

**Inspection under Section 28 of the
Schools Inspections Act 2005**

A Report on the Quality of Education in

**Ysgol Glancegin
Maesgeirchen
Bangor
Gwynedd
LL57 1ST**

School Number: 6612116

Date of Inspection: 19/03/07

by

**Robert Huw Jones
78144**

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Ysgol Glancegin was inspected as part of a national programme of school inspection. The purpose 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 more information about their child's school.

The inspection of Ysgol Glancegin took place between 19-21 March 2007. An independent team of inspectors, led by Mr Robert 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. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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 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 attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain 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. Glancegin Primary School is situated in the large housing estate of Maesgeirchen on the eastern outskirts of the town of Bangor. The school serves the immediate community and it describes its catchment area as being economically disadvantaged. Approximately 51% of pupils are entitled to free school meals which is much higher than the local education authority (LEA) and national averages. The school caters for pupils between three and 11 years. There are 209 (full-time equivalent) pupils on roll including 28 children who attend the nursery class each morning and 10 pupils with special educational needs (SEN) who attend a special class each morning and join appropriate main stream classes in the afternoon. There are seven classes which cater for single age-group pupils. There is a further mixed-age class for Y5 and Y6 pupils who have SEN. In total, there are 67 pupils with SEN including 10 for whom statements of special educational needs have been made.
2. Four percent of pupils come from homes where Welsh is the first language. All pupils are white and none is of ethnic origin. There are no pupils for whom English is an additional language. Four pupils are looked after by the local authority.
3. The school was last inspected in January 2001. Since then the school roll has fallen and there have been a number of staff changes. One teacher commenced maternity leave in April 2006 and her post is currently filled by a supply teacher. An experienced teacher took up the post of Key Stage (KS) 1 co-ordinator in September 2006 replacing a member of staff who had been promoted to a headship. In September 2006 two newly qualified teachers (NQTs) took up posts at the school while another NQT commenced in January 2007 to cover for a teacher on maternity leave who is employed to release teachers for planning, preparation and assessment (PPA) time and also to cover for the deputy headteacher while she performs management and administrative duties.

The school's priorities and targets

4. The school's priorities as noted in the School Development Plan (SDP) include:
 - raising standards in language;
 - raising standards in mathematics;
 - preparing for the Foundation Phase;
 - becoming an Eco-school, and
 - improving the behaviour of a minority of pupils in some classes.

Summary

5. In accordance with the Education Act 2005, I am of the opinion, and Her Majesty's Chief Inspector agrees, that special measures are required in relation to this school.

Table of grades awarded

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

Grades for standards in subjects inspected

6. Standards of achievement in the lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	78%	17%	5%	0%

7. Pupils' standards in the lessons observed are lower than the Welsh Assembly Government's targets for the whole of Wales for 2007, namely that 98% of lessons should be satisfactory (equivalent to Grade 3) and higher than the target of 65% to be good (equivalent to Grade 2) or better. All but one of the lessons in which standards were judged to be Grade 3 or lower were language lessons in key stages one and two.
8. The overall quality of educational provision for children under five is appropriate for their needs and pupils make good progress towards the Desirable Outcomes for Children's Learning. Standards of achievement for children under five are as follows:

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

9. Baseline assessment scores on entry are below the LEA average and pupils enter school with poor language skills.
10. In the subjects inspected, the standards are as follows:

Subject	Key Stage 1	Key Stage 2
Welsh first language	Grade 4	Grade 4
English	-	Grade 4
Design and Technology	Grade 2	Grade 2
Information Technology	Grade 2	Grade 2
Physical Education	Grade 2	Grade 2

11. Standards have declined in Welsh and English since the last inspection. Standards have improved in design and technology and physical education while significant improvement has been achieved in standards in information technology.
12. In National Curriculum assessments in 2006, results in KS1 were lower than the LEA and all-Wales averages in Welsh, mathematics and science. When compared with similar schools in Wales based on the percentage of pupils entitled to free school meals, KS1 results are in the third 25 per cent in Welsh and science and in the fourth (lowest) 25 per cent in mathematics.
13. In KS2, results in National Curriculum assessments in 2006 were below both LEA and all-Wales averages in Welsh, English, mathematics and science. When compared with similar schools in Wales based on the percentage of pupils entitled to free school meals, KS2 results are in the fourth (lowest) 25 per cent in Welsh, English, mathematics and science. Results in KS2 have been consistently in the lowest 25% over the past four years and there is no discernible upward trend in standards. The school has met its targets each year.
14. The under-fives make good progress in their early numeracy and ICT skills. They listen attentively and a number make recognisable marks on paper. The majority read a few familiar words correctly and make effective use of picture cues to understand stories.
15. In key stages 1 and 2, pupils' standards of achievement in the key skill of listening are generally good while overall standards in speaking have a number of shortcomings. Reading and writing across the curriculum have some good features but there are a number of important shortcomings. Numeracy skills are used appropriately and pupils in both key stages make effective use of ICT to support their learning. Pupils' creative skills have good features which outweigh shortcomings.
16. Pupils' bilingual competence throughout the school has important shortcomings.
17. Pupils identified with SEN achieve good standards according to their age and ability. They make good progress and achieve the targets set for them.
18. Pupils' behaviour is generally good both in class and around the school. They show courtesy towards staff, visitors and each other and relationships between pupils and staff are good.

19. Attendance over the past three terms averaged 88.6% which is significantly below that which is expected by the Welsh Assembly Government.
20. Pupils' acquire good personal and social skills through the school's personal and social education (PSE) programme and support one another well.
21. Pupils take part in community events such as concerts but there are no links of note with local business and industry and pupils' understanding of the world of work is underdeveloped.

The quality of education and training

22. Standards of achievement in the lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6%	74%	20%	0%	0%

23. The percentage of teaching which is Grade 2 or better is slightly higher than the averages for the whole of Wales. However, teaching does not meet the language needs of pupils and this results in low standards in English and Welsh.
24. Some aspects of teaching demonstrate outstanding features such as excellent class control where there are a minority of pupils who exhibit disruptive behaviour and excellent relationships with the pupils.
25. Good features of teaching include good pace and progression within the lessons and the setting of appropriate challenges for the pupils, ensuring that all pupils are engaged in a variety of learning situations and providing opportunities for pupils to work interactively in groups. The provision of effective activities which are well matched to the needs and abilities of the pupils and effective plenary sessions to review and reinforce what the pupils have learnt are also good features.
26. Shortcomings in lessons include providing some more able pupils with tasks based on work sheets or prescriptive activities, which inhibit their expressive language development, not correcting pupils' use of English as a medium of communication with each other within lessons which are taught through the medium of Welsh and excessive direct teaching in some lessons leading to an insufficient range of opportunities for pupils to develop their individual learning skills.
27. Teachers work hard to promote equality of opportunity. Pupils from the SEN Unit are included within mainstream classes in the afternoons and the school has established a class in KS2 for SEN pupils.
28. The school assesses pupils' progress against NC criteria, making use of subject portfolios which the teachers have created in order to evaluate and determine pupil progress. This is the only means the school uses to assess pupils in this context and this is inconsistent across the school.

