

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

A Report on the Quality of Education in

**Ysgol Eglwysbach
Eglwysbach
Conwy**

LL28 5UD

School Number: 6623040

Date of Inspection: 04/02/08

by

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Ysgol Eglwysbach 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 Eglwysbach took place between 04/02/08 and 06/02/08. An independent team of inspectors, led by Wil Williams 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 This is a Church in Wales Voluntary Controlled primary school and it is located in the village of Eglwys Bach near Llanrwst, in the County of Conwy. The school serves a bilingual rural area and the vast majority of pupils come from the village and surrounding areas.
- 2 Pupil numbers have been relatively constant during the four years prior to the inspection. There are currently 56 full-time pupils between 4 and 11 years of age on the register, together with eight part-time nursery children.
- 3 The pupils are organised into three classes and are taught by three full-time teachers, one part-time teacher and a classroom assistant.
- 4 The school is of the view that Welsh is spoken as a main language in the homes of over half the pupils but that the vast majority of pupils are thoroughly bilingual by the time they transfer to the secondary sector at the end of Y6.
- 5 According to the school, the area it serves is neither socially nor economically deprived. Three per cent of pupils are entitled to receive free school meals, a percentage that is well below county and national averages.
- 6 Pupils are admitted to school with a range of different abilities but there is no particular trend. Sixteen per cent of pupils have additional learning needs (ALN), which is comparable to county and local averages, and two pupils have statutory statements of ALN.
- 7 There have been no significant changes at the school since the last inspection in March 2002.

The school's priorities and targets

- 8 The school's primary objectives are to enable the pupils to:
 - enjoy the education presented to them and to gain satisfaction from their achievements;
 - learn the skills necessary for completing curricular tasks within the classroom; and
 - think independently, work easily with each other and nurture sensitivity in their relations with others.
- 9 The school's main priorities for 2007 – 2008 include:
 - modify the language scheme as a result of Curriculum 2008;
 - provide for the introduction of the Foundation Phase in September 2008;
 - gain the Eco School Silver Award; and
 - improve the structure for introducing personal and social education (PSE).

Summary

- 10 The quality of the headteacher's leadership is good and it gives clear direction to the development of the school. He succeeds in effectively co-ordinating the work of staff and governors, thus creating a strong sense of co-operation and teamwork.
- 11 The school has made good progress in addressing the seven Key Issues identified in the 2002 report.

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 leadership 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 learners and managers evaluate and improve quality and standards?	Grade 2
7 How efficient are leaders and managers in using resources?	Grade 2

- 12 The school's views in its self-evaluation report concur with the judgement of the inspection team in six of the seven Key Questions.

Standards and progress

- 13 The standards achieved in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	100%	0%	0%	0%

- 14 The standards achieved by pupils in the lessons observed are higher than Welsh Assembly Government (WAG) targets, namely that by 2010, the quality of learning should be grade 3 or better in 98% of lessons.
- 15 With the exception of Welsh in key stage 2, pupils of all ages achieve good standards in the areas and subjects inspected. The pupils with additional learning needs make good progress towards achieving the targets set for them.
- 16 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning.

- 17 The standards achieved in the subjects and areas of learning inspected are as follows:

Areas of learning	Key Stage 1	Key Stage 2
Welsh	Grade 2	Grade 3
English	--	Grade 2
Information Technology	Grade 2	Grade 2
History	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Music	Grade 2	Grade 2

- 18 The vast majority of pupils make good progress in the key skills. They use their literacy and communication skills together with their mathematical and information technology (ICT) skills to good effect in different curricular contexts. They also make good progress in their bilingual skills.
- 19 In the National Curriculum assessments at the end of key stage 1 in 2007, the school's performance was on average 5% below national attainments in Welsh, mathematics and science. With the exception of Welsh, where the results were low, every pupil in key stage 2 gained Level 4 in all subjects.
- 20 Pupils of all ages make good progress in their learning. They are alert in asking and answering questions and they learn new information and skills confidently.
- 21 The development of the pupils' personal and social skills is good. They work well together and make good progress in their ability to develop into independent learners. The behaviour of all pupils is good.
- 22 There is a strong sense of community at the school and pupils are very happy to shoulder additional responsibilities. Their understanding of the world of work is superficial.
- 23 There are outstanding features to the pupils' spiritual and moral development. They give intense consideration to spiritual issues; they develop high personal values and discuss moral issues and beliefs with great maturity.
- 24 In all their involvement with each other, pupils of all ages show a good awareness of equal opportunity issues and fairness. They acknowledge and respect the diversity of beliefs and social and cultural traditions.
- 25 Attendance levels across the school during the three full terms prior to the inspection were over 96% and this is good. Punctuality is consistently good.

