

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

A Report on the Quality of Education in

**Ysgol Cefn Meiriadog
Groesffordd Marli
Abergele
LL22 9DS**

School Number: 6632124

Date of Inspection: 01 October 2007

by

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Ysgol Cefn Meiriadog 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 Cefn Meiriadog took place between 01/10/07 and 03/10/07. An independent team of inspectors, led by Edward Goronwy Morris 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. Cefn Meiriadog Community Primary school is situated in the village of Cefn Meiriadog, near the town of Abergele. The school draws pupils from the surrounding villages together with a substantial number from 'outside' the area. English is the first language spoken in the vast majority of homes. No pupils speak Welsh as their first language. The area served by the school is described as neither prosperous nor disadvantaged. Pupils represent the full ability range. Five per cent of the pupils are registered as entitled to receive free school meals. This is lower than the local education authority's (LEA) average of 13.3% and the all-Wales average of 17.5%. Information from baseline assessments indicates that pupils' attainment on entry to school is around the LEA average.
2. There are currently 78 pupils on the school register from reception to Year 6. In addition, 12 pupils attend the nursery part-time. Eleven pupils have been identified as having special educational needs (SEN), including eight on school action plus and one pupil with a statement. There are no pupils who are 'looked after' by the local authority. Two pupils receive support in English as an additional language (EAL).
3. In addition to the headteacher, there are three full-time teachers and two teachers who work part-time at the school. Pupils are arranged into four classes. The headteacher took up her post in January 2006. The school was last inspected in December 2001.
4. Since the last inspection of the school there has been a significant increase in pupil numbers and a number of staff changes. The school was awarded the Basic Skills Agency Quality Mark for Primary Schools in 2002, which was renewed in 2005. Recent changes have included the building of two new classrooms, an adventure playground and a climbing wall.

The school's priorities and targets

5. The school aims to provide a secure, stimulating and encouraging environment whereby each pupil, regardless of academic ability, is given the opportunity to develop and make progress to the best of his/her ability. The school promotes high standards of behaviour and work, with each child developing a sense of pride in their achievements, in their relationships with other pupils and adults, and in their appearance.
6. The school's main priorities and targets outlined in the school development plan (SDP) for 2007-2008 include:
 1. further improving standards in design technology;

2. continuing to improve information and communications technology facilities for teaching and learning
3. identifying needs for the introduction of the Foundation Phase throughout key stage 1 and beginning a phased purchase of equipment;
4. developing the use of assessment, that is assessment for learning rather than assessment of learning;
5. further promoting bilingualism;
6. developing greater monitoring of standards in foundation subjects;
7. improving the quality of playtimes; and
8. improving teacher confidence in art.

Summary

7. Cefn Meiriadog School is a good school with many strengths. A special relationship exists amongst pupils, and between them and their teachers. This is reflected in the warm and friendly atmosphere, where pupils develop as polite, friendly and confident individuals. They make good progress and achieve well. Good progress has been made since the last inspection.

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 2
5 How effective are leadership and strategic management?	Grade 2
6 How well do leaders and managers evaluate and improve quality and standards?	Grade 2
7 How efficient are leaders and managers in using resources?	Grade 2

8. The findings of the inspection team concur with the opinion of the school in its self-evaluation report in all seven of the key questions.
9. Pupils' standards of achievement in the lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	82%	18%	0%	0%

10. These percentages are higher than the Welsh Assembly Government's (WAG) all Wales targets for 2007 i.e. that 98% of standards should be satisfactory (Grade 3) or better and 65% good (Grade 2) or better. They are also comparable to the figures published in Her Majesty's Chief Inspector's latest Annual Report for 2005/06 where overall standards in primary schools in Wales are reported to be grade 2 in 65% of lessons and grade 1 in 12%.

Standards attained in the six learning areas for children under five years old:

Area of Learning	Nursery	Reception
Language, literacy & communication skills	Grade 2	Grade 2
Personal and social development	Grade 2	Grade 2
Mathematical development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 2	Grade 2
Physical development	Grade 2	Grade 2
Creative development	Grade 2	Grade 2

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

Grades for standards in subjects inspected

Inspection Area	Key Stage 1	Key Stage 2
Welsh second language	Grade 2	Grade 3
Information technology	Grade 2	Grade 2
Design technology	Grade 2	Grade 2
Art	Grade 3	Grade 3
Religious education	Grade 2	Grade 2

12. Pupils, including those with SEN, succeed regardless of their ability, gender or social background. They make good progress and achieve agreed learning targets and goals.
13. Standards in the key skills of speaking, listening, reading, writing and numeracy in both key stage 1 and key stage 2 are good. Problem-solving skills develop well throughout the school. Pupils' ICT skills have good features which outweigh shortcomings.
14. Pupils have a good understanding of Welsh commands and greetings. Generally, however, they lack confidence and their bilingual competence and skills have shortcomings.
15. Given the small number of pupils in each cohort, national curriculum (NC) data and benchmark information needs to be treated with caution. Teacher assessments in 2007 indicate that 91 per cent of pupils in key stage 1 obtained the core subject indicator (CSI) that is the expected level 2 in the three subjects of English, mathematics and science, compared to the national average of 81 per cent. In the same year in key stage 2 71 per cent of pupils attained the CSI at level 4 or above compared to the national average of 74 per cent.

