced at an appropriate pace;
- appropriate tasks which meet the needs of all the pupils;
- opportunities to reflect at the end of lessons;
- good use of praise and commendation.

99. Where there are shortcomings in the teaching the following characteristics were observed:
- over-long presentations;
 - tasks and expectations which were not sufficiently challenging.
100. Assessment activities are carried out each term in all subjects and areas of learning and a comprehensive profile maintained of each pupil's progress. The school also tracks the progress of pupils by using standardised tests in language and mathematics on two occasions during the school year. The teachers' assessments are fair and accurate.
101. The school has made effective arrangements to agree on the standard of pieces of written work in co-operation with the local secondary school.
102. Success criteria are set so that pupils can regularly assess the success of their work. Older pupils also work in test partnerships which enable them to assess the work of their colleagues in a supportive atmosphere. These arrangements ensure that pupils understand the purpose of assessment and that they are part of the process for planning and improving progress. This is an outstanding feature.
103. In responding regularly and positively to pupils' work, the teachers provide them with regular feedback about their progress. The pupils also contribute to the setting of targets for improving their work.
104. Meetings, to which parents are invited to discuss their children's progress and achievements, are held every term. The parents praise these meetings. The annual reports to parents conform with the requirements. Some parents feel that the pre-prepared comments, used by the teachers in completing parts of the reports electronically, are impersonal. The arrangements for reporting to parents are good.

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

105. The findings of the inspection team correspond to the school's judgement in its self-evaluation report.
106. The school effectively meets the needs and aspirations of the pupils by providing them with a broad and balanced curriculum which conforms in full to the statutory requirements for the whole age range. The provision facilitates full access and equal opportunities for all the pupils.
107. The general quality of the educational provision for children under five is appropriate to their needs and they are making good progress towards the Desirable Outcomes for Children's Learning.
108. The long term schemes of work in all the areas of learning provide the teachers with clear guidance and ensure that there is continuity and progression in pupils' work. The plans for each school term provide details of the activities to be presented and how the key skills and basic skills are to be integrated in the provision.
109. The school's provision for developing pupils' bilingual competence is good. The planning is systematic and clear and pupils make consistent progress in Welsh and English.
110. The Cwricwlwm Cymreig is well established in the life and work of the school. The culture and heritage of the local area and of Wales are a prominent feature in pupils' work across a variety of curricular areas.
111. Pupils derive significant benefit from activities which enrich their experiences. Educational visits, including visits to art galleries, theatrical productions, and musical concerts, are organised regularly, as well as visits to places of historical interest which include cultural and educational activities in locations such as Nant Gwrtheyrn, Rhyd Ddu, Glan-Ilyn and the Beacon Centre in Waunfawr.
112. The gardening club and Adran yr Urdd meet outside school hours. Pupils are also given opportunities to compete in the stage, literary and art competitions of Eisteddfod yr Urdd, as well as in sports competitions.
113. The sessions of collective worship conform with the statutory requirements and provide opportunities for pupils to reflect on spiritual and personal issues.

114. Pupils' spiritual, moral, social and cultural development is fostered very effectively by a coherent strategy which incorporates and brings together aspects of the curriculum, personal and social education, circle time, services, the use of the 'Webster Stratton' scheme and procedures for promoting good behaviour and developing emotional intelligence. The strategy ensures that there is progression and balance across the school and the manner in which it is implemented is an outstanding feature of the school.
115. The School Council meets regularly and the distinct roles of the representatives reflect the democratic process. The Council is responsible for its own budget and for aspects of fund raising. It operates successfully and discusses issues which are of importance to the pupils in the school.
116. A secure partnership has been established with parents. The school is very successful in including parents as partners in the development of its pupils, by providing them with a number of parenting courses. The parents praise this provision.
117. The parents are very ready to support all the activities held in the school. The Friends of the School arrange a variety of activities to raise funds to purchase additional resources for the school.
118. A good number of links have been established with the local community. Visitors come to the school regularly to enrich the pupils' work by sharing their experiences with them.
119. The pupils contribute to a good number of charities and good causes and receive the ready support of their parents and the local community. Pupils visit the local home for the elderly to sing carols.
120. Enterprise and an awareness of the world of business are promoted through the work of the School Council and projects undertaken in individual classes. The older pupils in key stage 2 discuss the basic principles of business intelligently. By the upper end of the school, the promotion of enterprise is an outstanding feature.
121. The promotion of sustainability is an outstanding feature of the school's provision. The practical activities involving waste reduction, recycling and energy saving, in addition to the curricular provision and the activities undertaken as part of the Green School Initiative develop in pupils a strong awareness of environmental issues and also promotes world-wide citizenship.
122. The excellent manner in which the school develops pupils' sense of responsibility for their own learning establishes very firm foundations for their lifelong learning.