29. The curriculum is not appropriately balanced because there are important shortcomings in the way in which it is planned. The school's complex system of providing language instruction in KS2 constrains teachers' planning. It does not encourage the development of pupils' existing knowledge and understanding of English and Welsh and has a detrimental effect on pupils' language skills.
30. There are significant shortcomings in the school's provision for the development of key skills. There is insufficient detail in schemes of work, planning documents and school policy about the medium of instruction in lessons to ensure continuity and progression in pupils' acquisition of key skills, particularly in the use of language across the curriculum.
31. Extra-curricular activities are provided for pupils but provision is inconsistent. Clubs which have run in the past are temporarily suspended.
32. The school's provision for pupils' spiritual, moral and social development is good. Adults set good examples and class rules give clear guidelines on behaviour and inter personal relationships.
33. The Headteacher and other members of staff know the area well and set a good example to pupils and families in the way adults relate to children. The positive relationships between all the staff and the pupils are strengths of the school and contribute greatly towards its calm and supportive atmosphere.
34. The school ensures that all parents and carers are kept up to date with school development by means of a regular newsletter.
35. The school works closely with the Educational Welfare Officer (EWO) and LEA nurse to identify how attendance and punctuality may be improved. The head teacher has often addressed parents on these issues but with little success.
36. A clear policy is in place to deal with child protection issues and staff are aware of the procedures to be followed. Good working partnerships have been developed with social services and other external welfare agencies.
37. The quality of provision for pupils with additional learning needs is good. The pupils' needs are assessed in accordance with the policies of the LEA and in line with the SEN Code of Practice for Wales.
38. Pupils with SEN are identified early and supported through well-planned provision and differentiated activities. Pupils' Individual Education Plans (IEPs) are specific to the pupil and contain clear guidelines and strategies for improvement. Classroom teachers co-operate well with the Special educational needs co-ordinator (SENCo) to ensure that all pupils with SEN have a full access to all aspects of the curriculum.
39. The school houses a SEN Unit for pupils who are have statements of SEN in order that they might receive appropriate provision. They are placed in the Unit by the LEA admissions panel. The quality of provision in the Unit is good and meets pupils' needs.

40. The school has appropriate policies to promote equal opportunities, diversity and racial equality. All pupils are provided with equal opportunities to take part in all aspects of school activities whatever their background or social circumstances.

Leadership and management

41. The headteacher provides good pastoral leadership. He is conscious of the social problems encountered by some pupils and is very active in responding to their individual needs. There are significant shortcomings, however, in curriculum leadership and the headteacher is insufficiently clear and decisive about the direction in which the school needs to move, its long-term goals and the strategies required in order to achieve these.
42. Although the raising of standards in language appear as targets in the SDP the school has not responded appropriately to this national priority by devising clear policies and strategies to raise standards in Welsh and English.
43. The monitoring of provision by curriculum leaders and the headteacher were key issues in the last inspection report. Little, however, has been done during the past six years to address these and the failure to devise appropriate strategies for keeping standards and provision under regular and rigorous review contributes significantly to low standards in language.
44. A key issue in the last inspection report was that the quality of teaching should be carefully monitored but this has not been rigorously addressed. Performance management is not conducted and no information is gathered on the performance of individual teachers as a basis for securing improvement.
45. The governing body is supportive of the headteacher and staff. Some governors monitor the quality of provision by making visits to the school. There are a number of omissions in both the governors' annual report to the parents and the school prospectus.
46. A culture of self-evaluation has not been established in the school. The school does not have formal, effective procedures for gathering evidence, monitoring standards and provision and forming secure judgements about priorities for improvement.
47. The school does not use performance data to inform its judgements and it does not compare the school's performance with that of similar schools and set challenging targets for improvement.
48. The school's investment in hardware and software has raised standards in IT since the last inspection. The establishing of an IT suite has resulted in measurable improvements in the subject and in ICT across the curriculum. Measurable improvements are not as evident in other areas of school life.

49. There are sufficient experienced teachers and support staff to meet the school's needs. Teachers are appropriately qualified and there is a good mix of very new and more experienced staff.
50. Classrooms are generally of a good size. The Y1 classroom, however, is used as a thoroughfare to and from the under-fives section and the Y2 class. This contributes to the lower levels of concentration, behaviour and achievement in that class.
51. Wheelchair access is available to the lower school where the under-fives and KS1 are located via the main hall but there is no access to the upper level which houses the whole of KS2.
52. Much of the school is in need of minor structural work through wear and tear and the long term effects of the weather. The school is in regular contact with the LEA regarding improvements to the building.
53. The use of resources is not regularly monitored in order to ensure value for money. Overall the school does not provide value for money.

Recommendations

In order to secure improvement the school needs to:

- R1 raise standards in Welsh and English;
- R2 improve the planning for, and raise standards in the key skills of speaking, reading, writing and bilingualism;
- R3 regularly and rigorously monitor standards and the quality of provision;
- R4 establish and effectively implement comprehensive self-evaluation procedures in order to accurately identify the school's strengths and shortcomings and support the process of planning for improvement;
- R5 review the current system for teaching Welsh and English and introduce clear, unambiguous plans for the development of both languages;
- R6 develop manageable and consistent procedures for assessing pupils' attainment against NC criteria in order to promote the progress of individual pupils across the curriculum;
- R7 improve attendance, and
- R8 ensure that the governors' annual report to parents and the school prospectus meet statutory requirements.

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 4: Some good features, but shortcomings in important areas

54. The inspection team's findings differ from the Grade 3 which the school awarded itself in its self-evaluation report. Standards in the core subjects of Welsh and English are low and the school's NC assessment results do not compare well with either local or national averages. Results also compare unfavourably with those of similar schools. Standards in the key skills of speaking, reading and writing across the curriculum have important shortcomings.

Grades for standards in subjects inspected

55. Standards of achievement in the lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	78%	17%	5%	0%

56. Pupils' standards in the lessons observed are lower than the Welsh Assembly Government's targets for the whole of Wales for 2007, namely that 98% of lessons should be satisfactory (equivalent to Grade 3) and higher than the target of 65% to be good (equivalent to Grade 2) or better. All but one of the lessons in which standards were judged to be Grade 3 or lower were language lessons in key stages 1 and 2.