16. Trends over time indicate that pupils' assessments in the three core subjects in both key stage 1 and key stage 2 have been consistently above local and national averages. The results compare favourably with similar schools. The difference between the performance of girls and boys is similar to the national average.
17. Pupils display positive attitudes to learning. The interest they show in their work and their ability to concentrate are notable and pleasing aspects of the life of the school. Children under five develop to become independent and confident learners, however, the ability of pupils in key stages 1 and 2 to identify what needs to be done to improve their work is not sufficiently developed.
18. Pupils in both key stages make good progress in the development of their personal and social understanding. Relationships within the school are very good and pupils are caring of each other. They understand the importance of keeping healthy.
19. Pupils throughout the school are well behaved. They socialise and play happily together with strong bonds of friendships. Attendance is good. Whilst punctuality is generally good, there is some evidence of a few pupils arriving marginally late.
20. Pupils' awareness of equal opportunities is good. They are good at sharing and display a responsible attitude, as well as respect towards the diversity of other faiths and cultural traditions. The school council successfully provides opportunities for pupils to contribute to the decision-making process.
21. Pupils demonstrate a good understanding of sustainable development and the world of work. Some aspects of entrepreneurship have outstanding features.
22. Pupils take considerable pride in their school and have a good sense of community.

The quality of education and training

23. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
5%	75%	20%	0%	0%

24. This is an improvement from the last inspection and compares well with the national picture reported by Her Majesty's Chief Inspector in her latest annual report 2005-2006. Nationally, the quality of teaching is Grade 2 or better in 79 per cent of lessons, including 17 per cent of lessons with outstanding features.
25. A particularly strong feature is the successful way in which teachers establish very good working relationships that foster learning. Generally, lessons have clear learning objectives and activities that are well suited to the needs of all pupils who are actively involved in their learning.

26. Teachers' use of incidental Welsh is developing and promotes the learning of pupils' bilingual skills. However, there is generally insufficient regular use of Welsh to develop their skills progressively. This adversely affects pupils' confidence to use them.
27. Where there are shortcomings in the teaching, the work is insufficiently differentiated to meet individual needs and insufficient opportunities are given for pupils to take charge of their own learning.
28. The quality of assessment has good features which outweigh shortcomings. The school's procedures fulfil statutory requirements, including those for pupils with SEN. The school is aware of the need to develop further pupils' involvement in assessing their own progress. Reports to parents conform to statutory requirements and are of good quality.
29. The curriculum provided is broad and balanced, meets statutory requirements and is suitably differentiated to cater for the needs of the range of pupils. There are shortcomings in the way some of the non-core subjects are delivered in key stage 2.
30. Pupils' educational experience is extended and enriched by a number of well planned educational visits and the contribution of visitors to school.
31. Overall the provision the school makes for the development of basic and key skills is good. Good opportunities are provided for the development of speaking and listening, reading, writing and numeracy, however, the development of pupils' ICT skills is not consistently and progressively promoted across all subjects. The requirements of the Cwricwlwm Cymreig do not effectively permeate all aspects of the curriculum.
32. The school makes good provision for the development of pupils' spiritual, moral, social and cultural understanding and takes good account of the personal and social education framework (PSE). The school actively encourages and enables pupils to be healthy.
33. The effective partnership with parents is a strength of the school. Partnerships with other providers and interested parties are good. A very positive feature of the school is the close co-operation that exists between the school and the playgroup held in the same building.
34. The school has effective policies to promote equal opportunities, tackle social disadvantage and to guard against stereotyping. All pupils have equal access to the opportunities the school provides.
35. The school effectively promotes pupils' awareness of the international dimension, global citizenship and the importance of behaving in a sustainable way. Work related education is good. The school successfully introduces the skills required for lifelong learning.

36. The quality of care, support and guidance for all pupils including children under five and those pupils who have SEN is good. The school is a fully inclusive community.
37. The school works in full and productive partnership with a range of agencies and support services to ensure pupils' needs are carefully assessed and provided for.
38. Personal support and guidance, including all aspects of educational guidance are good. Pupils' behaviour and performance are well monitored and any rare instances of misbehaviour are dealt with effectively.
39. The school makes every effort to ensure the healthy development, safety and welfare of its pupils.
40. The quality of provision for pupils with SEN is good. Good procedures are in place for the identification of pupils with additional needs. The plans are regularly reviewed and they are discussed with all the relevant parties.
41. The school monitors the progress of pupils with additional needs and there is effective co-operation with parents, the LEA and the secondary schools.
42. Policies and procedures to ensure equal opportunity and racial equality and to eliminate any form of oppressive behaviour are appropriate. The school actively promotes respect and diversity in society.

Leadership and management

43. The headteacher provides purposeful and sensitive leadership and successfully promotes shared values about learning, behaviour and relationships. The school takes full advantage of local and national initiatives.
44. Whole school targets set for pupils at the end of each key stage are challenging and realistic and are based on an assessment of the likely performance of each pupil.
45. Performance management arrangements are in place which lead to professional development opportunities for members of staff. The school recognises the need to use classroom observations and opportunities to share good practice more effectively as tools to raise standards.
46. The governing body (GB) complies with all statutory responsibilities and discharges its duties well. Governors are very committed to the school and are highly supportive of the head teacher and members of staff. The school is aware of the need to develop their role further with regard to monitoring the standards that pupils achieve.
47. Effective procedures are being developed to monitor and evaluate the school's work. Detailed self-evaluation has been carried out in the core subjects and in a number of other subject areas. The school recognises the need to extend the

good practice across all subjects and to develop a greater focus on pupil achievement.

48. The school's self-evaluation procedures are inclusive. Issues identified by the school as requiring further attention are similar to those identified by the inspection team.
49. The school's planning for improvement is good. The priorities identified correspond to the school's needs. The headteacher and governors ensure that all identified priorities are adequately resourced.
50. Good progress has been made since the last inspection. The key issues raised during the last inspection have been addressed.
51. The school is appropriately staffed. Their experience, enthusiasm and commitment are used appropriately to meet the needs of all pupils including the under-fives and those with SEN. The school recognises the need to develop further opportunities for them to share good practice.
52. The quality and quantity of resources to support work in the curriculum are good. Overall resources are used well by teachers to enrich lessons and to provide a focus for pupils' learning.
53. The internal and external condition of the building is good. Maintenance is given appropriate attention and the general cleanliness is good. The recent addition of two new classrooms, the climbing wall and the school garden has had a significant impact on the learning environment.
54. Effective use is made of the local environment, especially the local church, the community and educational visits to enhance pupils' learning.
55. The school budget is kept under review by the governors and is annually audited by the LEA. The school regularly revisits and evaluates its spending procedures in order to ensure good value for money.