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

Grade 1: Good with excellent features

123. The judgement of the inspection team corresponds with that of the school's self-evaluation report.
124. The quality of the care, the support and guidance provided for pupils is outstanding. The school is a very well-organised, happy and caring community in which the pupils feel secure. All staff members know their pupils very well and provide them with support and guidance which is of excellent quality. The school has a very positive ethos where pupils are appreciated as individuals and where they themselves feel confident to turn to any member of staff for guidance or support.
125. The school works in close liaison with the parents in dealing with issues involving the care and welfare of pupils. Parents' opinions, as expressed in the pre-inspection meeting and in the parents' questionnaires, were very supportive of the school. The school has comprehensive arrangements for maintaining links with outside agencies. Detailed and well organised records are maintained. These arrangements are outstanding.
126. There are good arrangements for ensuring that the nursery children settle quickly into the life and work of the school.
127. Pupils have regular access to a high quality personal and social education programme. In addition to the School Council, which provides opportunities for pupils to influence decisions about their own welfare, the manner in which the school considers the voice and opinion of every pupil ensures that outstanding support and guidance are given to individual pupils.
128. The implementation of policies and procedures to ensure the welfare and health and safety of pupils is an outstanding feature. Careful attention is given to risk assessment and very thorough arrangements made to meet pupils' medical needs.
129. The safety of the school building and the arrangements made at the beginning and end of the school day are good. The good arrangements made for car parking ensure that there is a separate access to the school for walkers. As the road outside the school is busy at the beginning and end of the school day, the arrangements made by the school are praiseworthy.
130. As part of the Healthy School scheme, the school promotes the health and fitness of pupils effectively through a number of practical activities such as 'Keep on going' which promotes fitness during playtimes and as part of the physical education provision, and the juice shop.

131. The implementation of the school's child protection policy and arrangements is an outstanding feature. The head teacher is the designated person responsible for this aspect. The designated member of the governing body has received appropriate training in this area and staff members are fully aware of their responsibilities. Cases involving children in need are dealt with thoroughly and sensitively, and whenever the need arises, child protection procedures are fully implemented.
132. There is close and successful co-operation with the secondary school, especially in the context of the induction of Y6 pupils prior to their transfer to Ysgol Dyffryn Nantlle. The older pupils appreciate the opportunities they are given to 'learn learning skills' which will, in the opinion of pupils, help them with their work at secondary level.
133. The quality of the provision for pupils with ALN is outstanding and conforms in full with the requirements of the Code of Practice. The school has adopted policies and procedures which identify pupils with ALN at an early stage. The head teacher, who is also the ALN co-ordinator for the school, the class teachers and the assistants, all have detailed knowledge of the pupils' needs. There is good co-operation between the school and the designated member of the governing body with responsibility for ALN.
134. Pupils who have individual needs, including those whose behaviour has an adverse effect on their learning, receive outstanding support from the teachers and assistants in and outside the classrooms. The positive attitudes towards them and the differentiated tasks prepared to meet their needs are extremely effective.
135. The school has good procedures for monitoring pupils' attendance. Registers are maintained in electronic form and all instances of concerns are investigated. Targets are set for improving attendance levels and these are reviewed annually.
136. The manner in which the school implements policies and procedures to maintain good behaviour and to eradicate aggressive behaviour of all kinds, is an outstanding feature.
137. The contribution made by all individual pupils is celebrated and diversity is respected. The wide range of policies relating to sexual equality and racial harmony are implemented well.
138. The school has a good accessibility scheme and a Disability Equality plan which explain the arrangements made for those with disabilities.