57. The overall quality of educational provision for children under five is appropriate for their needs and pupils make good progress towards the Desirable Outcomes for Children's Learning. Standards of achievement for children under five are as follows:

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

58. Baseline assessment scores on entry are below the LEA average and pupils enter school with poor language skills.

59. The standards in the subjects inspected are as follows:

Subject	Key Stage 1	Key Stage 2
Welsh first language	Grade 4	Grade 4
English	-	Grade 4
Design and Technology	Grade 2	Grade 2
Information Technology	Grade 2	Grade 2

Physical Education	Grade 2	Grade 2
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60. Standards have declined in Welsh and English since the last inspection. Standards have improved in design and technology and physical education while significant improvement has been achieved in standards in information technology.
61. In National Curriculum assessments in 2006, results in KS1 were lower than the LEA and all-Wales averages in Welsh, mathematics and science. When compared with similar schools in Wales based on the percentage of pupils entitled to free school meals, KS1 results are in the third 25 per cent in Welsh and science and in the fourth (lowest) 25 per cent in mathematics.
62. In KS2, results in National Curriculum assessments in 2006 were below both LEA and all-Wales averages in Welsh, English, mathematics and science. When compared with similar schools in Wales based on the percentage of pupils entitled to free school meals, KS2 results are in the fourth (lowest) 25 per cent in Welsh, English, mathematics and science. Results in KS2 have been consistently in the lowest 25% over the past four years and there is no discernible upward trend in standards. The school has met its targets each year.
63. In both Welsh and English pupils do not make sufficient progress from previous years and this impairs standards. The raising of standards in Welsh and English are national priorities and were key issues in the previous inspection report.
64. The under-fives make good progress in their early numeracy and ICT skills. They listen attentively and a number make recognisable marks on paper. The majority read a few familiar words correctly and make effective use of picture cues to understand stories.
65. In key stages 1 and 2, pupils' standards of achievement in the key skill of listening are generally good while overall standards in speaking have a number of shortcomings. Pupils listen carefully and although they speak confidently, their range of vocabulary is limited; this impairs their ability to express themselves clearly when discussing their work. Pupils read to gain knowledge but many have a limited understanding of what they read. Writing across the curriculum has some good features and pupils write for a variety of purposes but there are a number of important shortcomings. Whilst there are some good examples of pupils' writing across the curriculum this aspect is frequently constrained by the use of worksheets.
66. Pupils' numeracy skills are developing appropriately, for example, they measure accurately in design and technology, count and record. Pupils in both key stages make effective use of ICT to support their learning. Pupils' creative skills have good features which outweigh shortcomings.
67. Pupils' bilingual competence throughout the school has important shortcomings. Pupils' understand what is said to them in Welsh but many are reluctant to speak the language, even in those lessons where the medium of instruction is Welsh. Important shortcomings in reading and writing in both Welsh and English impede pupils' progress towards becoming confident and competent in both languages.

68. Pupils understand well the principle of equal opportunities as the school constantly emphasises its importance. In a number of curriculum areas pupils succeed whatever their linguistic or social background. Pupils identified with SEN and pupils who are looked after by the local authority achieve good standards according to their age and ability.
69. Pupils acquire some new knowledge and skills well, particularly the responsibilities of citizenship, for example, through the school council. They make good progress also in their use of ICT which they will need for lifelong learning.
70. Pupils have some awareness and understanding of the strengths and weaknesses in their work and what they need to do in order to improve. For example, some pupils are aware of targets within their language books but these are sometimes too general in nature and not specific to the needs of individual pupils.
71. Important shortcomings in standards in language impede the progress of many pupils towards fulfilling their potential and moving on to the next stage in their learning.
72. Many pupils apply themselves conscientiously to their work, persevere with tasks and display a measure of motivation. This is less apparent when pupils are required to use the Welsh language in their studies.
73. Pupils' behaviour is generally good both in class and around the school. The vast majority of pupils show courtesy towards staff, visitors and each other and relationships between pupils and staff are good. A small number of pupils exhibit challenging behaviour. Seven children were temporarily excluded during the twelve months prior to the inspection.
74. Attendance over the past three terms averaged 88.6% which is significantly below that which is expected by the Welsh Assembly Government. It should be noted, however, that a group of persistent absentees brings levels down significantly and this has a deleterious effect on standards. Unauthorised absence averaged 4.3% over the preceding twelve months.
75. During the few weeks prior to and including the inspection a number of pupils arrived late for school each day.
76. Pupils' demonstrate good personal and social skills and support one another well. They have responsibilities in their roles as members of the school council which they take seriously and show great commitment to their roles. Most pupils have a good sense of right and wrong which they demonstrate daily in the life and work of the school.
77. Pupils have a good understanding of the variety of creeds and cultures found in society at large and they respect them.
78. Pupils take part in community events such as concerts but there are no links of note with local business and industry and pupils' understanding of the world of work is underdeveloped.

The quality of education and training

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

Grade 3: Good features outweigh shortcomings

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

80. Standards of achievement in the lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6%	74%	20%	0%	0%

81. The percentage of teaching which is Grade 2 or better is slightly higher than the averages for the whole of Wales. However, teaching does not meet the language needs of pupils and this results in low standards in English and Welsh.

82. There are some outstanding features in a small minority of lessons. These include the outstanding use of specific words and phrases to match pupils' levels of understanding within tasks and activities in lessons. Class control is excellent where a minority of pupils exhibit disruptive behaviour and this results in an environment where learning is effectively promoted. Teachers also establish excellent relationships with the pupils which promote a desire and motivation to work.

83. Teaching also has a number of good features. These include:

- establishing good relationships, though appropriate use of humour and praise to promote and maintain an appropriate learning environment;
- using appropriate ICT resources such as the Interactive Whiteboard to enhance learning and provide a range of approaches and strategies to capture pupils' attention and maintain their interest throughout the lessons;
- good pace and progression within the lessons and the setting of suitable and appropriate challenges for the pupils;
- ensuring that all pupils are engaged in appropriate learning situations;
- providing opportunities for pupils to work interactively in groups, thus establishing good co-operative learning strategies;
- teachers' awareness of pupils' needs, and the application of targets contained within some pupils' IEPs in lesson plans;
- the provision of effective activities which are well matched to the needs and abilities of the pupils including those of the more able pupils.

84. There are some important shortcomings in a number of lessons. These include:

- providing more able pupils with tasks, based on work sheets or other prescriptive activities which inhibit their expressive language development;
- failure to correct pupils' use of English as a medium of communication within lessons which are delivered through the medium of Welsh;

- excessive direct teaching in some lessons leading to an insufficient range of opportunities for pupils to develop their individual learning skills.
85. Teachers have good subject knowledge and are keen to keep abreast of new initiatives such as incorporating ICT into their planning. Lesson plans are clear and include appropriate subject content. Teachers are aware of many pupils' low levels of attainment in both English and Welsh and recognise the need to improve those pupils' skills and abilities in both languages. They are constrained, however, by the complexity of the timetable which does not effectively support their efforts to promote the regular and systematic teaching of language in both Welsh and English.
 86. The school's organisation of foundation subjects where the medium of instruction, for specific units is decided on a termly basis constrains teachers' provision for the development of language skills. It also restricts teachers' opportunities to plan for continuity and progression across many areas of the curriculum.
 87. Teachers work hard to promote equality of opportunity and all pupils including those with SEN and pupils who are looked after by the local authority receive appropriate attention and encouragement. Pupils from the SEN Unit are included within mainstream classes in the afternoons, and the school has established a class in KS 2 for SEN pupils. This ensures that all pupils receive teaching which meets their needs. Provision for homework, however, is inconsistent across the school.
 88. The school's arrangements for assessing the progress of pupils and reporting to parents and carers have good features, which outweigh shortcomings. They meet statutory requirements.
 89. The school assesses pupils' progress against NC criteria, making use of subject portfolios which the teachers have created in order to evaluate and determine pupil progress. This is the only means the school uses to assess pupils in this context, and this is inconsistent across the school.
 90. The school uses standardised reading tests to ascertain and assess levels of attainment in reading skills, spelling and comprehension. This information is used to identify underachievers and indicates progress made by individual pupils. The school, however, does not make use of strategic informal reading assessments or criterion-based assessments to analyse pupils' performance and inform teachers of pupils' reading strategies and possible areas of improvement.
 91. Teachers mark pupils work on a regular basis and assess and monitor their responses to tasks continuously within the lessons. In the best examples teachers suggest ways in which the pupils may improve their work. This practice, however, is inconsistent. Most pupils are aware of targets in their language books, but these do not focus sufficiently on each individual pupil's needs.