Recommendations

In order to improve the school further, the headteacher, governors and members of staff need to:

- R1 raise standards in art in both key stages and in Welsh in key stage 2;
- R2 improve pupils ICT and bilingual skills by ensuring better progression throughout the school;
- R3 make better use of assessment and a broader range of teaching strategies in key stage 2 to support pupils' development as independent learners;

- R4 continue with the process of curriculum review to ensure curriculum planning fully supports continuity and progression of learning experiences in key stage 2;
- R5 strengthen the role of subject leaders and the GB in monitoring pupils' achievements.

Note: The school has already identified R2, R3 and R6 as priorities within its own self-evaluation report and SDP.

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

56. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
57. Pupils' standards of achievement in the lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	82%	18%	0%	0%

58. These percentages are higher than the WAG's all Wales targets for 2007 that 98% of standards should be satisfactory (Grade 3) or better and 65% good (Grade 2) or better. They are also comparable to the figures published in Her Majesty's Chief Inspector's latest Annual Report for 2005/06 where overall standards in primary schools in Wales are reported to be grade 2 in 65% of lessons and grade 1 in 12%.

Standards attained in the six learning areas for children under five years old:

Area of Learning	Nursery	Reception
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Personal and social development	Grade 2	Grade 2
Mathematical development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 2	Grade 2
Physical development	Grade 2	Grade 2
Creative development	Grade 2	Grade 2

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

Grades for standards in subjects inspected

Inspection Area	Key Stage 1	Key Stage 2
Welsh second language	Grade 2	Grade 3
information technology	Grade 2	Grade 2
design technology	Grade 2	Grade 2
Art	Grade 3	Grade 3
religious education	Grade 2	Grade 2

60. Pupils, including those with SEN, succeed regardless of their ability, gender or social background. They all make good progress and achieve agreed learning targets and goals.
61. Standards of speaking, listening and reading in both key stage 1 and 2 are good. Pupils speak confidently in discussion and offer contributions freely. Their reading skills progress well. Most have a very positive attitude to reading and read with fluency and expression. The quality of their writing is good and they use their writing skills effectively.
62. Pupils' numeracy skills are good. Older ones demonstrate good mental agility. They make good use of various methods of gathering information and present these in relevant and appropriate contexts. Problem-solving skills develop well throughout the school.
63. Pupils use their ICT skills effectively to support their learning in some subjects, however, they do not use their skills consistently and progressively to promote their learning across the curriculum. Older pupils do not make sufficient independent use of ICT to investigate topics further and gather relevant information across all subjects.
64. Pupils have a good understanding of Welsh commands and greetings. They respond appropriately to questions about themselves and the weather. However, bilingualism is not sufficiently nor consistently integrated into the life of the school. Consequently, pupils lack confidence and their bilingual competence and skills have shortcomings.
65. Given the small number of pupils in each cohort, NC data and benchmark information needs to be treated with caution. Teacher assessments in 2007, indicate that 91 per cent of pupils in key stage 1 attained the CSI compared to the national average of 81 per cent. In the same year in key stage 2 71 per cent of pupils attained the CSI at level 4 or above compared to the national average of 74 per cent.
66. Trends over time indicate that pupils' assessments in the three core subjects in both key stage 1 and key stage 2 have been consistently above local and national averages. The results compare favourably with similar schools. The

difference between the performance of girls and boys is similar to the national average.

67. Pupils' positive attitudes to learning, the interest they show in their work and their ability to concentrate are notable and pleasing aspects of the life of the school. There is a sound work ethos and pupils respond well in their classes. Children under five develop as independent and confident learners. However, the ability of pupils in key stage 1 and 2 to evaluate their work according to the targets set and to identify what needs to be done to improve is not sufficiently developed.
68. Pupils in both key stages make good progress in the development of their personal and social understanding. Relationships within the school are very good. Pupils are caring of each other. This enables them to feel a great sense of security. As a result, all, including those with SEN, feel accepted and are confident in themselves and in their ability to make positive contributions to the life of the school. They understand the importance of keeping healthy.
69. The behaviour of pupils, both during and outside their lessons is good. They socialise and play happily together with strong bonds of friendships. Many are by nature inquisitive and confident with adults, but are respectful and courteous to their teachers, support staff and visitors to the school. Whilst processing to and attending the nearby Sinan Chapel for morning assembly, the standard of their behaviour, respect and devotion is very high. The care showed by the older pupils to their young colleagues is outstanding.
70. Attendance is good. For the three terms prior to the inspection attendance was slightly above 95 per cent. This is above the national average for primary schools. Whilst punctuality is generally good, there is some evidence of a few pupils arriving marginally late. No pupils were excluded in the last 12 months.
71. Pupils' awareness of equal opportunities is good. They are good at sharing. They undertake responsibilities with eagerness and provide each other with good mutual support in all school activities, including extra-curricular ones. They display a responsible attitude, as well as respect towards the diversity of other faiths and cultural traditions. The school council successfully provides opportunities for pupils to contribute to the decision-making process.
72. Pupils demonstrate a good understanding of sustainable development and are fully aware of the importance of sustainable energy and working with nature. Their understanding of the world of work is enhanced by local links to businesses with a good range of related visits. Some aspects of entrepreneurship have outstanding features, such as their fruitful involvement with a local high technology optical company and the School Co-operative for the promotion of healthy eating.
73. Pupils take considerable pride in their school and are very happy to discuss and to contribute to events and activities within the local community. They have a good sense of community as a result of the family ethos prevalent in the school. Whilst the nature of the school's relationship with the village and surrounding

district has altered over the years, due in the main to social change, the school remains a very important institution to those with familial links. Pupils reach out and contribute well to a good range of social and community events. They have also been involved in bulb planting projects on the grass verges and offering hospitality to members of the village and the wider community.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

74. The findings of the inspection team match the judgment made by the school in its self-evaluation report.

75. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
5%	75%	20%	0%	0%

76. This is an improvement from the last inspection and compares well with the national picture reported by Her Majesty's Chief Inspector in her latest annual report 2005-2006. Nationally, the quality of teaching is grade 2 or better in 79 per cent of lessons, including 17 per cent of lessons with outstanding features.

