

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

A Report on the Quality of Education in

**Ysgol Dyffryn Dulas
Corris
Machynlleth
Powys
SY20 9TQ**

School Number: 6612185

Date of Inspection: 22 October 2007

by

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Ysgol Dyffryn Dulas 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 Dyffryn Dulas took place between 22/10/07 and 24/10/07. An independent team of inspectors, led by Len Jones 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 Dyffryn Dulas is located in the village of Corris, which is some six miles to the north of the town of Machynlleth. It is maintained by Gwynedd Local Education Authority (LEA).
2. The school mainly serves the village, and some pupils also come from Upper Corris, Aberllefenni and Phantperthog, that are small villages nearby.
3. The school describes the area from which the pupils come as one that is neither prosperous nor economically disadvantaged.
4. Ten per cent of the children are entitled to receive free school meals, a figure that is lower than the figures for Gwynedd and Wales.
5. There are 94% of pupils who come from mainly English speaking homes; only 6% come from homes where Welsh is the main language. The school states that 58% of pupils can speak Welsh to first language standard.
6. Pupils are accepted into the school on a part-time basis in the September following their third birthday, and full-time in the September following their fourth birthday.
7. At the time of the inspection there were 69 pupils on the register, including six children of nursery age who attend in the mornings only.
8. There are seven pupils on the additional learning needs (ALN) register; no pupil has a statement of ALN. These figures are much lower than those for Gwynedd and for Wales.
9. The school was last inspected in November 2001, when there were 52 pupils on the register.
10. The current head was appointed in September 2007.

The school's priorities and targets

11. The school development plan (SDP) for 2007-2008 identifies the following priorities:
 - Raise the levels of literacy; ensure that pupils attain Level 2 (key stage 1) and Level 4 (key stage 2) by the summer of 2008;
 - Develop thinking, communication, numeracy and information and communications technology (ICT) skills in all subjects;
 - Create a strategy to develop pupils' awareness of sustainability and global citizenship;
 - Familiarise with the requirements, and prepare for the Foundation Stage, and
 - Improve pupils' fitness and raise awareness of the importance of healthy eating.

Summary

12. Ysgol Dyffryn Dulas is a school that has numerous good features. Amongst them is its success in developing pupils' bilingualism. The school is an important institution in the community and the good relationship between the teachers, pupils and the parents is a strong feature of the school.
13. The school succeeds in providing an effective education for the whole range of pupils that attend, including the pupils with ALN.
14. The school strives well to hold activities and set guidelines for healthy eating and promoting pupils' fitness. One of the school's rules allows pupils to bring fruit to school, but no other food, for break times. Running activities are held regularly on the yard and pupils are encouraged to compete in the Race the Train Day and in the annual cross-country race.

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

15. The above judgements of the inspection team, agree with the school's judgement as identified in each of the seven key questions.
16. Standards in the subjects inspected were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	73%	27%	0%	0%

17. The overall quality of the educational provision for children under five years of age is appropriate for their needs, and children make good progress towards the Desirable outcomes for Children's Learning.

Areas of learning for children under five years of age

Area	Nursery and Reception
Language, literacy and communication	3
Personal and social development	2
Mathematical development	2
Knowledge & understanding of the world	2
Creative development	2
Physical development	2

Grades awarded in the subjects inspected

18. The grades for the subjects inspected in key stage 1 and key stage 2 are as follows:

Subject	Key Stage 1	Key Stage 2
Welsh first language	3	3
Information technology	2	2
Geography	2	2
Music	2	3
Physical education	2	2

19. Overall, pupils achieve good standards of progress in their knowledge and understanding, and can apply what they have learnt to develop appropriate skills. Pupils succeed whatever their social or linguistic background. Pupils with ALN make appropriate progress, according to their ability and maturity.
20. The key skills of children under five years of age and pupils in key stages 1 and 2 are developing well overall as they become involved in the fields of numeracy and ICT across the curriculum. However, in their language and literacy skills, good features outweigh shortcomings.
21. Pupils throughout the school, and specifically in key stages 1 and 2, develop appropriate bilingual skills. As they develop, they can understand the presentations and respond meaningfully in Welsh-medium lessons, and can express themselves easily in informal situations. They read fluently in English, which is the mother tongue for a very high percentage of them.
22. In 2007, the results of pupils in key stages 1 and 2 in the national curriculum (NC) assessments were outstanding in each subject assessed at the end of the key stages. When considering the school's results over the three years 2005-2007, results were more varied in both key stages.
23. Pupils respond well to the challenges posed in their tasks, exercising effective learning skills, such as problem-solving and working in groups.
24. They use their time effectively in lessons.
25. Pupils' behaviour throughout the school is good. They are courteous in greeting adults, relate well to each other and respect people and property.
26. Pupils' levels of attendance are good, and punctuality, at the start of the school day and during the day, is very good.
27. The spiritual development of pupils is good, and their contributions during the collective worship sessions are a particular feature. They develop an appropriate awareness of moral issues by contributing to worthy causes both locally and internationally. Their social skills are good as they work together.
28. They develop a good awareness of culture, such as when they experience a variety of songs in their music lessons, when they work with a Welsh poet or when they are involved in an outstanding variety of art experiences. These experiences enable them to gain a good understanding of equal opportunities issues and of aspects of global citizenship.

29. Pupils' awareness and understanding of the world of work has not been sufficiently developed and they do not have an effective understanding of the principles of entrepreneurship.