92. The school has not established a strategy for tracking pupils' progress over a period of time and therefore has no consistent means of gathering information to inform future planning. A few pupils in upper KS 2 are involved in identifying their own targets but this initiative is at an early stage of development and the strategy is inconsistent across the school.
93. Parents are fully informed of the pupils' progress in all subjects, and are provided with suggestions as to how they might help their children improve. They are invited to discuss their children's work when they have received annual reports from the school. The parents of pupils with IEPs or behaviour plans are invited to review their children's progress and contribute to the setting of new targets. The annual reports, annual reviews of statements for pupils with SEN, and the end of key stage assessment reports all meet statutory requirements.

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

Grade 4: Some good features, but shortcomings in important areas

94. The inspection team's findings differ from the Grade 3 which the school awarded itself in its self-evaluation report. There are significant shortcomings in the way in which the school provides learning experiences which meet the needs and interests of the pupils. These shortcomings are particularly evident in the provision for Welsh and English.
95. The curriculum is not appropriately balanced because of inconsistencies in planning but it does comply with legal requirements. There are important shortcomings in the way in which the curriculum is planned. The arrangements for language do not give pupils sufficient opportunities to fulfill their potential in relation to the requirements of the NC programmes of study.
96. The school has recently developed procedures to ensure continuity in provision between KS1 and KS2. These are at an early stage and have yet to impact on standards. The school's complex system of providing language instruction in KS2 does not enable pupils to develop their existing knowledge and understanding of English and Welsh and has a detrimental effect on pupils' language skills.
97. The school is currently developing new schemes of work. These are not, however, used effectively and continuity is not evident in all subjects, in particular Welsh and English.
98. There are significant shortcomings in the school's provision for the development of key skills. There is insufficient detail in schemes of work, planning documents and school policy about the medium of instruction in lessons to ensure continuity and progression in pupils' acquisition of key skills, particularly in the use of language across the curriculum.

99. Extra-curricular activities are provided for pupils but provision is inconsistent. Clubs which have run in the past are temporarily suspended.
100. Homework is not provided regularly and reading tasks which are sent home are not rigorously monitored. There is little evidence that the provision of homework extends pupils' learning or raises standards.
101. Pupils visit places of interest and this enhances their learning. Pupils' good links with the community aid their personal awareness and understanding of local and national issues and initiatives such as re-cycling and conservation.
102. The school's provision for pupils' spiritual, moral and social development is good. Adults set good examples and class rules give clear guidelines on behaviour and inter-personal relationships.
103. The provision for collective worship is good. Collective worship is interesting and informs the pupils about moral and spiritual aspects of their own lives and that of others. However, pupils are not given sufficient opportunities to reflect on the main messages.
104. Pupils' awareness of other cultures is promoted appropriately across the curriculum. This is most evident in art and music. Pupils' cultural development is enhanced through working with visiting poets, authors and the several theatre groups which visit the school.
105. The school has appropriate links with the LEA and the emergency services, including the Police. A local vicar attends weekly to lead a morning service and one class visits the church each month. The school benefits from these arrangements.
106. The school has effective bridging links with the two comprehensive schools which it serves. Pupils commence some subject-specific projects in Year 6 and complete them at the comprehensive school of their choice during Year 7. The school receives student teachers from the local university on teaching practice.
107. The school has not developed links with employers to provide pupils with work-related experiences and no teachers have undertaken placements in industry. Neither the curriculum planning nor the SDP include reference to developments in this field.
108. The provision for *Y Cwricwlwm Cymreig* is limited and the promotion of Welsh culture is currently not prominent in the school. The school organises visits to local places of interest and these provide pupils with memorable experiences, but there is insufficient evidence to suggest that this work is consolidated or used to stimulate challenging work in the classroom. There is no longer an active branch of the *Urdd* at the school. Although the school is committed to promoting bilingualism there are shortcomings in the structure of the curriculum which are detrimental to the effective promotion of pupils' bilingual skills.

109. The school is proactive in tackling social disadvantage and works hard to ensure that each pupil has equal access to all its activities. Many pupils are effectively supported by outside agencies which work closely with the school.
110. The school promotes well pupils' awareness and understanding of sustainable development. Materials are recycled in the school and pupils have visited a local recycling centre. A sizeable area of woodland was planted in the school grounds in 2005 and this will, in time, be a peaceful area where pupils may relax, together with the two seated areas already in existence. There were, however, no examples seen of pupils developing this work in the classroom.
111. The school fruit shop is staffed by pupils but they play no part in its administration and their involvement is insufficient to develop their entrepreneurial skills. Enterprise awareness is undeveloped at present.
112. Pupils do not take responsibility for their own learning. Many are unsure about their own targets in language. The school does not provide clear guidance to pupils about processes such as home-school reading records which will encourage enterprise and independence as learners. These are significant shortcomings and the foundations for lifelong learning are not firmly in place.

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

Grade 2: Good features and no important shortcomings.

113. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
114. The positive relationships between all the staff and the pupils and the day-to-day care and support for pupils are strengths of the school. The school endeavours to ensure that all the pupils are safe and valued as individuals. All adults at the school know all the pupils well and this contributes greatly towards its calm and supportive atmosphere.
115. The Headteacher and other members of staff know the area well and set a good example for pupils and families in the way adults relate to children.
116. The school ensures that all parents and carers are kept informed of school life by means of a regular newsletter. The school invites parents and carers to open evenings to discuss their children's' progress and informal contacts are encouraged at other times through an open door policy.
117. The school's induction programmes are good. Parents of children who are due to start in the nursery are invited to visit the school with their children in the summer term to meet the staff and become aware of the opportunities available to the children. Pupils in Year 6 visit the local comprehensive school of their choice for bridging days, and staff from those schools visit to teach some lessons to the pupils in both Y5 and Y6. These valuable experiences help the

pupils to settle into their new environment and they are well supported by staff during this transition.