77. A particularly strong feature of the teaching is the successful way in which teachers establish very good working relationships that foster learning. All children are valued and treated equally. Relationships are very positive.

78. Where teaching is good, lessons have clear learning objectives that are shared with pupils and differentiated tasks that are well suited to the needs of all pupils. Teachers use a range of teaching and learning strategies and resources including the interactive white boards which are used purposefully. Lessons are well paced and pupils are actively involved in their learning. Teachers employ good questioning skills to assess pupils' understanding.

79. With the exception of Welsh and art, teachers have good knowledge and understanding of the subjects they teach and are aware of recent developments. Homework is set on a regular basis, and tasks are appropriately linked to classroom work.

80. Teachers' use of incidental Welsh is developing and promotes the development of pupils' bilingual skills. However, there is generally insufficient regular use of Welsh to develop these skills progressively. This adversely affects pupils' confidence to use these skills.

81. Where there are shortcomings in the teaching, the balance between teacher input and pupil learning activities is inappropriate, the range of teaching methods is limited and the work is insufficiently differentiated to meet individual needs. As

a result, the active engagement of all pupils is not always secured and insufficient opportunities are given for pupils to take charge of their own learning.

82. The quality of assessment has good features which outweigh shortcomings. The school's procedures fulfil statutory requirements, including those for pupils with SEN.
83. The baseline assessments for the under-fives are implemented appropriately and suitable targets are set for further development. Effective and regular use is made of the county guidelines for assessing and recording children's progress in the six areas of learning.
84. In key stages 1 and 2 there are structured and purposeful plans in place to ensure that pupils' progress is regularly recorded. Effective use is made of standardised tests in assessing pupils' progress in the core subjects. Good use is made of non statutory assessment tasks to build up assessment portfolios in some of the non-core subjects. This practice, however, is not consistent across all areas of learning.
85. Teachers mark work alongside pupils. Constructive comments on their work are included and in the best practice these indicate clearly where there is need for improvement. The school is aware of the need to develop further pupils' involvement in assessing their own progress.
86. Reports to parents conform to statutory requirements and are of good quality. Parents appreciate the opportunities they receive to discuss their children's work with the teachers.

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

87. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
88. The school provides a broad and balanced curriculum for pupils in key stages 1 and 2, which satisfies statutory requirements of the NC and religious education as well as the needs of the range of pupils. The schemes of work and medium-term and short-term planning that underpin the delivery of the core subjects are good. Schemes of work for the non-core subjects are variable. There are shortcomings in the way some of the non-core subjects are delivered in key stage 2. The school is aware of the need to continue its process of review to ensure continuity and progression in all subjects.
89. Overall, the provision the school makes for the development of basic and key skills is good. Good opportunities are provided for the development of speaking and listening, reading, writing and numeracy, however, the development of pupils' ICT skills is not consistently and progressively promoted across all subjects.

90. Pupils' educational experience is extended and enriched by a number of well planned educational visits and the contribution of visitors to school. Pupils participate in a range of different extra-curricular activities during and outside school hours.
91. Effective partnerships with parents are evident and during the pre-inspection meeting parents reported being totally satisfied with the quality of the home/school relationship. Parents are aware of the life and work of the school and respond positively when raising money and offering practical help, as and when required. The home-school agreement fulfils statutory requirements.
92. The learning experiences provided for pupils successfully promotes their moral, social and cultural development. The spiritual element is good as evidenced by their devotions at Sinan Church. Pupils have a clear sense of ownership and responsibility and duty towards their fellow pupils, the school and its environment. The school takes good account of the PSE framework and successfully promotes pupils' understanding of the need to keep healthy.
93. A very positive feature of the school is the close co-operation that exists between the school and the playgroup held in the same building. This makes a significant contribution to arrangements for children's induction to the school. Links with other primary schools, especially those within their partnership cluster, are also good. The school has worked effectively within the cluster to improve some arrangements for transition to the local secondary school to which the majority of pupils transfer. A supportive partnership exists with local colleges.
94. Teachers' use of incidental Welsh is developing well, however, there is insufficient detailed planning for the promotion of pupils' active bilingual skills to ensure that Welsh and English are used effectively as media in teaching and learning. The requirements of the Cwricwlwm Cymreig do not effectively permeate all aspects of the curriculum.
95. The school is an important institution within the village and district. Pupils reach out and play a keen and active part in the life of the community. Their contributions to charity are good and this enhances their learning. The school effectively promotes pupils' awareness of the international dimension and global citizenship. Fair Trade provisions feature very strongly within the curriculum. The attention given to sustainable development and re-cycling projects is also good. Clear evidence of this is the work of the school's Eco Council, projects on the rain forests and a range of other activities and studies at a nature reserve. Pupils also take a keen interest in their school garden.
96. Work related education is good with provisions both for the curricular and vocational. Entrepreneurship is a strength.
97. The school successfully introduces the skills required for lifelong learning and promotes the principles of citizenship and community responsibility.