Leadership and management

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

Grade 1: Good with outstanding features

139. The judgement of the inspection team does not correspond with the Grade 2 the school awarded itself in its self-evaluation report. The school had not given sufficient consideration to the outstanding features of its leadership and strategic management.
140. The school is very successful in developing pupils' personal and social skills and its support for learners is most commendable. Pupils of all abilities and backgrounds achieve well, but their attainments in the national curriculum tests are varied. These factors explain the differences in the grades for question 1 and question 5.
141. The head teacher has a clear vision and has provided strategic direction for the school by leading through her personal example. Equality for all is assured and the contribution of every individual is appreciated. Team work is encouraged in an atmosphere of trust and mutual understanding. A whole school ethos which promotes success has been established.
142. In addition to implementing progressive developments in the pupils' learning, and providing support for them by promoting good behaviour and emotional intelligence, the school also gives priority to local and national issues involving the development of sustainability through the green schools initiative, and the health and fitness scheme which is part of its healthy schools plan. The school has been awarded the basic skills quality mark. The planning for the re-modelling of the workforce by providing appropriate administrative support and good arrangements for teachers to plan, prepare and assess, has been effective.
143. Appropriate whole-school targets, based on a variety of evidence, including past achievements, are set for performance at the end of the two key stages.
144. The head teacher manages the staff very well. Every member of staff has a detailed job description. Very effective arrangements are made for reviewing staff performance. Attention is given to their individual needs and to their needs as members of a team. The culture of continuous high expectations is an outstanding feature of the school's provision.
145. Induction programmes are organised for newly-qualified staff members. These programmes have a positive effect on standards.
146. The governors know the school very well. They work closely with the head to set a strategic direction for the development of the school. This is an outstanding feature.

147. Through their monitoring visits and the reports which they receive for discussion purposes, the governors knowledge about the standard of the educational provision and the main requirements of the school is good.
148. They fulfil their statutory duties thoroughly. The school prospectus and the governors annual report to parents conform fully with the requirements of the Welsh Assembly Government.

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

Grade 2: Good features and no important shortcomings

149. The findings of the inspection team correspond to those of the school in its self-evaluation report.
150. The school is well informed about the quality of its educational provision and the pupils' standards of achievement. The curriculum leaders study pupils books and their work, they observe the teaching and learning in the classrooms and use their findings as a basis for discussing with other teachers and for presenting reports to the governing body. These arrangements aim to raise standards and to improve the school's provision.
151. Local and national benchmarking information is used analytically and effectively to compare the performance of the school with that of other schools.
152. The arrangements made are systematic and provide opportunities for all staff members to monitor and evaluate the performance of the school. There are close links between the findings of these procedures and the priorities noted in the School Development Plan.
153. The opinions of pupils are considered in the development of the school through the School Council, which operates successfully. Questionnaires concerning the happiness of pupils in the school have been analysed, and it has been awarded the "Clywed" accreditation of the Local Authority for good practice in listening to the views of pupils. Parents' questionnaires seeking their opinions about the school's homework arrangements, have also been analysed. These arrangements have outstanding features.
154. The self-evaluation report submitted to the inspectors before the inspection is of good quality. It provides an evaluation of all aspects of the inspection, identifying strengths as well as areas which require further development.
155. The findings of the inspection team correspond with the opinion of the school in six of the seven key questions. In key question five, the inspection team awarded grade 1 rather than the grade 2 the school had awarded itself.
156. The School Development Plan is a comprehensive document of outstanding quality. It contains sections about school data and an overview of the progress made against the priorities of the previous year. It notes, with clarity, the main areas for development and provides detail about each priority in an action plan which designates responsibilities for their implementation, a time table for completion and information about the financial implications. It is a clear and very useful document.

157. Generally, the school has made good progress in addressing the key issues identified in the previous report. Of the subjects inspected on this occasion, standards have been raised successfully in Welsh in key stages 1 and 2, and in science and design and technology in key stage 2. Good standards have been maintained in art and physical education in key stages 1 and 2, and in science, design and technology and religious education in key stage 1. Standards in religious education in key stage 2 have improved from good to good with outstanding features,
158. Pupils with ALN achieve good standards against their individual targets.
159. Pupils oral skills in key stage 2, in both Welsh and English are good, but by now good features outweigh shortcomings in pupils' numeracy skills and in hand writing and presentation of work, in both key stages.
160. There is no significant difference in the performance of boys and girls in the end of key stage 2 assessments. The difference between the performance of boys and girls has varied during the past three years and no distinct pattern can be discerned.
161. The role of subject co-ordinators has been developed successfully during the past two years. Specific arrangements have been made to maintain this improvement because of the significant number of newly qualified and temporary supply teachers employed by the school.
162. A separate area has been designated for car parking in the school grounds. Access on foot along a separate path allows walkers to access the school site.