The quality of education and training

- 26 The quality of teaching was adjudged to be as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	100%	0%	0%	0%

- 27 The quality of teaching in the lessons observed is higher than WAG targets, namely that by 2010, the quality of teaching should be grade 2 or better in 80% of lessons.
- 28 The relationships between teachers and pupils are consistently good. There are clear aims to lessons that are shared with pupils. The teachers have a good knowledge of the subjects they teach and they make effective use of good quality resources, including interactive whiteboards. Good attention is given to the learning and linguistic needs of all pupils and there is no discrimination on grounds of gender or race.
- 29 Where there are shortcomings to the teaching, opportunities are lost to develop the pupils' oral skills and to improve the quality of their language.
- 30 The quality of assessment is good. The system is manageable and it corresponds to learning aims and objectives. The teachers know their pupils well and they use a range of appropriate methods when formulating a view on standards.
- 31 The quality of the annual reports to parents is good and they give clear information to parents on their child's progress and efforts.
- 32 The educational provision fulfils the needs of the entire range of pupils and offers a curriculum that is broad, balanced and differentiated.
- 33 The provision for developing key and basic skills is good. Despite certain shortcomings in their writing skills, the pupils develop good bilingual competence. The Cwricwlwm Cymreig features prominently in all aspects of the life and work of the school.
- 34 The wide range of visits to places of interest enhances the curricular areas and enables the pupils to learn valuable personal and social skills.
- 35 Good attention is given to the pupils' spiritual, moral, social and cultural development by implementing a comprehensive programme that also fulfils personal and social education requirements. Outstanding opportunities are provided in the sessions of collective worship for pupils to reflect upon and discuss profound moral and spiritual issues.
- 36 There is a good partnership with parents and this was reflected in the highly positive response of parents through the questionnaires and at the pre-inspection meeting. The school is very active in the local community and has forged good links with local primary and secondary schools.
- 37 Pupils benefit from some visits related to the world of work and they engage in activities that lay early foundations for the development of enterprise skills. However, these aspects have not been developed sufficiently.
- 38 There is good provision for promoting education for sustainable development. The school's links with European countries are an outstanding feature of its provision for developing pupils' awareness of global citizenship.

- 39 The quality of the personal support and guidance provided for pupils is good. The school is a happy and caring community in which pupils feel happy to approach any member of staff for guidance.
- 40 There is an effective School Council that ensures that the voice of pupils is given a high priority at the school.
- 41 There are appropriate arrangements that encourage and enable learners to be healthy. A high priority is given to promoting healthy eating practices and pupils are given opportunities to improve their fitness levels.
- 42 Good attention is given to pupils' safety and well being. The pupils are carefully supervised at school and there are sound procedures for child protection and conducting risk assessments.
- 43 There is good provision for pupils with ALN. Pupils' individual needs are targeted effectively and they receive valuable support from specialist teachers and the classroom assistant.
- 44 Characteristics such as fairness and equal opportunities for all feature very strongly at the school and girls and boys are treated equally.
- 45 The school has responded effectively to ensure that a pupil with physical disabilities is treated as favourably as any other pupil.

Leadership and management

- 46 Clear aims and objectives have been adopted that focus on pupils' needs and they are implemented consistently by staff and governors. All members of staff make a valuable contribution to the development of the school.
- 47 The quality of management at the school is good and there are clear procedures for ensuring that all the statutory requirements are fulfilled and that the day-to-day running of the school is smooth.
- 48 Governors fulfil their responsibilities effectively. They know the school well and play an active role in its development.
- 49 The headteacher and staff know the school well and they are constantly looking for ways of raising standards and improving the quality of provision. By conducting regular evaluations, they ensure that they have current information as to the school's strengths and those aspects that require further development.
- 50 Parents are given good opportunities to express their views about the quality of the educational provision and the standards achieved by pupils and the voice of pupils is given due prominence through the School Council.
- 51 The quality of the self-evaluation report is good and it gives detailed attention to all inspection framework criteria. The School Development Plan is a succinct and powerful tool for guiding developments and giving a clear sense of direction to the work of the school.

- 52 There are sufficient teachers and appropriate resources to teach all aspects of the curriculum. School buildings and grounds are in good condition and they are used effectively by teachers.
- 53 There is tight financial management and the school provides good value for money.

Recommendations

- 54 The school needs to:
- R1 raise standards in Welsh in key stage 2 by addressing the shortcomings identified;
 - R2 continue to develop the monitoring and evaluation role of subject co-ordinators;
 - R3 strengthen further the school's links with the world of work and develop the pupils' enterprise 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 findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 56 The standards achieved in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	100%	0%	0%	0%

- 57 The standards achieved by pupils in the lessons observed are higher than WAG targets, namely that by 2010, the quality of learning should be grade 3 or better in 98% of lessons.
- 58 With the exception of Welsh in key stage 2, pupils of all ages achieve good standards in the areas and subjects inspected. The pupils with additional learning needs make good progress towards achieving the targets set for them.
- 59 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning.
- 60 The standards achieved in the subjects and areas of learning inspected are as follows:

Areas of learning	Key Stage 1	Key Stage 2
Welsh	Grade 2	Grade 3
English	--	Grade 2
Information Technology	Grade 2	Grade 2
History	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Music	Grade 2	Grade 2

- 61 The under-fives increasingly develop their ability to use their oral, literacy and communication skills in different curricular contexts. They listen attentively during whole-class sessions and express their ideas clearly and confidently. The ability of the Welsh learners to communicate orally in Welsh is developing well.
- 62 Pupils in key stages 1 and 2 listen attentively to others, responding appropriately to what is said and contributing effectively in class discussions. With the exception of a significant number of pupils in Y5 and Y6, the vast majority express themselves appropriately and use the relevant technical vocabulary when discussing their work.
- 63 According to their age and ability, pupils throughout the school read regularly for enjoyment. At the end of key stage 1, they gather information from various sources including ICT and organise and present it in a number of different ways.