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

Grade 2: Good features and no important shortcomings

98. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
99. The quality of care, support and guidance provided by the school is good. The school is a happy, caring and inclusive community where pupils feel that they are valued and very well supported. There is a special relationship amongst pupils and between them and their teachers
100. The school has effective arrangements for sharing information and working with parents. The flow and content of letters, including the schedule of projected events, reports and meetings and other information sources, are good. The pre-inspection meetings and the parental questionnaires were most appreciative and supportive of the school.
101. The school works in full and productive partnership with a range of agencies and support services to ensure pupils' needs are carefully assessed and provided for. Parents and carers and the community are encouraged to become fully involved; the school listens carefully to them and their views are well considered and acted upon.
102. The induction procedures for pupils entering the school, moving up classes and transferring to secondary school are effective and ensure pupils settle quickly into their new environments. The transition of pupils from the playgroup, which meets in the morning in the school, is particularly effective. All the indications suggest that pupils whatever their age when admitted to school adapt very well to their new environment.
103. Personal support and guidance, including all aspects of educational guidance, are good. Health, disability access and all other welfare needs are good. Whilst the school expressed some areas of concern, this does not adversely affect the educational experience of the pupils who praised the quality of relationships between themselves and adults in the school. They are confident in seeking the help and support of staff; they readily turn to adults for help and are listened to and treated with consideration and respect. There is an ethos of mutual respect. The school council successfully provides opportunities for pupils to contribute to the decision-making process.
104. Pupils' behaviour and performance are well monitored and any rare instances of misbehaviour are dealt with effectively. Policies and the administration of pupils' attendance and punctuality are effective. Registration is conducted promptly and efficiently with any absences or lateness administered and enquired into forthwith. Registration complies with the requirements of WAG Circular 3/99. Pupils' academic progress is carefully monitored; however, pupils' own evaluation of their progress is at an early stage of development.

105. The school makes every effort to ensure the healthy development, safety and welfare of its pupils. There are appropriate arrangements for Child Protection which are well known to all that work in the school. Policies covering first aid, fire prevention, health and safety, equal opportunities, and other such requirements are in place. Staff are aware of the provisions made. Risk assessments for the school, as well as for educational visits, are made appropriately.
106. The quality of provision for pupils with additional needs is good. The requirements of the Code of Practice are fulfilled. The headteacher in her role as SEN co-ordinator (SENCo) is well informed about pupils' needs.
107. The school has adopted good procedures for the identification of pupils with additional needs. The individual education plans (IEPs) contain specific learning targets that correspond to the needs of individual pupils. The plans are regularly reviewed and are discussed with all the relevant parties. Pupils with SEN receive appropriate support from class teachers. However, the tasks provided in class do not always correspond to their needs.
108. The school monitors the progress of pupils with additional needs and there is effective co-operation with parents, the LEA and the secondary schools.
109. Policies and procedures to ensure equal opportunity, including the disability equality scheme, racial equality and to eliminate any form of oppressive behaviour are appropriate and the ethos of the school successfully reflects these.
110. The school actively promotes respect and diversity in society. Pupils treat each other, staff and visitors to the school with respect and courtesy.

Leadership and management

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

Grade 2: Good features and no important shortcomings

111. The findings of the inspection team match the judgement made by the school in its self-evaluation report
112. The head teacher provides purposeful and sensitive leadership and successfully promotes shared values about learning, behaviour and relationships. The staff work very well as a team and very committed to the school and the pupils in their care. Administrative and caretaking staff make a very significant contribution to the effective daily routines. Relationships between members of staff and between members of staff and pupils are very positive and impact well on pupils' personal, social and educational development.

113. The school has explicit aims and values which actively promote shared values about learning, behaviour and relationships. These are reflected in the warm and friendly atmosphere, which is immediately evident to school visitors.
114. The school takes full advantage of local and national initiatives. Close co-operation exists between the local schools, for example, in moderating the assessment of pupils' work in the core subjects and in preparing pupils for transition to the local secondary school. The school has gained accreditation through the Basic Skills Agency Quality Mark and the Healthy Schools initiative.
115. Whole school targets set for pupils at the end of each key stage are challenging and realistic and are based on an assessment of the likely performance of each pupil.
116. Performance management arrangements have been introduced and appropriate performance objectives agreed. Relevant professional development opportunities are accessed, shared and discussed. Classroom observation by curriculum leaders, however, is not a regular feature of school life. The head teacher recognises the need to use classroom observations and opportunities to share good practice more effectively as tools to raise standards.
117. The school meets statutory requirements for reducing teachers' workloads. The headteacher ensures that the teachers have a fair workload and administrative tasks are kept to a minimum.
118. The GB complies with all statutory responsibilities and discharges its duties well. It is fully and appropriately involved in helping to set the school's strategic direction. Governors are very committed to the school and highly supportive of the headteacher and members of staff. They carefully consider the school development plan and are effectively involved in planning, monitoring and reviewing expenditure.
119. Lately, responsibility has been given to individual members to supervise specific areas of the curriculum, and thereby they are becoming increasingly knowledgeable about the educational provision. The school is aware of the need to further develop their role with regard to monitoring the standards that pupils achieve.

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

Grade 2: Good features and no important shortcomings

120. The findings of the inspection team match the judgement made by the school in its self- evaluation report
121. Effective procedures are being developed to monitor and evaluate the school's work. The headteacher has a good understanding of the school's strengths and areas for improvement. Detailed self-evaluation has been carried in the core

subjects and in a number of other subject areas. In the best examples it carefully considers provision and is supported by evidence of pupil achievements. The school recognises the need to extend the good practice evident, for example in monitoring design technology across all subjects and to develop a greater focus on pupil achievement.

122. Good use is made of the school's own assessment data and NC assessments to identify areas for improvement.
123. The school's self-evaluation procedures are inclusive. Members of staff and governors were involved in producing the self-evaluation document. The views of parents and pupils were sought through questionnaires. The school acted positively by arranging Welsh lessons for parents in response to the parental questionnaire. The School Council provides valuable opportunities for pupils to make their views known on a number of issues.
124. The self-evaluation report produced by the school before the inspection is open and honest and carefully considers each of the seven key questions of the inspection framework. It matches the grades awarded by the inspection team in all seven key questions. Issues identified by the school as requiring further attention are similar to those identified by the inspection team.
125. The school's planning for improvement is good. There is a clear link between the outcomes of the self-evaluation and the priorities set in the SDP; the priorities correspond to the school's needs. The head teacher and governors ensure that all identified priorities are adequately resourced.
126. Good progress has been made since the last inspection. The key issues raised during the last inspection have been addressed.