The quality of education and training

Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	81%	19%	0%	0%

30. Teachers have a good knowledge of the subjects and areas of learning of the NC and plan their lessons giving consideration to specific learning aims. Relationships between teachers and pupils are good and there is a pleasant atmosphere in lessons.
31. Amongst the features of good teaching are, the effective use of the interactive whiteboard, linking the lesson with what has been learnt previously, setting activities within an appropriate context and tasks that are practical in nature.
32. Amongst some of the features of lessons awarded a Grade 3 are, missed opportunities to develop pupils' speaking skills, an inability to strengthen and evaluate what has been learnt at the end of a lesson and a lack of sufficient attention to each year group, in relation to teaching and assessing progress.
33. The school has a policy and clear procedures for assessing pupils' achievements and progress according to statutory requirements. Baseline tests are undertaken when pupils start in the school and the results are used to identify needs early and ensure targets for them. Good use is made of this evidence to ensure that pupils with ALN also receive the due attention.
34. The school responds effectively to the needs of its pupils, including the pupils with ALN, and each pupil is offered equal access to a broad and balanced curriculum. The school has a range of policies and schemes of work for the curriculum subjects. The provision is enriched by the extra-curricular experiences arranged, such as visits to places in the community and locations further afield.
35. The school ensures that aspects of the key skills are included within lessons across the curriculum, although the planning for using ICT and numeracy skills has not been consistently integrated in each subject. The school has gained the Basic Skills Agency's Quality Mark for the third time, which indicates the emphasis the school places on literacy and numeracy.
36. There is good provision throughout the school for the development of pupils' personal and social education (PSE), and a specific time is given regularly for *circle time* activities. Pupils with challenging behaviour are supported through assertive discipline. Pupils' personal and social skills are good and contribute substantially towards the exceptional ethos of the school.
37. There is good provision for promoting pupils' spiritual, moral, social and cultural development. An appropriate devotional atmosphere is created during the collective worship sessions and the staff are good role models for pupils in order to ensure that they understand the difference between right and wrong. Pupils are encouraged to consider the needs of other people, and arrange to collect towards worthy causes locally, nationally and internationally, such as the air ambulance, World Vision and projects in Gambia.

38. The partnership with parents is good. The contribution of parents in general, as well as the Friends of the School Association, is important for arranging activities, in order to buy resources for the school.
39. Good links exist between the school and both the secondary schools to which the pupils transfer. A good transition system has been established. Joint training has also been arranged, by the headteachers of the primary schools, for teachers and assistants, on issues such as developing mental skills.
40. Work related education and pupils' entrepreneurial skills, are not sufficiently promoted by the school.
41. The school promotes sustainability practices effectively. It has joined the Eco-Schools project, placing emphasis on water and energy conservation habits, and recycling paper.
42. Pupils at all levels receive care, support and guidance of a good quality and the school provides a happy and caring environment to meet their needs. Staff know the pupils well and this contributes greatly to the supportive atmosphere in the school.
43. The school provides a secure environment for the pupils. Constant attention is paid to health and safety matters and steps were taken recently to ensure the safety of children whilst on the school yard. Good attention is paid to promoting a healthy lifestyle, and pupils are encouraged to eat fruit at break times and take part in *Dal i Fynd* activities on the yard, in order to promote their fitness.
44. The provision for pupils with ALN is good and responds to the requirements of the Code of Practice. They receive support within the classroom and each teacher is aware of her responsibilities. They receive a short, specific period of individual attention once a week.
45. There are appropriate policies for the promotion of equal opportunities, respect for diversity and promoting good race relations. Sensitive and appropriate support is provided to ensure that each pupil is included in all aspects of school life. All areas of the school are accessible to pupils with disabilities.

Leadership and management

46. The school is led by a headteacher who leads and manages conscientiously for the benefit of the pupils. The headteacher is supported by members of staff who readily work together and create a caring and welcoming ethos and by a governing body that are enthusiastic about the school and its place in the community. Offering equal opportunities for all is one obvious element of the school's provision.
47. The school's self-evaluation procedure is an effective one, and has been based on a formal monitoring timetable. The self-evaluation report presented to the inspection team is clear and systematic. Curricular coordinators have a good knowledge of the subjects they are responsible for coordinating; in several cases, the coordinators also teach the subject across the school. Even so, the role of the coordinators has not been fully developed, as they do not sufficiently observe the teaching and learning, nor do they present reports to the governing body on the monitoring findings.
48. In recent years, the school has not strived to formally seek the opinions of parents on the provision.

49. The SDP is an effective document. The development priorities were classified methodically as some relating to the current year and others to be achieved over three years.
50. There is a sufficient number of experienced and qualified teaching staff to meet the needs of pupils and the requirements of the curriculum, including the children under five years of age and pupils with ALN. A nursery assistant is employed who makes a valuable contribution in the early years. The school's part-time secretary effectively undertakes the daily routines.
51. The school, which is situated in a pleasant location, is of a suitable size and of good quality. Even so, the use of two rooms that are not connected makes the work of the under-fives and key stage 1 teacher difficult. The colourful displays and tasteful examples of art work are a valuable contribution towards the school's ethos.
52. The resources available are used efficiently and effectively and appropriate and safe use is made of them in lessons. They are renewed or purchased in line with the school's current priorities. The governing body looks carefully at the school's budget and keeps any under-spending within a reasonable amount.
53. Advantage is taken of teachers' subject expertise by exchanging classes on occasions. Even so, the arrangement whereby the teacher responsible for the children under five years of age and key stage 1 has no contact with her class for three whole afternoons is not efficient.
54. The finding of the inspection team is that good features outweigh shortcomings in measuring the progress the school has made since the last inspection. Good progress was made in relation to some of the key issues, whilst the progress in others, such as standards of Welsh in both key stages and music in key stage 2, has not been sufficient.

Recommendations

The school needs to:

- R1. raise standards in Welsh in both key stages, music in key stage 2 and develop the language of children under five years of age;
- R2. continue to develop the self-evaluation procedure, through:
 - developing the role of the curricular coordinators further;
 - seeking parents' views on the provision;
- R3. ensure more contact for the under-fives/key stage 1 teacher with her class, through adapting the rooms and reconsidering her teaching timetable across the school, and
- R4. establishing a strategy which will nurture pupils' awareness of the world of work and develop their entrepreneurial skills.

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

55. The inspection team's judgement agrees with the grade the school awarded itself in its self-evaluation report.
56. Standards in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	73%	27%	0%	0%

57. Pupils' standards in the lessons are higher than Welsh Assembly Government (WAG) targets for 2007, namely that 98% of lessons are Grade 3 or better, and that 65% of lessons are Grade 2 or better.
58. The overall quality of the educational provision for children under five years of age is appropriate for their needs, and children make good progress towards the Desirable Outcomes for Children's Learning.