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

Grade 2: Good features and no important shortcomings

The findings of the inspection team correspond with the grade 2 the school awarded itself in its self-evaluation report.

163. The school has an adequate complement of teachers to meet the needs of the number of pupils on roll. The more experienced teachers have a wide range of specialisms. The three newly qualified teachers are participating in a comprehensive and appropriate induction programme. All the teachers are appropriately qualified to teach every aspect of the curriculum.
164. The classroom assistants and integration assistants make a valuable contribution in supporting the teaching.
165. A part time clerical assistant is employed to reduce the administrative load on teachers. All the teachers are given a non-contact period for planning, preparing and assessment. These arrangements have a positive effect on standards in the subjects inspected.
166. With the assistance of parents, the school has made a substantial investment in resources for all age groups and the provision is sufficient and appropriate. Good use is made of the available resources.
167. The teaching spaces are of adequate size and extensive use is made of the school hall for whole school assemblies, for dining and for practical lessons. Effective use is made of all the available space. Standards of cleanliness are high. Good use is also made of the nearby sports hall and of the resources of the secondary school across the road. The hard surfaced playground is appropriate and its surface is in an acceptable condition.
168. The cohesive arrangements made for the development of all the school's staff members in areas such as teaching methods and supporting and providing guidance for pupils, is an outstanding feature. Use is made of a variety of sources to fund this programme and it has a significant effect on pupils' standards of achievement.
169. The governors and head discuss the use made of the available resources on a regular basis. Expenditure is planned with care, and in accordance with the School Development Plan. The school's financial management is good; the school provides good value for money.

Standards achieved in subjects and areas of learning

Welsh first language

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

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

Good features

170. In both key stages, pupils listen intently to the teachers' presentations and to each other's contributions and express themselves orally with confidence.
171. The older pupils in key stage 2 match different kinds of oral language with the context in which it is used, using informal language in talking to a friend and more formal language when presenting an argument.
172. The ease with which the vast majority of key stage 1 pupils read is good. The more capable read fluently and discuss the events referred to in their books confidently. The majority have acquired specific word building strategies for dealing with unfamiliar words.
173. The pupils' ability to write is developing well; they use appropriate vocabulary and syntax. Their understanding of spelling and punctuation improves throughout key stage 1.
174. In key stage 2, the vast majority read fluently and with good expression. They discuss books confidently, referring to significant events and characters. They discuss their favourite books and by Y5 and Y6 they talk confidently about their favourite authors. They make good use of their reading skills to gather information from books and other sources.
175. Pupils use a wide variety of written forms and are familiar with their characteristics. They use them well in a variety of relevant contexts. They know that idioms, comparisons and sayings are useful tools for enriching writing and use them for this purpose. At the upper end of the school, the more able pupils produce effective and interesting pieces of writing.

Shortcomings

176. The handwriting and presentation of a significant minority of pupils' do not develop adequately.

Science

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

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

Good features

177. With the support of their teacher, key stage 1 pupils discuss the basic requirements of a fair test and make sensible predictions of the likely outcomes of their investigations. They use non standard units to quantify their results, and discuss them with the teacher.
178. A good number of pupils have a secure knowledge and understanding of the programmes of study. They know that pulling and pushing are forces and that compression can change the shape of an object. They offer good examples from everyday life to exemplify these processes. They name different parts of the body with confidence and offer appropriate ideas about foods which are healthy to eat.
179. Key stage 2 pupils put forward good suggestions as to how to conduct scientific investigations. They know about the requirements of a fair test. Pupils at the upper end of the school understand the necessity for measuring more than once so that their results become more reliable.
180. They gather information from a variety of sources, such as texts and information technology, and present their work in a variety of forms, using appropriate terminology.
181. Pupils' knowledge and understanding of the programmes of study is good. In their study of human beings they name and describe the functions of various part of the skeleton. They are aware of which foods should be eaten regularly and of those which should only be eaten occasionally, and categorise them appropriately.
182. They describe materials according to their characteristics, and their knowledge about the effects of mixing some of them is good. They also understand that some changes are reversible whilst others are irreversible.
183. Older pupils have a good understanding of water vapour and condensation and the more able of them describe the characteristics of solids, liquids and gases in some detail. They also know about the sources of light and how light travels into the eye.