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

Grade 2: Good features and no important shortcomings

127. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
128. The headteacher is effectively supported by an enthusiastic and committed team of staff. Their experience is appropriate to address the needs of all pupils including the under-fives and those with SEN.
129. Appropriate job descriptions for permanent staff outline their responsibilities, including the subjects/stages for which they are responsible. Classroom support assistants make a significant contribution to the good quality learning experiences provided for pupils in the early years. They work effectively with the teacher as a cohesive team and pupils benefit very well from this partnership. The school is aware of the need to further develop their role in key stages 1 and 2.

130. The professional development of members of staff is linked to the performance management process in place at the school. While there are opportunities for members of staff to attend courses the school recognises the need develop further opportunities for teachers to share good practice.
131. The quality and quantity of resources to support work in the curriculum are good. Overall, resources are used well by teachers to enrich lessons and to provide a focus for pupils' learning.
132. The internal and external condition of the building is good. The recent addition of two new classrooms has had a significant impact on the learning environment in key stage 2. Throughout the school attractive displays enhance the learning environment.
133. The use of all classrooms for dining, however, limits teachers' ability to set up afternoon activities.
134. The previous Estyn report was critical of the school's facilities for pupils' physical development. The climbing wall now provides a challenge to pupils for developing their physical skills and plans are progressing well to provide a covered area to further enhance opportunities for physical development. The external environment is well planned and managed; it provides well for the needs of the under-fives. The school gives the children first hand experience of growing and harvesting food.
135. Maintenance is given appropriate attention and the general cleanliness at the school is good. Pupils respect their school and its resources; the playground and the general environment is most attractive and well maintained. The school playing field is an asset and is also well utilised for after-school activities. There are no apparent health and safety issues. Security is good and traffic within the school premises is well regulated.
136. Effective use is made of the local environment, especially the local church, the community and educational visits to enhance pupils' learning
137. Day to day administrative procedures are smooth and effective. All members of staff have appropriate time during the school week for planning, preparation and assessment (PPA) and this is used effectively.
138. Resources are regularly audited. Where there are shortfalls or where the need for replacement identified funds are made available for new purchases.
139. The school budget is kept under review by the governors and is annually audited by the LEA. The school regularly revisits and evaluates its spending procedures in order to ensure good value for money.

Standards achieved in subjects and areas of learning

Under 5s

Language, literacy and communication skills

Grade 2: Good features and no important shortcomings

Good features

140. Children select books from a range of good quality books. Nursery children handle books correctly and follow the pictorial story lines. All are able to listen attentively to a story and respond enthusiastically to questions about it. Reception children also ask appropriate questions and listen patiently to the responses of others.
141. Children talk as they play to each other and to adults and most speak with developing clarity using a range of vocabulary. They respond appropriately to questions by adults during activities and discuss their own work.
142. Children start to understand that written symbols have sound and meaning and they can recognise some initial sounds. Reception children can blend sounds to make simple words.
143. Children enjoy marking and basic writing experiences using a range of tools and materials. They draw good representations and show an increasing knowledge of appropriate vocabulary in a range of activities.
144. All children respond enthusiastically to simple questions in Welsh.

Shortcomings

145. There are no important shortcomings.

Personal and social development

Grade 2: Good features and no important shortcomings

Good features

146. As there is such an easy transition from the playgroup children enter the school happy and confident and have good relationships with peers and adults. They share equipment easily and talk confidently when undertaking different activities.
147. Children demonstrate confidence and knowledge of routines, showing independence in toileting and taking responsibility for personal hygiene such as washing of hands. They also show a good awareness of self-control in free play and when using large play equipment and gardening implements such as

wheelbarrows, spades and trowels. They help freely to put equipment away and collect peel from fruit for composting.

148. Children are able to concentrate for lengthening periods of time and complete tasks within a set period.

Shortcomings

149. There are no important shortcomings.

Mathematical Development

Grade 2: Good features with no important shortcomings

Good features

150. Children use mathematical language in relevant context for example when counting pupil numbers for collecting milk bottles.

151. Children are able to count up to ten in Welsh with confidence.

152. Reception children recognise simple two-dimensional shapes and describe their properties, such as the number of straight sides and corners. They can compare and order objects for size for example potatoes dug in the garden, from smallest to largest. They begin to match number to sign and sounds.

Shortcomings

153. There are no important shortcomings.

Knowledge and understanding of the world

Grade 2: Good features and no important shortcomings

Good features

154. Children can talk about their environment and the work people do especially farmers.

155. Children understand the passing of time, such as the start of the session, lunchtime and home time. They respond appropriately to situations where they have to choose or make a decision and they are eager to try different ways of using materials and equipment in indoor and outdoor investigative work.

156. Children understand about different types of food and where it comes from and they are able to discuss their preferences.

157. Children are aware of the need to look after animals and plants in their theme work on gardens and growing food. They grow a range of vegetables in small beds outside. They are aware of a range of living things.

158. Children demonstrate a growing knowledge of the community through attending assemblies in the local church.

Shortcomings

159. There are no important shortcomings.

Physical development

Grade 2: Good features and no important shortcomings

Good features

160. Children are able to handle small tools and objects with increasing control. They handle gluing spatulas and modelling tools, showing good control and confidence.

161. Children develop a good awareness of their bodies; they move confidently and safely around the class with increased control and co-ordination.

162. Children use large play equipment indoors with safety and care. They demonstrate good levels of skill when drawing around large objects with large chalks on the yard outside.