Areas of learning for children under five years of age

Area	Nursery and Reception
Language, literacy and communication	3
Personal and social development	2
Mathematical development	2
Knowledge & understanding of the world	2
Creative development	2
Physical development	2

Grades awarded in the subjects inspected

59. The grades for the subjects inspected in key stage 1 and key stage 2 are as follows:

Subject	Key Stage 1	Key Stage 2
Welsh first language	3	3
Information technology	2	2
Geography	2	2
Music	2	3
Physical education	2	2

60. Overall, pupils achieve good standards of progress in their knowledge and understanding, and can apply what they have learnt to develop appropriate skills. Pupils succeed whatever their social or linguistic background.
61. Targets are set for pupils' personal progress; pupils are aware of these and succeed well in attaining them.
62. The key skills of children under five years of age are developing well overall. They can count up to 10 and match objects to numbers appropriately during role-play in the class shop. They confidently develop ICT skills by creating a picture on the computer and through using a simple drawing program. Even so, 'good features outweighing shortcomings' best describes their development in language and literacy skills.

63. The key skills of pupils in key stages 1 and 2 are developing well overall. They use both languages to learn new mathematical skills and to compare and contrast different neighbourhoods in geography. They are developing aspects of numeracy well in discussing prices to create a menu; in addition and subtraction' during registration and in considering spelling patterns in *haiku*. They are developing their ICT skills effectively by word processing when creating booklets; in addition they use spreadsheets to record distances run to improve their fitness, and they create PowerPoint slides to convey a particular period in history.
64. Pupils throughout the school, and specifically in key stages 1 and 2, develop appropriate bilingual skills. They can understand the presentations and respond meaningfully in Welsh-medium lessons, and can express themselves easily in informal situations. They read fluently in English, which is the mother tongue for a very high percentage of them.
65. In 2007, the results of pupils in key stage 1 in the assessments were 100% in Welsh, mathematics and science. These achievements exceeded the LEA and national figures, and also exceeded the figures of similar schools, in relation to the number of pupils entitled to receive free school meals.
66. In 2007, key stage 2 pupils' results in the four subjects assessed namely Welsh, English, mathematics and science were 100%, and exceeded the county and national figures. The school's results also exceeded the results of similar schools, in relation to the number of pupils entitled to receive free school meals.
67. Over the last three years, namely 2005-2007, the school's results have varied. In 2005, in key stage 1, the school's core subject indicator was in the third quartile, whilst results in 2006 were good. In key stage 2, the school's results were in the lowest quartiles in three subjects in 2006, whilst the school fluctuated between the highest quartile, the third quartile and the lowest quartile in 2005. The school states that there was a high percentage of pupils with ALN in the 2005 cohort.
68. No definite pattern emerges in studying the performance of boys and girls over recent years.
69. Pupils respond well to the challenges posed in their tasks, exercising effective learning skills. This is particularly true when they have activities that require them to work together on tasks of a practical nature, or when they are solving problems set during lessons. They show an outstanding creative ability when undertaking art activities.
70. Pupils achieve appropriately in relation to their potential and can cope well in moving from one stage of learning to another.
71. They display good ability to work together in responding to tasks, persevering well and using their time effectively.
72. Pupils' behaviour throughout the school is good. They are courteous in greeting adults, relate well to each other and respect people and property.
73. The spiritual development of pupils is good, and their contributions during the collective worship sessions are a particular feature. They develop an appropriate awareness of moral issues by contributing to worthy causes both locally and internationally. Their social skills are good as they work together in lessons and in their appropriate attitudes around the school. They develop a good awareness

of various cultures, such as when they experience a variety of songs in their music lessons, work with a Welsh poet or when they are involved in an outstanding variety of art experiences.

74. Pupils' levels of attendance are good, with an average of 94.7% over the last academic year. Levels of punctuality, at the start of the school day and during the day, are very good.
75. Pupils have an appropriate awareness of equal opportunity issues and care for each other well.
76. Pupils' awareness and understanding of the world of work has not been sufficiently developed and they do not have an effective understanding of the principles of entrepreneurship.
77. Pupils have a good knowledge of their local community and know some of its features, such as the Centre for Alternative Technology and the Craft Centre. They sing in the local singing festival, contribute to the Craft Centre's birthday celebrations and invite members of the community to their concerts.
78. The pupils are developing an effective awareness of global citizenship. They study other religions in their work in religious education and learn about the lifestyle in Botswana as they become involved in an unit of work in geography. They are also communicating with a school in California.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

79. The judgement of the inspection team agrees with the grade the school awarded in its self-evaluation report.
80. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	81%	19%	0%	0%

81. Teachers have a good knowledge of the subjects and areas of learning of the NC and of the Desirable Outcomes for children under five years of age and they plan their lessons giving consideration to specific learning aims.
82. Relationships between teachers and pupils are good and lessons are held in a pleasant atmosphere. Teachers strive effectively to meet pupils' individual needs and the provision fully meets their linguistic needs.
83. In lessons judged to be Grade 2, the following features are prevalent:
 - appropriate planning and structure to the lesson
 - teaching objectives are shared with the pupils;
 - effective use of the interactive whiteboard;
 - linking the lesson with what has been learnt previously;
 - setting the activities within a suitable context, and
 - tasks are of a practical nature, and foster pupils' learning skills.