118. The development of pupils' personal and social education is good. The warm relationships that prevail between pupils and adults underpin the school's work and encourage pupils to seek help if they need it. Pupils feel confident in approaching teachers for help; many parents confirm this and appreciate the support their children receive.
119. A reward scheme exists to encourage good behaviour. A similar scheme exists to reward full or near-full attendance. The school works closely with the education welfare officer (EWO) and LEA nurse to identify how attendance and punctuality may be improved. When a pupil is absent for a long time, a folder of work is delivered to his/her home.
120. The school pays good attention to the promotion of healthy lifestyles and encourages pupils to eat fruit at break times. The school has taken part in a trial lunchtime healthy eating project, has achieved Level 2 in the Healthy Schools programme and is presently working towards Level 3. Staff undertake appropriate risk assessment before any out-of-school visits in order to ensure the safety and well-being of the pupils.
121. The school has a detailed policy on child protection issues and staff are aware of the procedures to be followed. The school has implemented well the new All Wales Child Protection Procedures. Good working partnerships have been developed with social services and other external welfare agencies.
122. The quality of provision for pupils with additional learning needs is good. The pupils' needs are assessed in accordance with the policies of the LEA and are consistent with the SEN Code of Practice for Wales.
123. The school has a clear policy for meeting the needs of pupils with SEN. Pupils with SEN are identified early and supported through a well-planned provision of support including activities which are matched to pupils' age and ability. Pupils' IEPs are specific to the pupil and contain clear guidelines and strategies for improvement.
124. Classroom teachers co-operate well with the SENCo to ensure that all pupils with SEN have a full access to all areas of the curriculum. Learning support assistants are aware of the contents of each child's IEP and the targets contained within pupils' IEPs are addressed appropriately in lessons.
125. The school houses a SEN unit for pupils who have statements of special educational needs, and who are placed in the Unit by the LEA admissions panel. The quality of provision in the Unit is good and meets pupils' needs. The pupils are included in mainstream lessons in the afternoons and teachers plan and adapt the contents of the lessons effectively to meet their learning needs.

126. Reviews of the progress of pupils with IEPs are held twice a year together with annual reviews of pupils with a statement for SEN. These reviews are comprehensive and meet statutory requirements.
127. The school makes effective use of relevant external agencies to support and enhance the quality of provision offered to pupils with SEN. Although it is beyond the control of the school, a few pupils who are in need of language improvement do not receive any specialist support in speech and language. In order to address this shortcoming the SENCo has ensured that staff receive training in speech and language at the school, organised by the Local Health Authority.
128. The school ensures that pupils who are looked after by the local authority receive an appropriate Personal Education Plan. The Headteacher takes responsibility for ensuring that the school meets statutory requirements and attends all relevant meetings about the educational provision for these children.
129. Pupils who have specific behaviour targets understand what they need to do to improve and, in the best examples, these targets are noted on individual cards within the classroom. These procedures are effective in promoting good self-discipline and a sense of responsibility within the pupils.
130. The school has appropriate policies to promote equal opportunities, diversity and racial equality. All pupils are provided with equal opportunities to take part in all aspects of school activities whatever their background or social circumstances.
131. Teachers ensure that pupils gain experience of different and diverse cultures and appreciate them. This is reflected in the teaching and understanding of various faiths such as Judaism and Islam in religious education lessons and through studying the life and culture of Botswana in geography lessons.
132. The school's well-established approach to addressing behaviour issues ensures that all staff are proactive in eliminating any aspect of bullying and harassment. The Headteacher supports the staff well in this respect and provides good counselling for the pupils.
133. The school has an accessibility plan but certain areas of the school are not fully accessible for pupils in wheelchairs. Although there were no pupils with disabilities at the school, at the time of the inspection, the school is in discussion with the LEA about this issue. The school follows LEA guidelines in referring pupils with disabilities to a local school adapted specifically to meet their needs.

Leadership and management

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

Grade 4: Some good features, but shortcomings in important areas

134. The inspection team's findings differ from the Grade 3 which the school awarded itself in its self-evaluation report. Key issues from the last inspection report of 2001 have not been addressed and the management of staff performance is not undertaken. These shortcomings have a negative impact on standards.
135. The headteacher provides good pastoral leadership. He is conscious of the social problems encountered by some pupils and is very active in responding to their individual needs. There are significant shortcomings, however, in curriculum leadership and the headteacher is insufficiently clear and decisive about the direction in which the school needs to move, its long-term goals and the strategies required in order to achieve these.
136. The values espoused by the school, as embodied in their core aims, reflect the desire of staff and governors to provide the best for each pupil. Appropriate emphasis is placed on the creation of a civilized community based upon high moral and social values, the development of self-respect and tolerance of others. These are reflected in the life and work of the school and it is an ordered community where each pupil is valued and all enjoy equal opportunities.
137. The school does not take sufficient account of national priorities. While appropriate attention has been given to the promotion of initiatives such as the school council others have not been vigorously promoted. Raising standards in Welsh and English are central to the Welsh Assembly Government's strategies for the promotion of lifelong learning but, although the raising of standards in language appear as targets in the SDP, the school has not responded appropriately to these priorities by devising clear policies and strategies to raise standards in these subjects.
138. The monitoring of provision by curriculum leaders and the headteacher were key issues in the last inspection report and are central to the process of raising standards. Little, however, has been done during the past six years to address these and the failure to devise appropriate strategies for keeping standards and provision under regular and rigorous review contributes significantly to low standards in language.
139. The school collects NC assessment data but no detailed analysis of these is undertaken. End of key stage targets are set on the basis of pupils' performance and these are amended annually. They are insufficiently challenging, however, and although the school regularly meets its targets, pupils' performance compares unfavourably with LEA and national averages and with the results of similar schools.

140. A key issue in the last inspection report was that the quality of teaching should be carefully monitored. This has not been addressed and although there have been some instances of monitoring since the last inspection, these have been infrequent and insufficient to identify areas for improvement. There is a policy for performance management which has not been reviewed for four years although the policy states that this should be done annually. It has not been implemented for some time and no information has been gathered on the performance of individual teachers as a basis for securing improvement. There are currently three newly qualified teachers (NQTs) in the school and they have been appropriately supported by the deputy headteacher and head of CA1 who are their mentors.
141. No appraisal is undertaken of the work of teaching or support staff in order to identify professional development needs.
142. The governing body is supportive of the headteacher and staff. Some governors have responsibility for subjects or areas of learning and some monitor the quality of provision by making visits to the school. Co-ordinators report to the governing body on specific issues and governors receive termly reports from the headteacher
143. The draft SDP, including information on standards, is presented to the governing body for discussion, amendment and approval. This year's document, however, was not produced until February 2007. As a result, the school was left without strategic direction for the early part of the school year.
144. There are a number of omissions in both the governors' annual report to the parents and the school prospectus.

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

Grade 4: Some good features, but shortcomings in important areas

145. The inspection team's findings differ from the Grade 3 which the school awarded itself in its self-evaluation report. Self-evaluation is underdeveloped and does not enable the school to form secure judgements about standards and the quality of education provided.
146. There is no culture of self-evaluation in the school. Leaders and subject co-ordinators do not use information effectively to make improvements. A limited self-evaluation system has been established recently. The links between the processes of self-evaluation and planning for improvement in the SDP, however, are very limited. The school has not established procedures to monitor and evaluate the school's performance.
147. Managers are beginning to develop monitoring processes. These are limited, however, and not sufficiently embedded to inform strategic planning. Such self-evaluation procedures as exist do not improve the standards achieved by pupils. The school does not use performance data to inform its judgements and it does

not compare the school's performance with that of similar schools and set challenging targets for improvement, neither does it attempt to evaluate specific trends over time.