- 64 The vast majority of pupils in both key stages use an appropriate range of writing forms when recording their work across the curriculum.
- 65 Pupils of all ages use their numeracy skills effectively in different contexts and they make skilful use of ICT equipment for various cross-curricular purposes.
- 66 Pupils make good progress in their bilingual skills. Welsh is the operational and social language of the school and it is used extensively by a good majority of the pupils when learning and communicating in class.
- 67 In the National Curriculum assessments at the end of key stage 1 in 2007, the school's performance was on average 5% below national attainments in Welsh, mathematics and science. With the exception of Welsh, where the results were low, every pupil in key stage 2 gained Level 4 in all subjects.
- 68 During the period 2005 - 2007, the performance of key stage 1 pupils was in the main amongst the 25% lowest performing schools with a comparable percentage of pupils entitled to receive free school meals. Although performance in key stage 2 has varied considerably from year to year, it is in the main amongst the 25% highest performing comparable schools.
- 69 The low performance in key stage 1 can be attributed to the small size of the cohorts assessed and the fact that a considerable number of the pupils were Welsh learners.
- 70 There is no significant difference in the performance of boys and girls.
- 71 Pupils of all ages make good progress in their learning. They are alert in asking and answering questions and they learn new information and skills confidently. They thoughtfully discuss the strengths and shortcomings of their work and with guidance from teachers they suggest how it could be improved. They learn from their mistakes and work hard to concentrate well and to persevere with their tasks.
- 72 Pupils of all ages make progress in accordance with their ability in all areas of learning. The school's continuous assessments indicate that pupils in key stage 1 make good progress, particularly so in Welsh and that by the end of key stage 2 they are ready to face the challenge of secondary education.
- 73 The development of the pupils' personal and social skills is good. They have a positive attitude towards learning; they show a keen interest in their work and use their time productively in lessons. They work well together in one-to-one situations and as members of a group and they take responsibility for their actions and their work.
- 74 The behaviour of all pupils is good. They show respect to their teachers and other adults at the school and have a good understanding of the school's expectations. These responsible attitudes lay a sound foundation for the pupils to develop into responsible members of the community and they make a significant contribution to creating a favourable learning environment.
- 75 From an early age, the pupils make good progress in their ability to develop into independent learners. They make their own decisions on how to organise their work

and are happy to attempt to solve problems without being over dependent on adults. They have a strong sense of being part of the school community and are very happy to shoulder additional responsibilities. Their understanding of the world of work is superficial.

- 76 There are outstanding features to the pupils' spiritual and moral development. They give intense consideration to spiritual issues; they develop high personal values and discuss moral issues and beliefs with great maturity.
- 77 In all their involvement with each other, pupils of all ages show a good awareness of equal opportunity issues and fairness. They acknowledge and respect the diversity of beliefs and social and cultural traditions.
- 78 Attendance levels across the school during the three full terms prior to the inspection were over 96% and this is good. Punctuality is consistently good.

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 findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 80 The quality of teaching was adjudged to be as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	100%	0%	0%	0%

- 81 The quality of teaching in the lessons observed is higher than WAG targets, namely that by 2010, the quality of teaching should be grade 2 or better in 80% of lessons.
- 82 The percentage of good or better teaching is slightly higher than the national picture as reported by Her Majesty's Chief Inspector (HMCI) in her annual report for 2005-2006. Nationally, the quality of teaching is grade 2 or better in 79% of lessons.
- 83 The relationships between teachers and pupils are consistently good. The effective use of praise motivates pupils and encourages them to give of their best. There are clear aims to lessons that are shared with pupils. The teachers provide differentiated work and explain the tasks effectively. They reinforce prior knowledge, give supportive input to individuals and groups and organise the class appropriately. There is good pace to all lessons.
- 84 The teachers have a good knowledge of the subjects they teach and they make effective use of good quality resources, including interactive whiteboards. Searching questioning often induces pupils to think and interesting methods of presentation stimulate their interest.

- 85 Good attention is given to the learning and linguistic needs of all pupils and there is no discrimination on grounds of gender or race.
- 86 Where there are shortcomings to the teaching, opportunities are lost to develop the pupils' oral skills and to improve the quality of their language.
- 87 The quality of assessment is good. The system is manageable and it corresponds to learning aims and objectives. The teachers know their pupils well and they use a range of appropriate methods when formulating a view on standards.
- 88 Assessments are held regularly. They are accurate and consistent and teachers make effective use of them to monitor the progress of individual pupils.
- 89 The quality of assessment for the under-fives is good. The information is used effectively in order to provide for the needs of individual children and to move them forward in their learning.
- 90 Key stage 2 pupils are aware of the termly targets that are set for them, primarily in the core subjects of Welsh and English, and the details are noted clearly in their targets booklets. The procedures for pupils' self-evaluation are increasingly being developed, particularly so in key stage 1, but there is currently little evidence of any positive impact on results.
- 91 In key stages 1 and 2, valuable files are kept of the pupils' educational progress, including assessments of samples of work that have been levelled and dated in all curriculum subjects. Appropriate use is made of the assessments and data in order to set targets for each pupil and to plan and improve the learning.
- 92 Key stage 2 teachers within the school's catchment meet regularly to discuss samples of pupils' work in the core subjects. This system helps teachers to standardise and moderate their assessments.
- 93 Detailed records are kept of the progress of pupils with ALN.
- 94 Pupils' work is marked regularly, with constructive comments and clear guidance on how to improve it. Supportive and constructive feedback is provided during lessons.
- 95 The quality of the annual reports to parents is good and they give clear information to parents on their child's progress and efforts. They also provide useful information about social development, and on targets for future progress.