84. In a percentage of lessons where a Grade 3 was awarded, some of these shortcomings can be found:
- missed opportunities to develop pupils' speaking skills;
 - an inability to strengthen and evaluate what has been learnt at the end of a lesson;
 - a tendency to over-control the situation and give too much attention to house points, and
 - a lack of sufficient attention to each year group, in relation to teaching and assessing progress.
85. The school has a clear policy and procedures for assessing pupils' progress and achievements according to statutory requirements. Baseline tests are undertaken when pupils start in the school and the results are used to identify needs early and set targets for them. Good use is made of this evidence to ensure that pupils with ALN also receive the due attention.
86. At least one aspect of each core subject is assessed each term in key stages 1 and 2. Assessment books are kept, identifying each record and a comment on progress. Even so, the informal continual assessment is not consistent enough in the early years and key stage 1 in order to use it to focus on the teaching.
87. A programme of statutory assessments is used at the end of key stages 1 and 2 in the core subjects, which is a record of their progress and attainment in the subjects. The assessment data is analysed in detail in order to improve performance and to plan for the future. Each pupil receives a realistic and challenging target at the start of each school year and pupils in key stage 2 contribute to this process, in order to recognise and evaluate their progress.
88. Pupils' work is marked regularly and constructively and the personal targets emanate from this. Annual reports to parents show that teachers know their pupils well and give detailed and comprehensive comments on pupils' academic achievements, as well as their personal and social development. They contain overall targets, but not for each subject, in order to identify the way forward. Parents are invited to discuss their children's progress in the autumn term and after receiving the report towards the end of the academic year, although the door is open for them to come in and discuss issues at any time. The reports to parents are of an outstanding quality.

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

89. The inspection team's judgement agrees with the grade the school awarded itself in its self-evaluation report.
90. The school responds effectively to the needs of its pupils, including the pupils with ALN, and each pupil is offered equal access to a broad and balanced curriculum. The school has a range of policies and schemes of work for the curriculum subjects. In some instances, there is a lack of detail in the medium-term planning. The provision is enriched by the extra-curricular experiences, such as visits to places in the community and locations further afield.

91. The quality of the educational provision for children under five years of age is appropriate for their needs and the children make good progress towards the Desirable Outcomes for Children's Learning.
92. The support for the small number of pupils with ALN is good within the classroom and in the short specific session that is offered once a week.
93. The school ensures that aspects of the key skills are included within lessons across the curriculum, although the planning for using ICT and numeracy skills has not been consistently integrated in each subject. The school has gained the Basic Skills Agency's Quality Mark for the third time, which indicates the emphasis the school places on literacy and numeracy.
94. The neighbourhood and nearby towns are used effectively as a foundation to extending and enriching pupils' learning experiences outside the classroom. Visits to these towns, and the links with nearby schools, give rise to worthwhile social experiences that promote good behaviour; for example, when visiting Aberdovey they learn about the fire station.
95. They take advantage of the close link that exists between the school and the Centre for Alternative Technology to teach pupils about sustainability, and to see experts at work in the Craft Centre. A visit to Pennal Church, a journey on the Talylyn Railway and a visit to Coed y Brenin expands their knowledge of their locality and of the world of nature. There are visits to the school by members of the police force, a Welsh poet and a local harpist, which extend the pupils' horizons further and promotes their understanding and knowledge of their environment and their culture.
96. There is good provision throughout the school for the development of PSE, and a specific time is given regularly for *circle time* activities. Pupils with challenging behaviour are supported through assertive discipline. Pupils' personal and social skills are good and contribute substantially towards the exceptional ethos of the school.
97. There is good provision for promoting pupils' spiritual, moral, social and cultural development. An appropriate devotional atmosphere is created during the collective worship sessions, which include contributions from pupils, and the effective moral messages promote self-respect and sound values. The high standard of singing contributes to the atmosphere of these occasions. Staff are good role models for pupils in order to ensure that they understand the difference between right and wrong.
98. Pupils are encouraged to consider the needs of other people, and arrange to collect good sums of money for worthy causes locally, nationally and internationally, such as the air ambulance, World Vision and projects in Gambia.
99. There is a strong sense of community in the school, with everyone relating well to each other, offering help and support in working and playing. The nursery group meets at the school and members are invited to attend performances at the school at Christmas time and on St David's Day. Pupils contribute culturally through singing during events in the community, such as the annual singing festival arranged by the chapel and in the carol service arranged by the church and chapel alternately.

100. The partnership with parents is good. There is a home/school agreement and the prospectus, newsletters and other letters offer them essential and useful information. The contribution of parents, as well as the Friends of the School Association, is important for arranging activities, in order to buy resources for the school, such as new curtains for the stage and the 'waiting for a friend' bench.
101. Students from the further education colleges and the secondary schools come to the school on work experience. Good links exist between the school and both the local secondary schools. A good transition system has been established and pupils attend the secondary school twice a year to receive physical education and technology lessons. Joint training has also been arranged, by the headteachers of the primary schools, for teachers and assistants, on matters such as developing mental skills.
102. Work related education and pupils' entrepreneurial skills, are not sufficiently promoted by the school. As yet, staff have not received training in this area.
103. There is a strong Welsh ethos within the school and the *Cwricwlwm Cymreig* is integrated into each subject. The way in which bilingualism is promoted is one of the school's strengths. It is successful in celebrating cultural diversity and pupils are given every opportunity to learn of the social and cultural practices relating to other faiths and religions, through lessons in religious education and the outstanding multicultural, creative experiences offered in art. Each pupil receives an equal opportunity within the school and the school is successful in challenging stereotyping.
104. The school promotes sustainability practices effectively. It has joined the Eco-Schools project, placing emphasis on water and energy conservation, and recycling paper. The current activities give pupils a good foundation, even though it is still early days, in relation to development across the school.
105. The range of the school's activities reflects national priorities well, for example through promoting a positive attitude towards a healthy lifestyle, the importance of the community and bilingual skills. All these contribute to good practices for lifelong learning.

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

Grade 2: Good features and no important shortcomings

106. The judgement of the inspection team agrees with the grade which the school awarded itself in its self-evaluation report.
107. Pupils at all levels receive care, support and guidance of a good quality and the school provides a happy and caring environment for them. Staff know the pupils well and this contributes greatly to the supportive atmosphere in the school.
108. The school ensures that each parent receives information on all developments through regular bilingual newsletters. Parents are invited to open evenings twice a year to discuss their children's progress, and are also encouraged to visit and discuss at any other time, should they wish to do so.
109. The school's induction procedures are good. Parents of children who are about to start in the nursery are invited to visit the school with their children during the summer term, to meet the staff and come to understand the opportunities

available to them. The school also ensures that parents receive the school's detailed prospectus and sign the home/school agreement. Valuable and effective arrangements have been established to help children settle in at the secondary school.