148. The school does not seek the views of parents, staff, the governing body or the wider community to inform its self-evaluation. The consultation process is neither comprehensive nor detailed and does not include evidence from a range of stakeholders and agencies which have an interest in the school. However, the school council is a forum which allows pupils' views to be heard and circle time is used effectively in some classes.
149. The staff is beginning to work as a team with good dialogue between KS1 and KS2. Teachers are aware that they should have a part in the school's self-evaluation process, but their input is very limited. The school is beginning to establish classroom monitoring to enable subject leaders to evaluate standards in individual subjects, identify good practice and areas for improvement. However this is at a very early stage of development.
150. Performance Management is not established and job descriptions do not note in detail the specific roles and tasks of senior and middle managers.
151. The self-evaluation report produced by the school prior to the inspection has many shortcomings. It provides a limited overview of the school's position. It does not identify in detail those areas and aspects which are strengths within the school or those which require further attention. Without this knowledge, the school is unable to establish its priorities for improvement to inform the SDP. The judgements of the inspection differ from those of the school in five of the seven key questions.
152. The school has good resources and ensures that their purchase is prioritised according to need. It is effective in its use of additional funding. The actions of the school in establishing an ICT suite has resulted in measurable improvements in the subject and in ICT across the curriculum. Measurable improvements are not as evident in other areas of school life, however.
153. The school has not made progress in rigorously addressing the key issues in the last inspection report.

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

Grade 4: Some good features, but shortcomings in important areas

154. The inspection team's findings differ from the Grade 2 which the school awarded itself in its self-evaluation report because the use of resources is not regularly monitored and the school does not provide value for money.
155. There are sufficient experienced teachers and support staff to meet the school's needs. Teachers are appropriately qualified and there is a good mix of very new and more experienced staff.

156. A great deal of money has been spent on resources over the past two years and the school is well stocked with books and materials.
157. The under-fives area is of a good size and is well stocked with resources although the outdoor area is confined.
158. Classrooms are generally of a good size. The Y1 classroom, however, is used as a thoroughfare to and from the under-fives section and the Y2 class. This contributes to the lower levels of concentration, behaviour and achievement in that class.
159. Wheelchair access is available via the main hall to the lower school where the under-fives and KS1 are located but there is no access to the upper level which houses the whole of KS2.
160. Much of the school is in need of minor structural work through wear and tear and the long- term effects of the weather. The work of removing some prefabricated walls and replacing them with brick has commenced with an extension planned to the early years area to accommodate a unit for children under three. The school is in regular contact with the LEA about improvements to the building.
161. Generally the school uses its resources appropriately and teaching staff are effectively deployed. There are a number of support workers in the school but some classes are not allocated adult support at times when teachers need help with some very challenging pupils. In these cases, it is the strenuous efforts of the teachers which ensure that lessons are effective. Staff attend training courses to update their subject knowledge keep them abreast of the latest developments.
162. The school has matched resources to its priorities for development, for example there is a dedicated IT suite which supplements the computers already available in each class. All classrooms have interactive whiteboards.
163. The school has adopted effective procedures for managing PPA time in accordance with statutory requirements.
164. The use of resources is not regularly monitored in order to ensure value for money. Overall, the school does not provide value for money.

Standards achieved in subjects and areas of learning

Under-fives

165. The overall 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.

Language, literacy and communication

Grade 2: Good with no important shortcomings

Good features

166. Standards in language literacy and communication are good. The children make good progress from a low base and by the reception class they are becoming competent and enthusiastic speakers who communicate their feelings and ideas in extended sentences. They develop a range of language patterns and a good vocabulary of which they have a secure knowledge. Children have a good understanding of what their teachers say and respond appropriately. They enjoy listening to stories and join in enthusiastically with familiar phrases. Younger children enjoy handling letters and are able to name some and place them appropriately in the context of a matching game. Older children know well letter names and sounds and are able to predict some words from initial sounds. The majority read a few familiar words correctly and make effective use of picture cues to understand stories. Children demonstrate good reading behaviour and awareness during their play. All enjoy mark-making with a variety of implements both indoors and outdoors. And they demonstrate a good understanding of the purposes of writing.

Shortcomings

167. There are no important shortcomings.

Personal and social development

Grade 2: Good with no important shortcomings

Good features

168. Standards in personal and social development are good. The children make friends easily and enjoy co-operating on tasks in the happy atmosphere of their classes. Children enjoy new experiences and engage in activities with a high level of confidence. They respond well to the rules of the classroom and demonstrate courtesy and consideration towards their friends. Younger children take off their shoes and socks for dance and the majority of the older children are able to dress themselves independently after changing for dance. Reception children demonstrate a high level of independence when preparing fruit and pouring juice for their snacks which they do very competently. They are aware of the importance of washing their hands before eating and do this as part of their daily routine.

Shortcomings

169. There are no important shortcomings.

Mathematical development

Grade 2: Good with no important shortcomings

Good features

170. Standards in mathematical development are good. Younger children are developing a good knowledge of shape in the context of purposeful activities such as looking at different fruits and vegetables and identifying those which are long, short, thin, thick and round. They are able to continue simple patterns and to sort objects accurately according to different criteria such as colour. They count with their teacher and have a good knowledge of numbers from 0-5 and can match objects on a 1-1 basis up to 5. They know a range of number songs and rhymes which they enjoy. Older children have a secure knowledge of numbers to 20. They are able to carry out simple addition by adding on one and then one more in real life situations such as counting how many children are in class. They identify a number of 2D and 3D shapes both while using blocks and when talking about the shapes in their classroom. Older children sort objects according to a range of criteria. They use non-standard measurement appropriately when comparing objects. They can identify well and continue patterns and have enjoyed constructing pictorial graphs with their teacher, for example of the colour of their hair.

Shortcomings

171. There are no important shortcomings.

Knowledge and understanding of the world

Grade 2: Good with no important shortcomings

Good features

172. Standards in Knowledge and understanding of the world are good. Through their investigation of foods children understand well the importance of keeping food fresh and how this is done. Children have a good understanding of how materials can change under different conditions as a result of meaningful first-hand experiences such as cooking. The older children sort foods into those which are healthy and those which are not. They are actively engaged in their learning about growth, the effects of the weather and the seasons by digging the soil and growing and looking after plants in their garden. They are developing a good understanding of time in the context of their own lives and through looking at the life-cycle of the butterfly. Children understand well that clothes worn in the past are different from those worn today. They have a good understanding that what people do affects the world around them and know the importance of re-

cycling. Older children have undertaken a simple traffic study and discussed how cars affect the environment. They demonstrate confidence when using the computer and a range of software, print their work independently and enjoy using the inter-active whiteboard.

Shortcomings

173. There are no important shortcomings.

Creative development

Grade 2: Good with no important shortcomings

Good features

174. Standards in creative development are good. The children enjoy dance and interpret music creatively making effective use of their bodies and the space around them; this is a very good feature of their creative development. The younger children enjoy selecting from a range of different materials to create attractive Easter eggs and demonstrate a growing awareness of colour while so doing. Older children enjoy experimenting with clay and use it imaginatively to create attractive representations. They experiment confidently with cold and warm colours and create pictures in the style of Cezanne using different media including pastels. Children create collages in the style of Catrin Williams from a range of materials. They have produced good self-portraits and have created attractive puppets. Children name different instruments when listening to music and all have a good awareness of rhythm, keeping a steady beat using percussion instruments to accompany a piece of music. They enjoy singing a variety of songs.