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

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

- 97 The educational provision fulfils the needs of the entire range of pupils and offers a curriculum that is broad, balanced and differentiated. It fully conforms to legal requirements.
- 98 The planning and provision for the under-fives are good and they ensure that every child benefits from the experiences planned for them.
- 99 The long and short term planning promotes continuity and progression. The short term planning is very thorough; a strong emphasis is placed on matching the work set to individual needs and abilities and there is good provision for pupils with ALN.
- 100 The provision for developing key and basic skills is good. Despite certain shortcomings in their writing skills, the pupils develop good bilingual competence.
- 101 The Cwricwlwm Cymreig features prominently in all aspects of the life and work of the school. There is a wide range of opportunities to raise the pupils' awareness of their heritage and culture, both locally and further afield.
- 102 Pupils' experiences are enhanced by a good range of extra-curricular activities. The wide range of visits to places of interest enhances the curricular areas and enables the pupils to learn valuable personal and social skills.
- 103 Good attention is given to the pupils' spiritual, moral, social and cultural development by implementing a comprehensive programme that also fulfils personal and social education requirements. It is effectively integrated into curriculum work and has a positive influence on pupils' learning and attitudes.
- 104 Circle time, religious education and class discussions on social and moral issues are an integral part of the life of the school. Outstanding opportunities are provided in the sessions of collective worship for pupils to reflect upon and discuss profound moral and spiritual issues. The School Council enables pupils to play a formal part in the process of making decisions.
- 105 There is a good partnership with parents and this was reflected in the highly positive response of parents through the questionnaires and at the pre-inspection meeting. They contribute regularly to the work of the school and the Parents' and Teachers' Association and members of the community are very active in raising considerable sums of money for the school.
- 106 There is effective communication between the school and the home. Comprehensive information is provided for parents on school activities, and a suitable Home/School Agreement is in operation that contains useful information about school organisation and policies.
- 107 The school is very active in the local community and contributes regularly to cultural and social activities in the village. It also makes very effective use of the visits of individuals who come to the classes to share their work experiences with pupils.
- 108 There is a productive curricular and social partnership with local primary schools, and a great deal of curricular work results from these links. There are good arrangements for pupil transfer to the local secondary school, and teachers from both schools co-operate on educational projects.

- 109 Pupils benefit from some visits related to the world of work and they engage in activities that lay early foundations for the development of enterprise skills. However, these aspects have not been developed sufficiently.
- 110 All members of staff give good attention to ensuring equal access and opportunities for all learners.
- 111 There is good provision for promoting education for sustainable development. The school has gained the Eco Schools bronze award and there are appropriate arrangements for waste recycling and saving energy and resources.
- 112 There is outstanding provision for developing the pupils' understanding of global citizenship. Through the Comenius scheme, pupils from Bulgaria have visited the area and pupils from Eglwys Bach have in turn visited a school in Germany. In the face of intense competition, the school has recently been selected by the British Council to trial a project entitled "Language in Music." These experiences extend the pupils' horizons and considerably raise their awareness of other cultures.
- 113 The school lays firm foundations for lifelong learning by ensuring that pupils nurture skills such as bilingualism, independence and problem solving that will make them more responsible for their own learning as they grow older.

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

Grade 2: Good features and no important shortcomings

- 114 The findings of the inspection team differ to the school's judgement in its self-evaluation report to the extent that the school awarded Grade 1 for this key question. As there are no outstanding features to the provision, this question does not merit a grade higher than Grade 2.
- 115 The school plans and manages its care and support arrangements well. It makes effective use of Local Education Authority support services and works closely with parents in cases relating to the care and well being of their children.
- 116 New pupils in the nursery class settle in quickly and they feel safe at school.
- 117 Parents testify that they are very happy with the support and guidance provided by the school and that their children are very happy at school.
- 118 The quality of the personal support and guidance provided for pupils is good. The school is a happy and caring community in which pupils feel happy to approach any member of staff for guidance. Detailed attention is given to the requirements of the Personal and Social Education Framework and lessons are planned carefully in order to fulfil the needs of pupils of all ages.
- 119 There is an effective School Council that ensures that the voice of pupils is given a high priority at the school. They meet regularly and discuss the issues raised in a mature and responsible fashion.