110. Effective use is made by the school of specialist services in order to support and guide the pupils, such as visits by the police to raise awareness of dangers, and the close links with the support services in order to recognise specific difficulties of any child with ALN.
111. All pupils have full access to the PSE programme which permeates through the curriculum. The close relationship between pupils and adults supports the school's work and encourages pupils to seek help if needed. Pupils feel confident to turn to teachers for help and many parents confirmed this and appreciate the support their children receive.
112. Members of the school council operate effectively; they are eager to influence matters which affect the daily lives of pupils in the school, and were involved in the efforts to have the 'waiting for a friend' bench.
113. A weekly rewards scheme is used to encourage good behaviour, and operates effectively in the school. Parents praise pupils' behaviour within the school and in public situations. The school works hard to draw attention to the importance of regular attendance and punctuality, and how to improve them. Registers are examined constantly for any patterns of absenteeism.
114. The school provides a secure environment for the pupils. Constant attention is paid to health and safety matters and steps were taken recently to ensure the safety of children whilst on the school yard. The headteacher has considered risk situations and the school has a comprehensive document on risk assessments. The headteacher has received First Aid training and each accident is recorded. Good attention is paid to promoting a healthy lifestyle, and pupils are encouraged to eat fruit at break times and take part in *Dal i Fynd* activities on the yard, in order to promote their fitness.
115. The school has a clear policy and procedures for child protection. Persons responsible are identified and all staff that are likely to come into contact with the pupils are aware of the school's internal procedures and have received training during the last twelve months.
116. The provision for pupils with ALN is good and responds to the requirements of the Code of Practice. The school makes effective use of standardised tests to identify attainment, together with assessment criteria in order to identify the nature of their problems.
117. The individual educational plans (IEPs) for each individual contain clear guidance and strategies for improvement. They receive support within the classroom and each teacher is aware of their responsibility. They receive one short specific period of individual attention weekly. Outside agencies are used effectively for support with specific difficulties in speech and language.
118. The school has a clear policy on behaviour and anti-bullying and the importance of good behaviour is emphasised during collective worship sessions, by rewarding pupils for particular efforts and for displaying respect and courtesy.

119. There are appropriate policies for the promotion of equal opportunities, respect for diversity and promoting good race relations. Sensitive and appropriate support is provided to ensure that all pupils are included in all aspects of school life whatever their background and social circumstances. All areas of the school are accessible to pupils with disabilities, according to the implementation of the Disability Equality Scheme.
120. The school ensures that pupils receive experience of different cultures and encourage them to appreciate them. This is reflected in the teaching in specific subjects, such as the customs of different religions in the religious education lessons, in geography lessons and in researching and creating in art lessons.

Leadership and management

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

Grade 2: Good features and no important shortcomings

121. The judgement of the inspection team agrees with the school's judgement in its self-evaluation report.
122. The school is led by a headteacher who leads and manages conscientiously for the benefit of the pupils. During the years she has been in her post, she has succeeded in raising the school's profile and ensures that everyone attains their potential.
123. The headteacher is supported by members of staff who readily work together and create a caring and welcoming ethos and by a governing body that are enthusiastic about the school and its place in the community.
124. A number of outstanding managerial policies have been drawn up that are effective guidelines for the care and well-being of pupils, together with curricular policies that offer guidance on teaching and learning matters. Offering equal opportunities to all is a prominent element of the school's provision.
125. The school operates effectively in relation to a number of initiatives that are promoted in the county or nationally. Recently, it received Quality Mark accreditation for the third time. Considerable emphasis is successfully placed on the fostering of pupils' bilingual skills. Pupils' awareness of global citizenship is developed through their study of an area which is developing economically and through supporting charities, such as UNICEF. Practices in relation to recycling paper and the conservation of water and electricity are undertaken at the school, which raise pupils' awareness of sustainability issues. In addition, one of the parents volunteers to operate the Eco-Schools scheme with the pupils.
126. Targets are set annually for pupils' achievements in the core subjects and the results are discussed in a meeting of the governing body.
127. The professional competence of all full-time teachers is developed through operating in line with the performance management guidelines, which ensure that the teachers agree on the objectives to work towards annually. The implementation of the headteacher's objectives is the responsibility of a sub-panel of the governing body.
128. The governing body meets its managerial and legal requirements. Members are very committed to the school and are involved well in its activities. They meet

twice each term and there are also occasions when sub-committees of the full body meet. They are also eager to attend training courses arranged by the LEA, and feel frustrated when some of them are postponed.

129. Some members of the governing body have visited specific lessons and reported orally to their fellow members on their impressions. Lessons in English and ICT were observed recently. This is good practice.

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

Grade 2: Good features and no important shortcomings

130. The judgement of the inspection team agrees with the school's judgement in its self-evaluation report.
131. The inspection team agreed with the school's judgement in each one of the seven key questions.
132. Curricular leaders have a good knowledge of the subjects they are responsible for coordinating; in a number of cases, the coordinators also teach the subject across the school. Even so, the role of the coordinators has not been fully developed as they do not observe the teaching and learning sufficiently; nor do they present reports on monitoring findings to the governing body.
133. The school's self-evaluation procedure is an effective one, and has been based on a formal monitoring timetable. In recent years, the school has not been formally seeking the views of parents on the provision.
134. The self-evaluation report presented to the inspection team prior to the inspection is a particularly clear and systematic document. The comments offered show good recognition of the provision. In addition to summarising comments on the subjects and coming to a judgement on standards, useful comments are offered on the progress adjudged to have been made in relation to the key issues identified in the last inspection.
135. The SDP is an effective document. Amongst the matters identified within the document are the context of the school, a forecast of future pupil numbers, a review of previous priorities and an overview of budgetary details and spending plans. The development priorities were classified methodically as some relating to the current year and others to be achieved over three years.
136. The finding of the inspection team is that good features outweigh shortcomings in measuring the progress the school has made since the last inspection. The quality of the provision for children under five years of age has developed; the planning gives consideration to using English and Welsh as mediums of learning; work done in lessons now offers sufficient challenge for pupils; collective worship sessions now have a worshipful atmosphere and give pupils good opportunities to contribute.
137. In relation to subjects that were 'satisfactory' in the last inspection, Grade 3 has been awarded to Welsh in both key stages in this inspection and no progress has been made in standards in music in key stage 2.