Shortcomings

184. A small minority of pupils in key stage 1 and at the beginning of key stage 2 do not gather quantitative information adequately.
185. Across the school, the manner in which a small minority of pupils record their work is not well organised.

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 features

186. In key stage 1, pupils refer purposefully to photographs of equipment they observed during a visit to a local park when generating their own ideas. They investigate their ideas for building their own models well, using construction kits, plasticine and straws. They handle simple apparatus as they cut and shape, and consider alternative methods of joining various parts of their products appropriately. They express their opinions, in simple terms, about their work, and they have good ideas about how it can be improved.
187. Previous records involving the making of healthy drinks show good attention to recording and appraising their work against the criteria for the task, and that pupils have a good understanding of simple hygiene requirements in dealing with foods. Evidence was also seen of work being finished appropriately by producing colourful labels for a drinks container, using suitable computer software.
188. Key stage 2 pupils carry out effective investigations involving various ideas about the best way of completing a task in response to set requirements. They investigate by gathering information from relevant websites. They experiment with ideas involving the movement of levers effectively by building a cardboard model and by examining pre-prepared examples. They build a model of quarrying machinery in the form of a prototype before making final decisions about their designs.
189. In preparing their designs, they pay appropriate attention to identifying the apparatus they are going to need and to the steps to be taken to make their product. They record their final designs by producing suitable sketches. Pupils at the upper end of the school make good use of graphic design software.
190. Pupils' knowledge about methods of reinforcing a wooden frame when building products, is good. They know how to use electrical circuits as part of their work in creating safety alarms or in making a moving toy, using motors, lights and an alarm. Their knowledge about the workings of wheels and axles is good and by Y5 and Y6 they understand how to use pulleys and hydraulics in the moving parts of their constructions. The tasks undertaken include an appropriate range of measuring, marking, shaping and joining techniques.
191. Pupils at the upper end of the school, prepare and store instructions to control a series of events, making good use of computer software.
192. Pupils evaluate their products with honesty and identify methods of improving their work in order to fulfil the requirements of the original specification.

Shortcomings

193. There are no important shortcomings

Art

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

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

Good features

194. In both key stages, pupils use a good range of media and techniques to produce work of a good standard.
195. In both key stages, pupils use a sketch book over an extended period. They recall and express opinions about their previous work well.
196. Through a range of interesting activities and suitable media, key stage 1 pupils experiment effectively with line, tone, texture and shape and form. They talk intelligently about their own work and about the work of a number of famous artists.
197. Key stage 2 pupils have a good understanding of the work of a wide range of famous artists and craftsmen from Wales and other countries. They discuss the features of these artists' work and emulate their styles effectively in their own work.
198. They work with a wide range of materials to extend their understanding of the main elements of art in two and three dimensions [3D]. Key stage 2 pupils produce large scale 3D images based on the work of the sculptor Henry Moore depicting people sheltering from an air raid.
199. They use digital camera images of one another to produce an effective multi-image mosaic in the style of Andy Warhol. They gather information about their art projects from the internet. As part of their work on Portmeirion pottery, the pupils investigate and collect images of clay vessels from various periods and cultures for inclusion in their sketchbooks.

Shortcomings

200. Pupils do not record in detail, on the basis of direct observation of the natural environment and the built environment, with sufficient frequency.