- 120 There are appropriate arrangements that encourage and enable learners to be healthy. A high priority is given to promoting healthy eating practices and pupils are given opportunities to improve their fitness levels.
- 121 The registration periods are administered appropriately and there are suitable procedures to ensure that pupil attendance, punctuality and behaviour are carefully monitored.
- 122 The pupils' general safety and well being are a priority at the school and staff and pupils have an appropriate awareness of the requirements. Pupils are carefully supervised during play times and during the lunch break. There are sound procedures for conducting risk assessments.
- 123 The policy and procedures for child protection are clear to all. The headteacher has overall responsibility; he receives appropriate support and there are good links from the relevant services.
- 124 There is good provision for pupils with ALN and it fulfils the requirements of the Code of Practice. The school identifies special needs at an early age and intervenes as required.
- 125 Individual education plans are provided by the specialist teacher, in collaboration with the co-ordinator and the teachers. They are detailed and contain achievable targets that are clearly noted. There is a manageable and effective system for tracking the progress of individual pupils.
- 126 Good support is provided by the LEA support teacher and the specialist teacher. They effectively target the pupils' individual needs and they have very useful means of ensuring that the one-to-one learning is reinforced in class. The assistant provides valuable support to the pupils with ALN.
- 127 Good quality professional support is received from external agencies when assessing and reviewing pupils' work. There is also close communication with parents.
- 128 Characteristics such as fairness and equal opportunities for all feature very strongly at the school and girls and boys are treated equally. There is an effective policy and strategies for nurturing positive attitudes such as acknowledging diversity and promoting racial equality.
- 129 There are effective procedures for eliminating any oppressive behaviour and bullying. All members of staff know the pupils well and they treat them in a caring and sensitive manner.
- 130 The school has responded effectively to ensure that a pupil with physical disabilities is treated as favourably as any other pupil. The school operates an appropriate accessibility policy together with a Disability Equality Scheme.

Leadership and management

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

Grade 2: Good features and no important shortcomings

- 131 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 132 The quality of the headteacher's leadership is good and it gives clear direction to the development of the school. He succeeds in effectively co-ordinating the work of staff and governors, thus creating a strong sense of co-operation and teamwork. Common values and ideas are shared about learning and inter-relations and there are high expectations in terms of pupils' achievements.
- 133 Clear aims and policies have been adopted that concentrate on pupils' needs and they are consistently implemented by staff and governors. Equal opportunities are promoted for all at the school and their views are considered when any key decision are made.
- 134 All members of staff make a valuable contribution to the development of the school. They work together very well as a team and have an appropriate understanding of their job-descriptions. They shoulder a good measure of responsibilities and make a significant contribution to raising standards and improving the educational provision.
- 135 The quality of management at the school is good and there are clear procedures for ensuring that all the statutory requirements are fulfilled and that the day-to-day running of the school is smooth. The school has gained Investors in People (IIP) re-accreditation in recognition of the high quality of its leadership and strategic management.
- 136 Appropriate consideration is given to national and local priorities when producing the school development programme. It has gained Basic Skills Agency Quality Mark re-accreditation and it implements elements of the national 'Healthy School' scheme and is working towards gaining the Eco School silver award.
- 137 A number of productive partnerships have been developed with local education and training providers and the school works closely with other catchment primary schools. Through the Comenius project, a highly successful partnership has been forged with European countries.
- 138 There are thorough arrangements for setting whole-school targets. These targets are challenging but realistic and are based on an assessment of the potential of each individual.
- 139 Effective arrangements have been established for evaluating staff performance and setting priorities for continuous professional development. During the process the school ensures that there is an appropriate balance between the school's priorities and the professional needs of the individual.

- 140 The headteacher fulfils his role in monitoring staff performance effectively. He visits classes regularly, evaluating the quality of teaching and learning and sharing his findings with teachers.
- 141 Governors fulfil their responsibilities effectively. By visiting classes and observing the teaching and learning and inspecting pupils' work, they gain a detailed recognition of the school and come to be aware of its development needs. They receive detailed and regular information from the headteacher and they operate effectively through a number of sub-committees. They are fully included in all strategic decisions and play an active part in the development of the school. They are highly aware of their responsibility as a critical friend to the school and the headteacher.
- 142 They fulfil their statutory responsibilities thoroughly.

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

Grade 2: Good features and no important shortcomings

- 143 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 144 The headteacher and staff know the school well and they are constantly looking for ways of raising standards and improving the quality of provision. By conducting regular evaluations, they ensure that they have current information as to the school's strengths and those aspects that require further development.
- 145 The school's views in its self-evaluation report concur with the judgement of the inspection team in six of the seven Key Questions.
- 146 The self-evaluation arrangements are systematic and thorough and they draw on evidence from numerous sources, including lesson observation by the headteacher, inspection of pupils' work and schemes of work and analyses of the results of teachers' assessments. Analytical and effective use is made of local and national benchmarking information in order to compare the school's performance with that of similar schools.
- 147 The governing body receives regular reports on evaluation findings and purposive action is taken to eliminate any shortcomings identified. Members of staff play an active part in the self-evaluation procedures, but as relatively recent appointments at the school, their role in terms of observing the teaching and learning has not developed fully.
- 148 Parents are given good opportunities to express their views about the quality of the educational provision and the standards achieved by pupils and the voice of pupils is given due prominence through the School Council.
- 149 The quality of the self-evaluation report is good and it gives detailed attention to all inspection framework criteria. It contains a strong focus on evaluating the standards achieved by pupils together with a detailed analysis of the school's strengths and

those aspects that require further development. The report is clear and concise and the views expressed appear to be objective and honest.