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

Grade 2: Good features and no important shortcomings

138. The judgement of the inspection team agrees with the grade which the school awarded itself in its self-evaluation report.
139. There is a sufficient number of experienced and qualified teaching staff to meet the needs of pupils and the requirements of the curriculum, including the children under five years of age and pupils with ALN. They make good use of their expertise and the pupils benefit from this. A nursery assistant is employed who makes a valuable contribution in the early years. The school's part-time secretary effectively undertakes the daily routines.
140. Pupils have access to an appropriate range of resources to support their learning. Two interactive whiteboards were purchased recently to augment the ICT provision. The school is also successful in using resources within the community and further afield, for example, places of cultural interest. Visitors to the school are also seen to be an effective teaching and learning resource.
141. The school building, which is situated in a pleasant location, is of a suitable size and of good quality. The colourful displays and tasteful examples of art work are a valuable contribution towards the school's ethos. Tasty meals are prepared in the school's kitchen and the school's spacious hall is used as a dining room. The outside area is spacious and convenient for outdoor activities.
142. Even though the space available for teaching children under five years of age and pupils in key stage 1 is sufficient, the fact that two separate rooms are used is inconvenient and impairs on the intensity of the contact between the teacher and the children.
143. Teachers' needs are identified and a programme to promote their professional development is provided. They have access to a range of in-service training sessions to enable them to contribute appropriately to pupils' progress. In turn, each of the three full-time teachers have attended extended courses.
144. The resources available are used efficiently and effectively and appropriate and safe use is made of them in lessons. A particular feature is the way that pupils can use resources in an active way, which promotes their learning skills well.
145. Teachers are employed on a part-time basis for planning, preparation and assessment (PPA) periods and to teach specific subjects when full-time teachers have non-contact time. In addition, teachers exchange classes in order to teach some other subjects. Even so, the arrangement whereby the teacher responsible for the children under five years of age and key stage 1 has no contact with her class for three whole afternoons is not efficient. In particular, the time she spends with the reception year children is limited.
146. Resources are renewed or purchased in line with the school's current priorities. The governing body looks carefully at the school's budget and keeps any under spending within a reasonable amount. Their staffing priority is to ensure the employment of a part-time nursery assistant to offer the necessary support in the early years.
147. The school gives good value for money.

Standards achieved in subjects and areas of learning

Under 5s

Language, literacy and communication skills

Grade 3: Good features outweigh shortcomings

Good features

148. Standards in language, literacy and communication show good features that outweigh shortcomings. Children understand instructions and respond appropriately. They listen well to stories and show an interest in books. They recognise their names and many letters. Older children can predict words from their initial sounds. Writing is developing well in creating particular letters. Some children overwrite with good control of a pencil. They can recognise animal names extending their use of Welsh words.

Shortcomings

149. A number of children have an insufficient knowledge of language patterns.

Personal and social development

Grade 2: Good features and no important shortcomings

Good features

150. Standards in personal and social development are good. Children are eager to take part in the activities provided for them and play together effectively as individuals and in groups, learning to share and await their turn. They understand the importance of sharing equipment in the classroom and outside on the yard. They care for the class toy – 'the bear that listens' - showing courtesy and responding well to rules. They are aware of Biblical stories and of Christian practices, such as marriage and baptism. They can recognise seasonal clothing and know the importance of personal hygiene and of washing hands before eating.

Shortcomings

151. There are no obvious shortcomings.

Mathematical development

Grade 2: Good features and no important shortcomings

Good features

152. Standards in mathematical development are good. All the children can count to at least 10, showing a correct understanding of number value. Through practical activities, they understand the concept of 'more and less', 'long and short', 'full and empty', and 'heavy and light'. They fill cups with sand and count how many fill a box. When playing in the shop, they become aware of money and recognise some pieces. They can classify objects, such as sets of animal pictures, and use correct mathematical language, when adding and subtracting, to give numbers that are 'more' or 'less' and in counting eggs in boxes. They can create consecutive patterns of colour and shape effectively.

Shortcomings

153. There are no obvious shortcomings.

Knowledge and understanding of the world

Grade 2: Good features and no important shortcomings

Good features

154. Standards in knowledge and understanding of the world are good. Children recognise farm animals and know of the animal products. They understand that milk is used to make foods such as cheese or butter. They are aware of the process of using sheep's wool to knit clothes. They understand that a hen lays eggs and their purpose in cooking. Older children can name young animals. The older children also know that the weather can vary from place to place around the world and that there is a need for suitable clothing for different weathers. They understand that leaves fall in the autumn. They can control the mouse effectively on the computer to create appropriate pictures and move the *bee-bots* in different directions.

Shortcomings

155. There are no obvious shortcomings.

Physical development

Grade 2: Good features and no important shortcomings

Good features

156. Children display good motor skills and use pencils, crayons and scissors confidently. They cut out pictures and glue them to create a *montage*. They use their imagination well during role-play and express their feelings when dressing and undressing. They use hand-eye coordination skills in doing a variety of jigsaws. They extend these skills further in throwing a ball and aiming correctly. They make good use of space and show good control when travelling around the zigzag cones when pedalling on large equipment on the yard.

Shortcomings

157. There are no obvious shortcomings.

Creative development

Grade 2: Good features and no important shortcomings

Good features

158. Standards in creative development are good. Children enjoy making pictures through using different media such as paint, chalk and crayons. They mix paint confidently to create pictures, using their hands and fingers dextrously. Older children enjoy experimenting with cold and warm colours to create pictures. They experience creating shapes and patterns through different means, such as using a straw and blowing paint. They use clay to cut out shapes and count how many animals there are on a card. They know some simple songs and enjoy performing them. They can keep rhythm effectively when playing untuned instruments.