Shortcomings

175. Children's experience of free painting on a large scale using a variety of different brushes is under-developed.

Physical development

Grade 2: Good with no important shortcomings

Good features

176. Standards in physical development are good. They demonstrate good fine motor skills and confidence when handling small equipment such as pencils, brushes, crayon and when using scissors to cut. All children have good gross motor skills and demonstrate good co-ordination when moving during dance and P.E. Their understanding of positional vocabulary is good and they make confident use of space. The children demonstrate good control of their bodies and of movements and can create different body shapes which they use well when demonstrating to others and engaging in tasks.

Shortcomings

177. There are no important shortcomings.

Welsh first language

Key Stage 1- grade 4: some good features, but shortcomings in important areas

Key Stage 2- grade 4: some good features, but shortcomings in important Areas

Good features

178. In KS 1, many pupils listen well and respond appropriately to short requests using familiar phrases. Some younger pupils are beginning to follow basic sentence patterns to express themselves both orally and in their writing. They are beginning to develop appropriate oral skills and discuss their work with the teachers using basic, appropriate vocabulary.

179. In KS 1, some pupils ask for specific items using short phrases and correct structures. They learn new words linked to specific activities or themes and use these appropriately within a given context.

180. Most pupils in KS 1 recognise an address on a postcard and distinguish between people's names and those of places. They are beginning to write for specific purposes, for example, writing an address on an envelope or using adjectives appropriately to describe a specific person.

181. Most younger pupils in KS 1 recognise the names of items which make a noise and state simply what kind of noise they make. The more able pupils in KS1 read specific words on flash cards correctly.

182. Nearly all pupils in KS 2 listen well and respond appropriately. The most able pupils make appropriate use of letter sounds and blends to read difficult words correctly and are beginning to produce examples of extended writing. Some pupils use writing frames appropriately to set out their work correctly. They recognize the characteristics of a soliloquy and use verbs correctly in the first person. They also shorten a verb form using the correct grammatical structure.

183. Many older pupils in KS 2 recall events from a story and use basic question forms to obtain specific information from another pupil based on the text. They write a simple creative account of a labourer's life in the nineteenth century and a simple poem about the effects of the Second World War.

184. A few pupils in KS2 express an opinion on characters in a story which they have read using simple, appropriate vocabulary. They write a simple newspaper report using appropriate vocabulary and phrases.

185. Many pupils in KS 2 understand the characteristics of formal and informal letters and compare both types. They correctly note the similarities and differences using simple vocabulary and phrases.

Shortcomings

186. Many pupils in KS 1 have a limited vocabulary and are not confident when speaking in Welsh. Their ability to apply their knowledge of Welsh in new situations is limited and they often use English when talking to other pupils.

187. A few pupils in KS 1 are hesitant when reading their own work and experience difficulty in reading multi-syllabic words correctly

188. Many pupils in KS 2 lack the knowledge of sentence structure required to extend their sentences both when writing and speaking. Their range of vocabulary is limited and both speaking and writing are underdeveloped.

189. Many pupils in KS2 speak in simple sentences and do not use connectives. They do not express themselves fluently and confidently in Welsh and often use English words or phrases in their conversations with pupils or when speaking to teachers. The vast majority of pupils have insufficient knowledge of mutation.

190. A significant number of pupils do not possess an adequate range of reading strategies. Most pupils are over-dependent on a phonic approach and do not possess other basic reading strategies such as context cueing. A few pupils in KS2 have difficulty in reading their own work.

191. The written work of many pupils in KS2 is basic, their handwriting is often underdeveloped and their grasp of spelling and punctuation conventions is insecure.

English

Key Stage 2- Grade 4: Some good features, but shortcomings in important areas

192. Pupils do not follow any formal programmes of study for English until KS 2.

Good features

193. In KS 2, pupils listen well to presentations by teachers and to the contributions of other pupils.

194. Pupils read a suitable range of books and display positive attitudes towards reading in school.

195. A minority of pupils read fluently and correctly. Some individuals have favourite authors and can describe the main features of books written by them.

196. Some pupils use the school library effectively to search for specific information, making appropriate use of various sources. They use dictionaries effectively.
197. Some pupils have an understanding of the purpose of instructional texts and use information to create instructions for specific purposes.
198. Some pupils are able to discuss characters from novels and compare them. They have a good awareness of how an author conveys a character's emotions and feelings.

Shortcomings

199. Most pupils' vocabulary is limited and appropriate vocabulary is not used consistently and correctly to express ideas and opinions in class discussions. The vast majority of pupils do not use extended vocabulary.
200. Many pupils do not demonstrate a good understanding of the texts they read. Their higher order reading skills and their reading with and for meaning are underdeveloped.
201. Across the key stage pupils do not acknowledge punctuation when reading neither do they use it correctly and consistently in their writing.
202. The vast majority of pupils do not know the difference between verbs, adjectives and nouns. They do not develop a mastery of syntax, punctuation or paragraphing and do not have a good awareness of sentence structure and sequence.
203. Standards of handwriting and presentation for the vast majority of pupils have significant shortcomings and they do not adhere to the school's handwriting policy.
204. Pupils' extended writing is underdeveloped.

Design and Technology

Key Stage 1- Grade 2: Good with no important shortcomings

Key Stage 1- Grade 2: Good with no important shortcomings

Good features

205. In KS1, pupils effectively investigate how component parts of an object can be attached in such a way that the different parts move. They apply this knowledge well to design and make creatures of the night such as owls and bats with moving wings.

206. They investigate thoroughly different fruits in terms of colour, texture and taste and design their own fruit salads. They make these carefully and evaluate the results of their work.
207. Pupils investigate different types of breads and recipes before making their own. They have a good understanding of the changes which take place when dough is heated.
208. In KS2, pupils explore different kinds of lighthouses and where they are placed. They effectively investigate electrical circuits and work in groups to design and skilfully make realistic, working models of lighthouses to a good standard.
209. In conjunction with their work in history on World War 2 pupils examine recipes from that period. They understand well that certain foods such as fresh eggs were in short supply and that substitutes were used in cooking cakes.
210. They carefully examine cake wrappers and compare the ingredients with those in the wartime recipe. They taste different kinds of cake and effectively compare them for texture and taste.
211. They investigate and thoughtfully design a fairground ride and older pupils use their knowledge of electrical circuits well to design and competently make an electric torch. They evaluate the finished product carefully.
212. Older pupils in KS2 carry out thorough investigations into World War 2 gas masks. They know that children's masks were more attractive, being in the shape of a mouse's head. They design highly original masks of their own with different ideas for keeping them in place. These masks, in the form of various animal faces, are made and finished to a high standard.
213. Pupils carefully investigate different types of boxes before designing their own containers for their gas masks. They measure the masks carefully to determine their dimensions in order that they make a box of the right size.