Shortcomings

163. There are no important shortcomings.

Creative development

Grade 2: Good features and no important shortcomings

Good features

164. Children respond enthusiastically to singing and musical activities. They show an appreciation and good knowledge of traditional English and Welsh songs. They sing tunefully and maintain a steady rhythm.

165. Children show a developing enjoyment in role play. They also use a good range of construction toys to play purposefully, particularly when they are outside.

166. Children work with paint creatively; they are able to make choices of the materials they want to use to make a collage. They make suggestions on changes and are able to discuss their likes and dislikes.

Shortcomings

167. There are no important shortcomings.

Welsh second language

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

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good features

168. In key stage 1 pupils know and use a range of vocabulary, phrases and sentence patterns. They count confidently to 20 and know their colours. They ask and answer questions in familiar situations and can describe their feelings. They recall the names of a number of pets and farm animals correctly and use them enthusiastically to play a simple matching game using the interactive whiteboard.

169. Pupils in key stage 1 sing enthusiastically a range of action songs, which help to consolidate the language patterns learnt.

170. Older key stage 1 pupils read simple words and phrases from flashcards. Their pronunciation and intonation is good. They write a range of simple sentences correctly.

171. In key stage 2 pupils listen attentively in lessons. Generally, they respond well to simple greetings and instructions and to a range of basic questions about themselves. Younger pupils describe the weather in response to teacher questions. Older pupils describe their likes and dislikes and express their feelings in simple phrases.

172. The majority of key stage 2 pupils read correctly single words and phrases on flash card and worksheets. Older pupils prepare and read simple dialogues. The more able read a range of texts with appropriate pronunciation.

173. Across key stage 2 pupils increasingly complete a range of written tasks which help them to become familiar with sentence structures; this reinforces vocabulary and enables them to write following set patterns. The work of the more able in response to the challenge of 'Sgwad Sgwennu' is of good quality.

Shortcomings

174. Generally, the range of pupils' language in key stage 2 is narrow. A significant number have an insecure grasp of the vocabulary and sentence patterns they use. They lack confidence in speaking and are very reliant on the prompting of their teachers. Few provide extended responses.

175. Pupils in key stage 2 make insufficient independent use of Welsh texts to improve their reading. Generally their independent writing skills are underdeveloped.

Information technology

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

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

Good features

176. In both key stages, pupils make increasing use of a range of programmes to develop their basic skills in English and mathematics.
177. Pupils in key stage 1 use the mouse effectively to click on icons, to follow prompts and drag items displayed on the screen. Their keyboard skills are developing and with support, they save and print out their work correctly.
178. Older pupils use word processing and graphics successfully for example to present their work on pets in Welsh. They use the interactive whiteboard confidently and enter data effectively into a simple data-handling package to create graphs.
179. In key stage 2 the majority of pupils log on, access programs, save, retrieve and print their work confidently. They develop their ability to communicate, share and exchange ideas and information in different forms, including graphs and pictures.
180. Younger pupils in key stage 2 use different fonts, borders and backgrounds effectively, when presenting their work. They add images successfully to the text. Older pupils use Powerpoint effectively to prepare good quality presentations, based on their experience at an outdoor centre. They click and drag images confidently and use text boxes and various fonts effectively to engage the reader.
181. They feed information they have gathered, for example measurements of various parts of the body into a database and manipulate it successfully to produce simple bar charts and line graphs. They are beginning to understand that information can be organised using a simple spreadsheet.
182. Pupils in key stage 2 use graphics programs successfully to create images plans of the classroom. They understand that the computer can be used to control movement.
183. Older pupils successfully access the internet to support their work in a number of subjects.

Shortcomings

184. There are no important shortcomings.

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

185. Pupils in both key stages take ownership of the planning for and execution of their designing and making activities. They treat the tools and materials they use with respect and are mindful of the need to act in a safe way at all times.
186. Pupils in key stage 1 show good levels of control over tools they use and identify the materials and equipment they might need independently.
187. Prior to practical activities, for example designing and making vehicles using wheels and axles, pupils in key stage 1 discuss their ideas using appropriate vocabulary. They work well independently and are beginning to identify possible problems in the methods they use, for example in fixing the axles to the chassis.
188. Key stage 1 pupils understand how electrical circuits can be used to achieve functional results for example in designing and making a simple alarm controlled by a switch.
189. In key stage 2, pupils investigate familiar objects and a range of food products. They discuss sensibly how packaging influences potential customers. They correctly identify the ingredients and classify them as sweet or savoury. Their understanding of elements of food technology is enhanced as they plan, prepare for and run a restaurant for parents. They work well co-operatively and are aware of the need for hygiene when dealing with food.
190. Pupils in key stage 2 show a good understanding of the design process. They use their imaginations well for example in designing shelters. Their evaluations of finished products are good. The effectiveness of their evaluations enables them to identify possible changes they might make in their work.
191. Key stage 2 pupils' understanding of movement is effectively developed by creating puppets with moving parts. They design and make simple powered vehicles using construction kits and demonstrate a good understanding of how gear wheels and cogs transfer motion.

Shortcomings

192. There are no important shortcomings.

Art

Key Stage 1: Grade 3: Good features outweigh shortcomings

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good features

193. In key stage 1 pupils begin to develop an awareness of simple artistic techniques; for example, they understand how to mix colours. They explore pattern using various media including a computer programme. They also produce interesting clay models of animals which are completed to a good standard.
194. In both key stages pupils use sketch books effectively to record the investigation process and to use of different media, such as pencil, charcoal, crayons and paint.
195. In key stage 2 pupils observe experiment and create using a variety of media including clay and printing inks. Computer graphics are used to good effect to produce portraits of Queen Victoria. They discuss their work enthusiastically.
196. Pupils use their art skills effectively in other aspects of the curriculum to illustrate written work, for example on autumn.