Shortcomings

159. There are no obvious shortcomings.

Welsh first language

Key Stage 1: Grade 3 - Good features outweighing shortcomings

Key Stage 2: Grade 3 - Good features outweighing shortcomings

Good features

160. Pupils in key stage 1 listen well to the stories presented to them and offer meaningful oral responses when questioned about the content of a story. A number offer comments voluntarily and talk readily with adults.
161. A small number read effortlessly, pronouncing the words correctly. They can discuss the content of a book they have read. They know the purpose of some punctuation marks they come across, such as 'exclamation mark' and 'question mark', and understand the meaning of 'author' and 'title'. They have an appropriate understanding of words that rhyme.
162. Pupils can create pieces of a personal nature with elementary sentences. They adapt or re-tell familiar stories, write an imaginary post card and create a shopping list. The more mature pupils create extended pieces that are an interesting portrait of a person, and work together to create effective poems. They create pieces that express opinion, such as of favourite or disliked food.
163. In key stage 2, a good number of pupils offer oral suggestions confidently; the best develop and extend their responses through reasoning and discussion. They can convey personal and meaningful feelings. A small number chat and discuss maturely.
164. A minority of pupils in key stage 2 are fairly fluent readers, and their reading aloud skills show smoothness and an understanding of the text. They strive well to de-code the word when they come across unfamiliar words, and give consideration to punctuation marks that enable them to give expression to the reading. They know some relevant terms, such as 'author', 'blurb' and 'title'.
165. Pupils can behave like authors in working together to create booklets that are adaptations of stories, showing an understanding of the purpose of symbols, such as quotation marks, speech bubbles and thinking bubbles. The finished product is refined and polished.
166. They can respond effectively to a creative task, by creating a *haiku* about an aspect of the weather.

Shortcomings

167. In key stage 1, pupils display syntactical uncertainty in asking questions, without knowing the specific words that start certain questions. They are unsure of the varied correct forms that enable them to answer in a positive and negative way.
168. In both key stages, a good number of pupils are erratic and stiff when reading aloud, even with elementary texts, when considering their age. They come across a good number of words and phrases that are unfamiliar to them, and this hinders their progress. In key stage 2, pupils' knowledge of authors and poets is limited.
169. In both key stages, some pupils write in uniform sentences. There are erroneous sentence patterns, such as difficulty with the negative form, together with weak spelling skills, that hinder their progress.

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

170. Pupils in key stage 1 show their increasing confidence in creating texts, such as recounting their personal experiences, with the word processor. They adapt the text, varying the size of the font and selecting colours without difficulty.
171. They programme the journey of the Floor Robot sensibly, anticipating and predicting its movements; they also do this effectively on the computer screen in order to plan journeys and create patterns.
172. They succeed in handling data collected, by displaying it in graph form, which arises from various contexts of their class work.
173. They use a specific package confidently to reinforce and strengthen their mathematical understanding, as through work on three-dimensional shapes.
174. After creating text, such as *haiku* of their own work, with a word processing program, pupils in key stage 2 can import pictures found on the Internet to match the text, and succeed, by selecting a suitable background and border, to create an attractive page of the finished work.
175. When undertaking work on the Sixties, they research various sites on the Internet in order to find images that represent the period. They can create a series of slides with the PowerPoint package, which enables them to prepare a presentation for other pupils. They do the same with different contexts, such as the planets. In addition, they use a sound technology source, for gathering the relevant information.
176. They use a spreadsheet prepared for storing, handling and analysing data. The more able explain confidently how they use a particular formula to summarise the distances run by pupils as they improved their fitness on the school yard.
177. Pupils show an understanding of orientation and various angles in using the LOGO package. They draw up interesting procedures that are fed into the computer in order to create a pattern.
178. They succeed well in applying their skills to curricular contexts. They use a control box made in their design technology work to light a room, and can explain how they have to feed a specific procedure into the computer in order to succeed with the task.

Shortcomings

179. There are no important shortcomings.

Geography

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

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

Good features

180. Pupils in key stage 1 know their area well. They consider the quality of the neighbourhood, giving their opinion on the place and on aspects that they like. Through this, they are aware of environmental issues such as pollution and rubbish, and of the features of the Craft Centre in their village.

181. They can differentiate between village, town and city and have a good awareness of a contrasting area. They have visited Aberdovey, comparing the bustle of the town with their village, observing the types of shops and buildings that attract visitors and serve the public. On a visit to the fire station at Aberdovey, pupils observe and record information on the work of a fireman.
182. Pupils know the countries of Britain and use secondary sources, such as pictures and photographs, to learn about the hot and cold places around the world. They can recall and compare and contrast the life of Kabo in Botswana with their own lives.
183. Pupils use their mapping skills confidently in using co-ordinates and four-figure grid references. They can interpret symbols and keys effectively in estimating the distance between different towns, correctly identifying the points of the compass.
184. Field work, such as a visit to Tywyn, is used to undertake an interesting survey of shops and services. They compare the physical and human features in the area. They understand geographical terms such as 'estuary', and follow the journey of the river Dovey from its source to the sea.
185. They use ICT skills effectively to gather information and record weather data for two contrasting areas, namely Wales and California, after they receive the information on e-mail. They can logically analyse how the weather affects communities and individuals.
186. Pupils offer ideas on how to care for and protect the countryside, and understand the changes that are happening in the environment and the effect of burning fuel. Through visiting the local Centre for Alternative Technology, pupils have seen different methods of conserving energy and discuss sustainability issues confidently.
187. Through looking at the quality of life in a less developed country, such as Lesotho, they can compare the percentage of workers, number of sick people, cars, telephones and televisions, and the services that are available, and analyse temperature graphs over a period of time.

Shortcomings

188. Pupils' use of geographical vocabulary is not sufficiently developed in both key stages.

Music

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

Key Stage 2: Grade 3 - Good features outweighing shortcomings

Good features

189. Pupils in both key stages sing tunefully and perform confidently in lessons and sessions of collective worship. They know a variety of songs, including hymns, folk songs, carols, and traditional and popular Welsh songs, and have memorised many of them.
190. Pupils in key stage 1 can maintain and follow the beat well, clapping correctly to the rhythm. They can maintain a repetitive rhythmic pattern and a number of

pupils are confident in using percussion instruments as accompaniment to their singing.