Shortcomings

214. There are no significant shortcomings.

Information Technology

Key Stage 1- Grade 2; Good with no important shortcomings

Key Stage 1- Grade 2; Good with no important shortcomings

Good features

215. Pupils in KS 1 are confident when loading specific programmes and CD Roms. They control the mouse well and use it effectively to create simple diagrams and images. A few pupils are beginning to know the exact location of specific letters

on a keyboard and input words without always looking down at the keyboard. They also use certain keys correctly to change letter size.

216. Most pupils use a word processor confidently and present information attractively in graphic form using a good range of fonts and colours.
217. Many younger pupils use a paint programme confidently to colour different shapes and outlines of their pictures and use the printer confidently to present their work.
218. Most pupils in KS1 demonstrate good modelling skills by moving items around a screen and determining the movement of a 'roamer' along a specific path.
219. Many pupils in KS2 use a specific program well to identify characteristics of planets, and use the data gathered to provide information for their topic. They use a search engine confidently and develop their skills through inserting images from a CD Rom into their own text.
220. Nearly all older pupils in KS2 competently create *PowerPoint* presentations on a specific topic and evaluate their work effectively, suggesting ways of improving it through the inclusion of sounds, images or movement.
221. Most pupils in KS2 use e-mail to communicate effectively and confidently with pupils from a nearby school. The pupils are developing a high degree of confidence through undertaking these tasks.
222. SEN pupils in KS2 confidently type in simple text with support and insert a suitable image to enhance their presentation.

Shortcomings

223. A few pupils' underdeveloped reading skills prevent them from researching some texts independently.

Physical education

The full range of the work was not seen during the inspection, but in the work seen standards were judged as follows:

Key Stage 1- Grade 2: Good with no important shortcomings
Key Stage 2- Grade 2: Good with no important shortcomings

Good features

224. In KS1, pupils are aware of the effects of physical exercise and healthy eating on their bodies.

225. They make effective use of the space around them whilst moving around the hall. They devise appropriate movements to represent different shapes and explain orally what they are trying to do.
226. Pupils demonstrate increasing control in their ability to balance, change direction and stop as and when required.
227. Their ball-throwing and catching skills when working individually, with a partner or in a group are developing well. They co-operate easily with each other and concentrate and persevere well in order to improve their skills.
228. Pupils demonstrate a good awareness of speed and body rhythm when dancing to music.
229. In KS2, pupils demonstrate their good knowledge and understanding of the principles of exercising the body in the context of healthy living.
230. They effectively evaluate the progress in their performances and note targets for improvement.
231. Pupils' ball skills in game situations are good. They show a good awareness of space and demonstrate effective teamwork.
232. They succeed well in mastering controlled footwork when jumping and turning.
233. School records show that pupils' swimming skills are developing well in upper KS2 with many pupils being awarded certificates for their achievements by the end of the key stage.

Shortcomings

234. During some group activities pupils lose concentration and this impairs their standard of performance.

School's response to the inspection

The school is disappointed with the result of the inspection but accepts it as a starting point for an action plan which will secure improvement and move the school forward.

Appendix 1

Basic information about the school

Name of School	Ysgol Glancegin
School type	Naturally bilingual
Age-range of pupils	3 – 11 years
Address of School	Maesgeirchen Bangor Gwynedd
Post-code	LL57 1ST
Telephone number	01248 353097
Head teacher	Mr William Parry
Date of appointment	September 1992
Chair of governors/ Appropriate authority	Mr John Wyn Williams
Registered inspector	Mr Robert Jones
Dates of inspection	19 – 21 March 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	14	27	25	25	21	22	38	37	209

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	10	3	11.5

Staffing information	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	25:1
Pupil : adult (fte) ratio in nursery classes	9:1
Pupil : adult (fte) ratio in special classes	3.5:1
Average class size, excluding nursery and special classes	25
Teacher (fte) : class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Whole School
Spring 2006	73.3	86.1	86.5
Summer 2006	85.6	89.0	88.8
Autumn 2006	86.0	88.2	90.7

Percentage of pupils entitled to free school meals	51
Number of pupils excluded during 12 months prior to inspection	7(temporary)

Appendix 3

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2006 (National 2005)			Number of pupils in Y2		20		
			D	W	1	2	3
Welsh:	Teacher Assessment	School	0	0	15	85	0
		National	0	2	8	64	26
We: oracy	Teacher Assessment	School	0	0	15	85	0
		National	0	1	10	64	25
We: reading	Teacher Assessment	School	0	0	40	35	25
		National	0	2	16	60	22
We: writing	Teacher Assessment	School	0	0	50	50	0
		National	0	2	19	66	13
Mathematics	Teacher Assessment	School	0	0	35	65	0
		National	0	2	10	64	24
Science	Teacher Assessment	School	0	0	20	80	0
		National	0	2	9	66	24

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	60	In Wales	81

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

**National Curriculum Assessment Results
End of Key Stage 2:**

National Curriculum Assessment KS2 Results 2006 (National 2005)						Number of pupils in Y6			25		
			D	A	F	W	1	2	3	4	5
English	Teacher Assessment	School	0	0	0	0	8	12	32	40	8
		National	0	0	1	0	1	4	15	47	32
Welsh	Teacher Assessment	School	0	0	0	0	8	12	32	48	0
		National	1	0	0	0	1	5	17	50	26
Mathematics	Teacher Assessment	School	0	0	0	0	8	20	28	32	12
		National	1	0	1	0	1	3	15	47	32
Science	Teacher Assessment	School	0	0	0	0	8	8	36	44	4
		National	0	0	1	0	0	2	11	51	35

Percentage of pupils attaining at least level 4 in mathematics, science and English or Welsh (first language) according to teacher assessment	
In the school	In Wales
44	72

- D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum
- A Pupils who have failed to register a level because of absence
- F Pupils who have failed to register a level for reasons other than absence
- W Pupils who are working towards level 1

Appendix 4

Evidence base of the inspection

The inspection team included four inspectors who were present for a total of nine inspection days. During the inspection:

- pre-inspection meetings were held with the head teacher, teachers, parents and the governing body to discuss the life and work of the school;
- 17 questionnaires were completed by parents and thoroughly analysed;
- school policies and documents were examined;
- discussions were held with the head teacher and curriculum co-ordinators;
- 31 sessions or part-sessions of teaching were observed;
- pupils were heard reading and discussions were held with them about their work as part of the examination of standards in National Curriculum subjects;
- examples of the pupils' work were studied in each class;
- attendance registers, pupils' records and teachers' planning files were inspected;
- inspectors were present at all whole-school acts of collective worship;
- post-inspection meetings were held with the staff and the governing body.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Robert H Jones Registered Inspector	Context Summary and Recommendations Key Questions 1 and 5, Under-fives Design and technology
Mr Glyn Griffiths Team Inspector	Key Questions 2 and 4 Welsh Information technology
Mr Nicholas Jones Team Inspector	Key Questions 3 and 6 English Physical Education
Mr Dylan Jones Lay Inspector	Key Question 7 and contributions to Key Questions 1, 3 and 4
Mrs Linda Rogers	Nominee

Acknowledgement

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

The contractor was:

Partneriaeth Dyfri Partnership
Awel Tywi
Llangadog Road
Llandovery
Carmarthenshire
SA20 0EX