- 150 The School Development Plan is a succinct and powerful tool for guiding developments and giving a clear sense of direction to the work of the school. There are good links between the Scheme's priorities and the needs emanating from the self-evaluations. Developments are carefully planned, the expected outcomes are noted, together with the proposed monitoring methods, operational responsibilities are allocated to individuals and resources are earmarked to support the developments. The implementation of the Scheme, together with the impact of the developments on the school, are thoroughly monitored and evaluated at the end of the year.
- 151 The school's resolute methods for responding to the outcomes of the self-evaluations ensure that the arrangements lead directly to raising the standards achieved by pupils.
- 152 The school has made good progress in addressing the seven Key Issues identified in the 2002 report. Standards have improved in the vast majority of subjects and effective programmes of work have been developed throughout the school. There is now a clear structure with regard to the use of Welsh and English for teaching and learning and more effective assessment arrangements have been established. The school has continued to develop the self-evaluation arrangements and curricular responsibilities have been allocated to all members of staff. There are clear arrangements for developing further the self-evaluation role of staff and the school continues to work with the Local Education Authority (LEA) to seek to resolve the flooding problem.

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

Grade 2: Good features and no important shortcomings

- 153 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 154 There are sufficient teachers and appropriate resources to teach all aspects of the curriculum. School buildings and grounds are in good condition and they are used effectively by teachers.
- 155 Teachers regularly update their skills by attending training and receiving direct classroom support from LEA officers and advisers.
- 156 The learning assistants make a key contribution to the quality of teaching and learning. They work closely with the teachers and ensure that individuals and groups receive good support in their work.
- 157 All staff and pupils at the school receive good support from the caretaker who is also employed as cook and caretaker at the school.
- 158 There are effective arrangements for reducing teachers' workload and providing them with non-contact time for planning, preparation and assessment. This has a positive impact on the standards achieved by pupils and on the efficiency of the teaching.

- 159 The school has responded effectively to the requirements for reducing teachers' workload and workforce remodelling and has made efficient use of the funding earmarked for the developments.
- 160 The school has an adequate supply of resources for all ages and subjects, including the under-fives. Much of the equipment is of good quality and they are regularly and effectively used in lessons. There is extensive provision for information and communications technology.
- 161 School buildings and grounds are in good condition and they are used effectively by teachers. The classrooms and other areas are welcoming and colourful, with displays of pupils' work acting as a valuable learning and teaching resource.
- 162 The school is well maintained and standards of cleanliness are high. The playing field and the enclosed play space are very useful resources. Prompt attention is given to any structural issue that causes concern.
- 163 The school has acted within its ability to ensure that disabled access is provided.
- 164 There is tight financial management and the school operates well and within its budget. The School Development Plan is used as a tool for future financial planning and the governing body monitors expenditure effectively.
- 165 The school provides good value for money.

Standards achieved in subjects and areas of learning

Welsh

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

Key Stage 2 - Grade 3: Good features outweigh shortcomings

Good features

- 166 Key stage 1 pupils express themselves effectively for various purposes and with increasing confidence and accuracy. They converse confidently with their fellow pupils and adults and respond positively when engaged in their activities. A good number of them respond in an extended manner in class and group situations. Their ability to listen to and follow instructions is good.
- 167 Key stage 1 pupils are able to master reading skills according to age and ability. They can disaggregate unfamiliar words by using familiar spelling patterns. In Y1 and Y2, a significant number are good readers, they read aloud with sensible expression and discuss the contents of their books effectively.
- 168 In key stage 1, pupils exhibit an increasing understanding of sentences and they make good use of the compact form of the verb when writing independently for various purposes. They retell a story in an orderly manner, using appropriate link words and adjectives. They make regular use of basic punctuation in their work, and the older pupils use speaking marks correctly.

- 169 In key stage 2, pupils listen attentively to presentations and the majority remember facts and information presented to them previously. Pupils make effective use of words and phrases they have learned, including subject specific vocabulary, when discussing aspects of their work.
- 170 Key stage 2 pupils read independently at levels that are appropriate to their ages and abilities and with good understanding and expression. A small number of pupils across the age range are enthusiastic readers and are able to discuss their favourite authors. In Y5 and Y6, they gather information from books and make effective use of ICT sources to obtain information.
- 171 Key stage 2 pupils write in numerous forms related to the class theme. They make fairly regular use of a range of punctuation marks and older pupils begin to develop their ability to use paragraphs. A small number of pupils in Y5 and Y6 and a good number in Y3 and Y4 produce coherent and extended written work with lively content.

Shortcomings

- 172 In key stage 2, a small number of pupils lack confidence when discussing their ideas and expressing themselves orally in a classroom situation.
- 173 Errors of language and punctuation hamper the written expression of a considerable number of key stage 2 pupils.

English

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

Good features

- 174 In key stage 2, in whole class situations pupils listen carefully to teachers and to each other's contributions. They respond effectively to stimuli and questions. Several pupils converse confidently, offering information and viewpoints with considerable ease.
- 175 A good number of pupils are fluent readers. They discuss their books in oral and written form, expressing views and showing a good awareness of certain authors. They appreciate that fiction is different to non-fiction. They make occasional use of the Thesaurus and dictionaries and the majority of pupils gather information from different sources effectively.
- 176 The pupils produce a good variety of creative and factual written work, including letters, newspaper reports, descriptions of characters and reviews. Their ability to vary sentences, to use paragraphs and to create different effects is generally appropriate. A good number of pupils achieve good standards, particularly so when working with a novel in Y3 and Y4 and studying a play in Y5 and Y6

Shortcomings

- 177 A small number of pupils do not pay sufficient attention to spelling and punctuation mistakes.