191. They use tuned and untuned instruments effectively, in researching and selecting sounds in response to a specific stimulus. They evaluate their ideas after listening to the sounds on tape.
192. As the pupils mature, they develop their knowledge and understanding of musical elements.
193. In key stage 2, pupils can investigate and use a range of sound sources in order to create suitable sounds as a background to a poem or story, and record the ideas effectively on a graphic score.
194. They develop confidence in maintaining a simple instrumental part independently. When performing, they pay attention to the 'louder' and 'softer' elements. They evaluate each other's contributions, noting the mood of the performance and the structure.
195. Pupils use ICT skills effectively and confidently to experiment and compose creatively, and then to plan and listen to the compositions.

Shortcomings

196. The knowledge of pupils in key stage 2 of famous composers and of different styles of music is underdeveloped.

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

197. Pupils in key stage 1 dress appropriately for the lesson and are aware of the need to work safely.
198. They succeed in responding well to instructions as they energetically warm up the body. They carry their activities appropriately, displaying the ability to run, leap and jump.
199. When working as individuals, they display appropriate control in the skills of throwing and catching a ball, and show effective hand-eye co-ordination.
200. A good number succeed in working together in pairs, showing progress in their throwing and catching skills. The more able realise the need to move their feet in order to catch a ball that is not thrown straight to them.
201. They express an opinion on their performances during the lesson, summarising what they have done successfully.
202. In key stage 2, pupils understand the importance of warming the body well and work enthusiastically at loosening and warming up the muscles. In games lessons, they can vary and speed up the movements in controlling a ball around the body.
203. In dance lessons, pupils succeed well in creating suitable movements in responding to the mood of the music. They effectively communicate through

posture and poise, and succeed in using their knowledge and imagination creatively.

204. In games lessons, the vast majority of pupils show progress in their skills of travelling with the ball, and in their throwing and catching skills.

205. They begin to appreciate the concept of moving and finding space when they are working together in a small game situation.

206. They offer reasonable evaluative comments in observing the performances of their fellow pupils.

Shortcomings

207. There is a small number in key stage 1 that do not concentrate and tend to make a noise when warming up and, in both key stages, some pupils ignore the need to use space effectively.

School's response to the inspection

The staff and governors have studied the findings of the inspection and we find them to be a fair reflection of the work of the school. We are very pleased that the judgements of the inspection team agree with the school's opinion as identified in its self evaluation report in each of the seven key questions.

The report notes that the school has a good number of good features. This gives a sense of pride to all who are involved within the school and is a reflection of the conscientious commitment, hard work and professionalism of the staff and the strong support and co-operation of the governors, pupils and parents.

We are also very happy that the report recognises that the school provides effective education for the whole range of pupils, including those with ALN, and that they receive care, support and guidance of a good quality.

With a very high proportion of pupils coming from non-Welsh speaking homes, the school appreciates the inspectors' comments that there is a strong Welsh ethos within the school and that the way that bilingualism is promoted is one of the strengths of the school.

The inspection has contributed significantly towards recognising our strengths and identifying areas for further development. It will be a pleasure for the governing body and staff to respond to the recommendations identified by the inspection team.

The governors and staff of Ysgol Dyffryn Dulas, Corris would like to thank the Registered Inspector and his team for their politeness, thoroughness and professionalism during the inspection.

Appendix 1

Basic information about the school

Name of school	Ysgol Dyffryn Dulas, Corris
School type	Nursery and Primary
Age-range of pupils	3-11
Address of school	Corris Machynlleth Powys
Postcode	SY20 9TQ
Telephone number	01654 761622

Headteacher	Mrs Olwen P Griffiths
Date of appointment	September 1997
Chair of governors	Mr Phil Horton
Registered inspector	Len Jones
Dates of inspection	22-24 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	3	5	9	11	6	10	13	9	66

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	3	3	3.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	18 : 1
Pupil: adult (fte) ratio in nursery classes	-
Pupil: adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	21
Teacher (fte): class ratio	1.2 : 1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 06	81.6	94.8	95.1
Spring 07	85.8	93.6	93.5
Summer 07	85	93.4	95.3

Percentage of pupils entitled to free school meals	10%
Number of pupils excluded during 12 months prior to inspection	-

Appendix 3

National Curriculum Assessment Results

End of key stage 1:

National Curriculum Assessment KS1 Results 2007	Number of pupils in Y2	6
As the number of pupils eligible for assessment at the end of key stage 1 was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	100%	In Wales	80.6%

National Curriculum Assessment Results

End of key stage 2:

National Curriculum Assessment KS2 Results 2007	Number of pupils in Y6	5
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	100%	In Wales	74.2%

Appendix 4

Evidence base of the inspection

- The school was inspected by a team of three inspectors, who were present in the school for six 'inspection days'.
- Pre-inspection meetings were held with the parents, where 12 parents attended, and with the governing body, to discuss the life and work of the school.
- Twenty-two parents questionnaires were returned, these were carefully analysed.
- Discussions were held with the headteacher and teachers.
- School documentation was examined.
- Fifteen lessons or parts of lessons were observed.
- Inspectors listened to a sample of pupils reading in both languages.
- Samples of pupils' work from all age groups were examined.
- Discussions were held with pupils on aspects of school life and on their work.
- Pupils' behaviour was observed during play time, lunch time and at the beginning and end of the school sessions.
- Inspectors were present during sessions of collective worship.
- Post-inspection meetings were held with the staff and governing body.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Len Jones (Registered Inspector)	Context and priorities Summary and recommendations Appendices Key Questions 1, 2(a), 5, 6, 7(b); Welsh information technology physical education
Audrey Evans (Team Inspector)	Key Questions 2(b), 3, 4, 7(a) Children under five geography music
Gwynoro Jones (Lay Inspector)	Contributions to key questions 1, 2, 3 a 4
Olwen Griffiths	Nominee

Acknowledgement

The inspection team would like to thank the governors, the headteacher, staff, pupils and parents for their co-operation and courtesy throughout the inspection

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