Shortcomings

197. In both key stages pupils' work in art is within a limited range and their standards of achievement vary considerably. They do not make sufficient progress in the use of line and tone.
198. Pupils' ability to use terminology of art and their knowledge and awareness of the work of famous artists, including those from Wales, is limited.

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

199. In key stage 1 pupils are well informed about stories from the Bible. They know ones from the Old Testament together with ones of the life of Jesus.
200. Pupils in key stage 1 display a good knowledge of Christian festivals and celebrations. Many recognise that symbols have a religious meaning. They describe things that have a special meaning to them and they are willing to share their thoughts.
201. In key stage 2 pupils know that Christianity is the main religion in Wales and are able to talk maturely about some of the characteristics of the life of a Christian. They know a good range of stories from the Old and the New Testaments. They respond intelligently to discussions about their significance to us today, in particular the parable of the Good Samaritan.

202. Pupils in key stage 2 are well informed about other religions namely Judaism and Islam. They effectively discuss the different forms of worship and the artefacts and symbols of these religions.

203. Key stage 2 pupils record their observations effectively in different forms, making good use of their information technology skills to facilitate their investigations on the work of the Salvation Army.

204. In both key stages pupils have a good understanding of principles such as care for others and what makes a good friend, and they discuss these effectively.

Shortcomings

205. There are no important shortcomings.

School's response to the inspection

206. The governors and staff welcome the findings of the report which we believe to be a fair and accurate reflection of our school and would like to thank the inspection team for their professional approach and manner throughout the inspection. We are very pleased that the report found Ysgol Cefn Meiriadog to be a good school with many strengths. The report states that standards throughout the school are good and we are gratified that this supports our own self evaluation. The report also recognises the enormous contribution made by the quality of the relationships between pupils and staff, the great sense of security felt by our pupils, the friendly and caring atmosphere and the sound work ethos.

207. An action plan will be put in place to address the recommendations of the report. The school is already planning initiatives for pupils to raise awareness of their own learning, to improve pupils ICT skills and to promote bilingualism. Plans are already afoot to improve the monitoring of pupils learning and to increase teacher confidence in Art so that they can help pupils achieve higher standards. Raising pupil's standards in Art and Welsh in key stage 2 and continuing with the process of self review will be major priorities for us and will be included in our school development plan.

208. A copy of the school's action plan in response to the inspection recommendations will be sent to all parents. The governors' annual report to parents will report on the progress we are making on the inspection recommendations.

Appendix 1

Basic information about the school

Name of school	Ysgol Cefn Meiriadog
School type	Nursery and Primary
Age-range of pupils	3-11
Address of school	Groesffordd Marli, Abergele Denbighshire
Postcode	LL22 9DS
Telephone number	01745 582224

Headteacher	Mrs Jill Bathie
Date of appointment	January 2006
Chair of governors/ Appropriate authority	Mr John Horden
Registered inspector	Mr Goronwy Morris
Dates of inspection	1-3 October 2007

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	4	8	12	11	11	12	14	10	82

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	4	2	4.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	18:1
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	21
Teacher (fte): class ratio	1.1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2006	93.6%	95.9%	95.4%
Spring 2007	97.1%	95.9%	93.5%
Summer 2007	98.3%	95%	96.2%

Percentage of pupils entitled to free school meals	5%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results End of key stage 1: (National results refer to summer 2006)

National Curriculum Assessment KS1 Results 2007			Number of pupils in Y2:		10		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	0	0	100	0
		National	1	3	13	63	20
En: reading	Teacher assessment	School	0	0	0	100	0
		National	1	2	10	63	24
En: writing	Teacher assessment	School	0	0	18	82	0
		National	1	5	14	68	12
En: speaking and listening	Teacher assessment	School	0	0	0	100	0
		National	0	4	14	55	27
Mathematics	Teacher assessment	School	0	0	9	91	0
		National	0	2	11	64	23
Science	Teacher assessment	School	0	0	0	55	45
		National	0	2	9	65	24

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	91%	In Wales	81%

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

National Curriculum Assessment Results End of key stage 2: (National results refer to summer 2006)

National Curriculum Assessment KS2 Results 2007		Number of pupils in Y6		7	
As the number of pupils eligible for assessment at the end of key stage 2 in was greater than four but fewer than 10, overall performance indicators only are included					

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) by teacher assessment			
In the school	71.4%	In Wales	74%

National results refer to summer 2006

Appendix 4

Evidence base of the inspection

Three inspectors spent six inspection days at the school. Additionally, a peer assessor took a full part in the process over the inspection period. The head teacher attended team meetings and acted as nominee on the inspection team.

The inspectors visited:

- 20 lessons or parts of lessons;
- every class; and
- daily acts of collective worship.

Members of the team met as a team at the start of the inspection and with:

- members of staff, governors and parents prior to the inspection; and
- the headteacher, teachers, support staff, the school council and groups of pupils during the inspection.

The team also considered:

- the school's self-assessment report;
- 24 responses to a parents' questionnaire;
- comprehensive documentation prepared by the school prior to and during the inspection; and
- a wide range of pupils' previous and present work.

After the inspection, meetings were held with members of staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team Members	Responsibilities	Subjects/areas of learning
Mr. Goronwy Morris Registered Inspector	Context Summary and recommendations Key questions 1, 2, 5 and 6	Welsh second language information technology design technology
Mr William Owen Lay Inspector	Contributions to Key Questions 1, 3, 4 and 5	
Mrs Buddug Bates Team Member	Key question 3, 4 and 7; and contributions to Key Questions 1 and 2	under-fives art religious education
Mrs Patricia Slater Peer Assessor	Contributions to all aspects	
Mrs Jill Bathie Headteacher and Nominee	Contributions to all questions by providing information	

Acknowledgement

The inspection team would like to thank the governors, the head teacher, the staff, pupils and parents for their co-operation during the inspection.

Contractor

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