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

- 178 Pupils in both key stages communicate their ideas in a good number of forms, using information technology equipment and software with increasing skill and confidence.
- 179 In key stage 1, the pupils produce pieces of written work effectively on screen, modifying the text as required. They can save, retrieve and modify their work before printing it. They use art packages effectively to create pictures and patterns that are related to their work and they can input information into a pre-prepared database and represent it in graphical form.
- 180 Key stage 1 pupils are very confident in their use of the mouse to move images on screen. They have an elementary understanding of movement control as they input instructions into a floor toy. Individuals are able to search for information on the Internet and download it for their own purposes.
- 181 Key stage 2 pupils exhibit very sound mastery of word processors and they use a wide variety of equipment in order to set, edit and create effects. They move text from one document to another skilfully, and also when creating a simple multi-media presentation. They make effective use of art packages and music programmes in order to experiment with different techniques and producing original material.
- 182 Key stage 2 pupils are confident in looking for websites on the Internet and in sending e-mail messages. They make successful use of databases to record, re-arrange, search and present information.

Shortcomings

- 183 There are no important shortcomings.

History

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

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

Good features

- 184 Key stage 1 pupils have a good understanding of how to find evidence about the past. Their awareness of the passage of time is developing well as they compare lifestyles in the past with those of their own today. They use appropriate passage of time vocabulary when talking about the past and can place events in their chronological order.

- 185 As key stage 1 pupils study methods of washing clothes in the past, they develop a good understanding of everyday life in days gone by. They know of the significance of artefacts old and new and can relate them to the lifestyles of people from a particular period.
- 186 Pupils in key stage 1 are well informed about characters from Welsh history such as Caradog and Mari Jones and they convey their knowledge of them in interesting and imaginative ways.
- 187 Key stage 2 pupils have good chronological awareness and they know of some of the reasons for the divisions between historical periods. They make confident use of vocabulary related to the passage of time when discussing or presenting information about the past.
- 188 Key stage 2 pupils exhibit good knowledge and understanding when studying historical periods and events such as the Age of the Tudors or the Second World War. They describe the characteristics of the respective societies in detail, displaying a good understanding of the living conditions of ordinary people. Their understanding of cause and effect is developing well.
- 189 When interpreting the past, pupils in key stage 2 can differentiate between fact and opinion in an intelligent manner. They select and present information about the past in an orderly manner and make effective use of different sources when searching for information.

Shortcomings

- 190 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

- 191 The geographical investigation skills of pupils in key stage 1 are good. They ask and respond to questions in a thoughtful manner and are able to produce simple illustrative maps. They have a basic understanding of map symbols and are able to use a key to note particular locations. When observing buildings in the village, they describe and compare human and physical features in detail and collect information in summary form.
- 192 Following purposeful fieldwork, key stage 1 pupils have a good knowledge of their local area. They know about a number of the features such as farms, fields and a chapel that give character to Eglwys Bach and can offer ideas on how the village environment and its facilities could be improved. They make good comparisons of the similarities and differences between the village and the holiday resort of Llandudno.

- 193 Pupils in key stage 1 can correctly locate Eglwys Bach on a map of Wales and are able to name some nearby towns and villages. They can also note certain countries outside Wales.
- 194 In key stage 2, the pupils ask and respond to geographical questions in a purposeful and detailed manner. They make skilful use of a good variety of maps, including Ordnance Survey maps and road maps in order to find information and make decisions. By Y5, pupils have a good understanding of compass points and they use four figure grid references correctly to record a location.
- 195 When studying the journey of a river from its source to the sea, pupils in Y3 and Y4 describe the characteristics of the landscape associated with the river in detail, using the correct geographical terminology.
- 196 Key stage 2 pupils are well informed about their locality and about Wales. They make purposeful use of aerial photographs to describe the physical and geographical features of their village and can suggest how the public facilities could be improved.
- 197 When studying Cardiff as a contrasting location, key stage 2 pupils make good comparisons between land use in the capital compared with that seen in Eglwys Bach.

Shortcomings

- 198 Although there are no important shortcomings, key stage 2 pupils tend merely to describe and record geographical information, as opposed to offering an interpretation of the information.

Music

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

Good features

- 199 In both key stages, the pupils know a good number of songs. In accordance with their vocal range, they sing tunefully, exhibiting control of breathing, dynamics and pitch. When performing together they often sing two parts effectively.
- 200 Pupils of all ages know and can name the good range of instruments they use.
- 201 In key stage 1, the pupils listen very carefully to music. They begin to develop a good awareness of musical elements such as texture, pitch and dynamics and they confidently use the appropriate vocabulary when describing music. They can recognise high and low sounds, and are able to differentiate between strong and soft, playing their instruments in a number of different ways.
- 202 Key stage 1 pupils use a good number of percussion instruments to provide accompaniment to a picture by means of their tuneful collective playing. In addition to

developing a good awareness of rhythm, they are able to effectively create, select and arrange sounds in response to different stimuli.

203 Key stage 2 pupils make skilful use of their knowledge of the characteristics of different instruments when composing their own work. They handle the various instruments skilfully and improve their compositions deftly by changing notes and dynamics.