Physical 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

201. Key stage 1 pupils dress appropriately for their lessons and warm up in a suitable manner at the beginning of sessions. They have a good awareness of safety and use space sensibly.
202. Key stage 1 pupils work energetically during dance lessons. They walk, skip and change direction with enthusiasm, maintaining good control of their bodies. They change their pose as they move slowly and heavily like elephants, or lightly when emulating the movement of waves. They respond well to the suggestions of their teachers and support staff when interpreting music or a story which is being read to them. They attempt to develop different and original movements. The vast majority create shapes at different levels as they travel at a variety of speeds in responding to the stimuli provided for them.
203. Key stage 2 pupils are well informed about the effects of exercise on physical fitness and health. They are aware of the reasons for warming up the body at the beginning of a lesson. They work hard, energetically and with enthusiasm during activities intended to improve fitness.
204. Y4 pupils travel with a football keeping it under good control. They turn and change direction speedily. When working with a partner, they pass a ball giving due consideration to directional accuracy. The vast majority practice energetically to improve their skills. The most able change direction well to avoid an opponent when travelling with a football.
205. In gymnastics lessons, Y5 pupils display increasing control over their bodies as they create specific shapes with different parts of their bodies. They investigate their ideas well when jumping, landing, balancing, turning and rolling on the ground and on low apparatus, and as they develop a sequence of movements. They demonstrate their programme to other pupils and receive a constructive appraisal from them.

Shortcomings

206. There are no important shortcomings.

Religious education

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

Key Stage 2: Grade 1 – Good with outstanding features

Outstanding features

207. Y5 and Y6 pupils discuss issues, such as peace, very effectively.
208. At the upper end of the school, pupils' understanding of the creeds of various religions and their maturity when discussing symbolism in religious festivals such as the Jewish festival Tu B'Shat, is an outstanding feature.

Good features

209. In both key stages, pupils discuss matters such as friendship, tolerance, caring for others and the responsibility of the individual for protecting and caring for the world, to a good standard.
210. Following a visit to a baptismal font in a local chapel, they discuss baptism and its significance to Christians to a good standard.
211. They are aware of the status of the Bible as the Christians' holy text. They have a good knowledge of Bible stories and relate them in their own words, offering explanations about their significance to life in the present day. They also discuss some of the main characters of the New Testament and Old Testament.
212. Their knowledge about the contributions of leaders and benefactors such as Dewi Sant, Bishop William Morgan and Mari Jones, and about the work of the Salvation Army, is good.
213. They have a good level of knowledge about Hinduism as one of the world's great religion.
214. Key stage 2 pupils discuss significant periods in the Christian Year to a good standard.
215. They discuss various types of Christian places of worship and the sacred buildings of the Jewish and Moslem religions well.
216. In the Y5 and Y 6 classes pupils discuss the characteristics of a number of religions to a good standard. They know about the Jewish and Moslem holy books and about the rituals which are part of those religions.
217. They have a good understanding of the importance of pilgrimage for believers.

Shortcomings

218. There are no important shortcomings.

School's response to the inspection

The staff and governors of Ysgol Bro Lleu take pride in the findings of the inspection which reflect the excellent work done here. We are especially proud of the children, their efforts and achievements in every aspect of the life and work of the school.

There is a strong correspondence between the inspectors' comments and the school's self evaluation report. The excellence of the school is reflected in the educational and social support which the children receive, the respect and care with which they are listened to and the way in which the successes of every individual are celebrated. The report also notes the effective partnership between the school and the parents, a partnership which is continuing to develop as a result of exciting initiatives. We are proud of the pupils' positive self image and in the school's friendly and caring community.

The skills of the teachers and assistants is acknowledged as is the dedication of the governors. The report also acknowledges the excellence of the school is progressive teaching methods and the efforts made to foster the pupils' behaviour and emotional intelligence. We are proud of the fact that the school's teaching methods promote the independence of pupils as learners and feel that they acquire important learning skills to prepare them for transfer to the secondary school.

The school looks forward to the challenge of maintaining and building on the high standards which have already been achieved and we are confident that the progressive teaching and learning methods already being practised in the school will be a means of promoting this.

Mathematics is already a priority in the School Development Plan and the recommendation to improve standards in numeracy across the curriculum will be given further attention as a result of the inspection.

The school will also attend to the quality of the presentation of pupils' work and will be establishing strategies to extend the good practice which already exists in the school.

In her role as nominee, the head feels very strongly that the inspection process has been constructive, open and very honest. The staff also feel that they have been respected and treated fairly throughout the inspection.