204 Key stage 2 pupils evaluate each other's performances thoughtfully, offering appropriate observations on how to improve the compositions. They listen to a wide range of music, including music from Wales and from other traditions and cultures. They describe and compare in detail the characteristics of the music they hear, making appropriate use of musical terms and vocabulary.

Shortcomings

205 There are no important shortcomings.

School's response to the inspection

The staff and governors of Ysgol Eglwys Bach, having studied the findings of the inspection, are pleased to state that the report is fair, positive and constructive.

The views of the inspection team concur with the school's judgement in its self-evaluation report in six of the seven key questions.

The inspection was a developmental process featuring professional and productive dialogue. There was an opportunity to exhibit the necessary evidence, to confirm viewpoints and to express opinions on particular aspects. The school took advantage of this opportunity to display all its strengths.

The inspection acknowledged a considerable number of positive elements. It emphasised pupils' achievements in developing their bilingual competence. Reference was made also to the high standards of pupils' behaviour and to the consideration and courtesy they show each other. The outstanding features in the pupils' spiritual and moral development were also reaffirmed. The high quality of the teaching is acknowledged, and this is fully merited given the commitment and skills of our teachers.

We are particularly proud of the recognition given to the high standards that were seen. There are a considerable number of aspects in which we have achieved good standards, and we feel as a school that we can now aim to develop and extend further. It is agreed that certain aspects require improvement; amongst them, in Key Stage 2, the need to raise the standards achieved by pupils in Welsh as they converse and express themselves, particularly so amongst pupils in years 5 and 6 and the need to address the language and punctuation errors in both languages. We shall ensure that pupils in Key Stage 2 not only continue to develop good geographical knowledge but that they are given opportunities to interpret their geographical knowledge. We shall continue to develop the monitoring and evaluation role of the subject co-ordinators. We look forward to strengthening the school's links with the world of work and to develop further the pupils' enterprise skills. We are confident that we can work on the recommendations in the report, and that in so doing the school will be able to aim at the wider goal of moving forward to achieving yet higher standards.

At Ysgol Eglwys Bach, there is a genuine sense of pride in all that we do. The inspection has given the school the opportunity to look in detail at all aspects of its life and work, and the preparation of the self-evaluation report was a very constructive process which allowed us to identify all the school's achievements to date. This reflected the culture of self-criticism that is an integral part of the life of the school. The inspection has reaffirmed our strengths and clearly identified the areas which we can develop further.

Appendix 1

Basic information about the school

Name of school	Ysgol Eglwys Bach
School type	Nursery and Primary
Age-range of pupils	4-11 years
Address of school	Eglwys Bach Llanrwst Conwy
Post-code	LL28 5UD
Telephone number	01492 650463
Headteacher	Mr W Davies
Date of appointment	September 1990
Chair of governors/ Appropriate authority	Mrs Diane Osborn
Reporting inspector	Wil Williams
Dates of inspection	4 – 6 February 2008

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	5	6	12	8	10	7	8	60

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	3	1	3.4

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	16.5:1
Pupil: adult (fte) ratio in nursery classes	8:1
Pupil: adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	18.5
Teacher (fte): class ratio	1.1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2007	83.3	94.4	94.2
Summer 2007	87.6	98.3	96.8
Autumn 2007	88.4	98.3	96.8

Percentage of pupils entitled to free school meals	3%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results: End of Key Stage 1

National Curriculum Assessment KS 1 Results 2007			Number of pupils in Y2:						11
Percentage of pupils at each level									
			D	N	W	1	2	3	2+
Welsh	Teacher Assessment	School				18	27	55	82
		National			2	8	64	26	90
Welsh: Oracy	Teacher Assessment	School				18	27	55	82
		National			1	10	64	25	89
Welsh: Reading	Teacher Assessment	School				27	36	36	72
		National			2	15	60	22	82
Welsh: Writing	Teacher Assessment	School				27	64	9	73
		National			2	18	66	13	79
Mathematics	Teacher Assessment	School				17	58	25	83
		National			2	10	63	24	87
Science	Teacher Assessment	School				17	83	0	83
		National			2	9	65	24	89

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment

In the school	83.3%	In Wales	80.6%
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National Curriculum Assessment Results: End of Key Stage 2

National Curriculum Assessment KS2 Results 2007	Number of pupils in Y6	4
As the number of pupils eligible for assessment at the end of Key Stage 2 was fewer than five, summary information is not included.		

Appendix 4

Evidence base of the inspection

Three inspectors spent a total of six inspector days in the school and met as a team before the inspection.

These inspectors visited:

- fourteen lessons or part lessons;
- all classes;
- acts of collective worship; and
- a range of extra curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection began; and
- senior managers, teachers, support and administrative staff and groups of pupils during the inspection.

The team also considered:

- the school's self-evaluation report;
- twenty responses to a parents' questionnaire;
- comprehensive documentation provided by the school before and during the inspection; and
- a wide range of pupils' past and current work.

The inspection team held post inspection meetings with staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

Inspector	Type	Aspects	Subjects/areas of learning
Wil Williams	Rgl	Context; Summary; Recommendations; Annexes; Key questions 1; 5; 6 and 7.	Information technology; history; geography
Lisa J Davies	Team	Key questions 2; 3; 4.	Welsh; English; music.
Wil Owen	Lay	Contributions to key questions 1; 3; 4 and 7	

School's Nominee: Mr Wyn Davies.

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

Acknowledgement

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