Appendix 1

Basic information about the school

Name of school	Ysgol Bro Lleu
School type	Nursery and Primary
Age range of pupils	3 – 11
School address	Penygroes Gwynedd
Postcode	LL54 6RE
Telephone number	01286 880883

Head	Mrs Stella Gruffydd
Date of appointment	May 2005
Chair of governors/Appropriate authority	Mrs Debra Eckley
Registered Inspector	Gwilym Trebor Roberts
Dates of inspection	January 22 – 24, 2008

Appendix 2

Number of pupils in each year group									
Year Group	N (ftel)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	7.2	14	16	20	28	24	21	26	156.2

Total number of teachers			
	Full- time	Part-time	Full-time equivalent(fte)
Number of teachers	7	0	7

Staffing information	
Pupil: Teacher ratio (fte): (excluding nursery and special classes)	22 : 1
Pupil: Adult (fte) ratio in nursery classes	-
Pupil: Adult (fte) ration in special classes	-
Average teaching group size, excluding nursery and special classes	26
Teacher (fte): classroom ratio	1.2 : 1

Percentage attendance for three complete terms prior to the inspection			
Term	N	R	Rest of school
Spring 2007	83%	91%	93.3%
Summer 2007	85.2%	89.7%	92.7%
Autumn 2007	93.8%	93.2%	95.7%

Percentage of pupils entitled to free school meals	15%
Number of pupil excluded during 12 months prior to the inspection	0

Appendix 3

National Curriculum Assessment Results End of key stage 1:

National Curriculum KS1 Results 2007			Number of pupils in Y2					27
Percentage of pupils at each level								
			D	W	1	2	3	
Welsh	Teacher	School	4	0	4	40	52	
	Assessment	National	0	1	10	64	25	
Welsh: oracy	Teacher	School	4	0	8	15	73	
	Assessment	National	0	1	11	64	24	
Welsh: reading	Teacher	School	4	0	12	38	46	
	Assessment	National	0	2	15	59	23	
Welsh: Writing	Teacher	School	4	0	23	50	23	
	Assessment	National	0	3	19	66	12	
Mathematics	Teacher	School	0	0	30	44	26	
	Assessment	National	0	2	10	64	23	
Science	Teacher	School	0	0	4	41	55	
	Assessment	National	0	2	9	66	24	

Percentage of pupils attaining at least level 2 in mathematics, science, and either English or Welsh (first language) according to teacher assessment			
In the school	66.7	In Wales	80.6%

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

National Curriculum Assessment Results
End of key stage 2:

National Curriculum KS1 Results 2007			Number of pupils in Y6								
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher	School	0	0	0	0	0	0	14	38	48
	Assessment	National	0	0	0	1	1	4	16	48	30
Welsh	Teacher	School	0	0	0	0	0	0	9	43	48
	Assessment	National	1	0	0	1	1	4	18	50	25
Mathematics	Teacher	School	0	0	0	0	0	0	9	43	48
	Assessment	National	0	0	0	1	1	3	14	48	33
Science	Teacher	School	0	0	0	0	0	0	9	34	57
	Assessment	National	0	0	0	1	0	2	12	52	34

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) according to teacher assessment			
In the school	81%	In Wales	74.2%

- D Pupils who have been disapplied from the statutory arrangements
A Pupils who have failed to register due to absence
F Pupils who have failed to register for reasons other than absence
W Pupils working towards level 1

Appendix 4

Evidence base of the inspection

- The inspection was carried out by a team of three inspectors who were present in the school for seven 'inspection days'.
- Pre-inspection meetings were held with the parents, 27 of whom were present, and with the governing body, to discuss the life and work of the school.
- 31 questionnaires, returned by parents, were analysed.
- Discussions were held with the head and the teachers.
- 31 lessons or part lessons were attended.
- Samples of pupils' work, in each year group, were inspected.
- The inspectors listened to a cross section of pupils reading in Welsh and English.
- The pupils were questioned about aspects of school life, about their work and about their knowledge and understanding of the curriculum.
- Samples of the school's documentation, including its policies and schemes of work, pupils' assessment records, the attendance registers and financial records, were scrutinised,
- Three acts of collective worship were attended..
- Post-inspection meetings were held with the staff and governing body.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Gwilym Trebor Roberts (Registered Inspector)	Context Summary and recommendations Key Questions 1, 5, 6, 7. Science, design and technology, physical education.
Dafydd Thomas (Team Inspector)	Key Questions 2, 3, 4. Welsh, art, religious education.
William Owen (Lay Inspector)	Contributions to questions 1, 3, 4, and 7.
Mrs Stella Gruffydd	Nominee.

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Acknowledgements

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