

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

A Report on the Quality of Education in

**Ysgol Gymraeg Y Gwernant
Pengwern, Llangollen, Denbighshire, LL20 8AR**

School Number: 6632263

Date of Inspection: 05-07/02/07

by

**Edward Goronwy Morris
78283**

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Ysgol Gymraeg Y Gwernant 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 Gymraeg Y Gwernant took place between 05/02/07 and 07/02/07. An independent team of inspectors, led by Edward Goronwy Morris undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **full** 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

Contents	Page
Context	8
Summary	10
Recommendations	15
Standards	17
Key Question 1: How well do learners achieve?	17
The quality of education and training	19
Key Question 2: How effective are teaching, training and assessment?	19
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	21
Key Question 4: How well are learners cared for, guided and supported?	23
Leadership and management	26
Key Question 5: How effective are leadership and strategic management?	26
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	27
Key Question 7: How efficient are leaders and managers in using resources?	28
Standards achieved in subjects and areas of learning	30
Under 5s	30
Welsh first language	32
English	33
Mathematics	34
Science	35
Information technology	36
Design technology	37
History	38
Geography	39
Art	40
Music	41
Physical education	42
Religious education	42
School's response to the inspection	44

Appendices	45
1 Basic information about the school	45
2 School data and indicators	46
3 National Curriculum assessments results	47
4 Evidence base of the inspection	49
5 Composition and responsibilities of the inspection team	50

Context

The nature of the provider

1. Ysgol Gymraeg Gwernant shares a campus with Ysgol Bryn Collen in the town of Llangollen in Denbighshire. The school was opened for the first time in May 2005 as a result of the growth and development of the Welsh unit in Ysgol Bryn Collen. The Welsh unit had been in existence since 1997. The majority of the pupils come from the town of Llangollen and the neighbouring villages. The area is described as being reasonably prosperous and the pupils do not come from an economically disadvantaged background. Six per cent of the pupils are registered as entitled to receive free school meals. This is lower than the local education authority's {LEA} average of 12.3% and the all-Wales average of 19.7%. A large proportion of the pupils come from non-Welsh speaking families. The results of the base line assessment of pupils entering the school are higher than the average in the county.
2. There are currently 82 pupils on the school register from reception age to year 6. In addition, there is also a nursery class attended by 16 pupils on a part-time basis. Twenty two pupils have been identified as having special educational needs, including one pupil who has a statement of special educational need. There are no pupils receiving help with English as an additional language nor looked after by the local authority.
3. There are 4 full-time teachers at the school including the head teacher. In addition, there is one part time teacher. The head teacher was appointed for September 2005. The school succeeded in attaining the Basic Skills Agency's Quality Mark in October 2005. This was the first time for the school to be inspected since it was established in 2005

The school's priorities and targets

4. The school has aims and objectives that encompass the whole of the school's work. The School's Development Programme [SDP] includes long and short term priorities. The school also set targets relating to the standards of achievement of the pupils at the end of Key Stage 1 [KS1] and Key Stage 2 [KS2]
5. The school's main priorities and targets for 2005-2006 include:
 - raising the standard of physical, creative and understanding of the world outside the classroom ;
 - raising the standards of scientific investigation across the school;
 - raising the standards of mathematics by developing elements of the subject which need attention as a result of NFER tests and 2006 assessments;

- raising the standards of composing and performing in music in KS2;
- developing a clear system of assessment and monitoring across the curriculum to measure the success and achievement of pupils and the standard of teaching and learning and
- improving the environment and school building by arranging the necessary storage and developing the teaching areas allowing sufficient space for learning.

Summary

6. Ysgol Gymraeg y Gwernant is a good school with many strengths. In a short space of time, a caring and friendly school has been created, promoting good relationships between staff and pupils. This is reflected in the good standards achieved by the pupils.
7. The findings of the inspection team concur with the opinion of the school in the self-evaluation report in the seven key questions.

Table of grades awarded

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

8. Pupils' standard of achievement in the lessons observed were as follows

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
12%	88%	0%	0%	0%

9. These percentages are higher than the Welsh Assembly Government's all Wales targets for 2007 i.e. that 98% of standards should be satisfactory [Grade 3] with 65% good or better [Grade 2]
10. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Desirable outcomes for Children's learning.

Subjects and/or areas of learning for under-fives

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

Grades for standards in subjects inspected

Inspection Area	KS1	KS2
Under 5s	Grade2	
Welsh first language	Grade 2	Grade 2
English	N/A	Grade 2
Welsh second language	N/A	N/A
Mathematics	Grade 2	Grade2
Science	Grade 2	Grade 2
Information technology	Grade 3	Grade 3
Design technology	Grade 2	Grade 3
History	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Art	Grade 1	Grade 1
Music	Grade 2	Grade 2
Physical education	Grade 2	Grade 2
Religious education	Grade 2	Grade 2

11. Children under five and pupils in both key stages show good progress in attaining agreed learning targets. Each pupil, whatever his/her ability, background or language prove successful in their work. Pupils with SEN make

good progress, consistent with their ability. Pupils' creative ability across the school are good.

12. Under five children achieve good standards in key skills across the areas of learning. The standards and progress of pupils in KS1 and KS2 in their ability to use their speaking and listening skills are good, although the Welsh vocabulary of the minority of pupils is limited in some subjects. The majority use their reading skills well in Welsh and English and a significant number of KS2 pupils have very good English reading skills. Pupils use their writing skills appropriately in a number of subjects. Despite this, the school is aware of the need to extend and further enhance pupils' writing skills. Pupils' mathematical skills are developing well but not sufficient use is made of ICT skills to support their learning in a number of curriculum areas.
13. Pupils' bilingual skills are developing well. Despite this, a significant number of pupils tend to use English in an informal situation inside and outside the classroom.
14. At the end of KS1 and KS2, pupils' achievement in the National Curriculum core subjects, Welsh, English in KS2, mathematics and science in KS1, according to teacher assessment, were higher than the LEA and national average. Compared with other similar schools, who have less than 8% of pupils receiving free school meals, the KS1 results are in the top 25%. Although the KS2 results, when compared, are lower than 50%, they reflect good progress when considering pupils' previous attainments.
15. Under fives and KS1 and KS2 pupils make good progress towards reaching their potential. All pupils make good progress in acquiring their key, basic and learning skills.
16. Pupils' behaviour is good. From the early years pupils learn quickly how to interact socially with other pupils within classes and on the yard, which they share with pupils in Ysgol Bryn Collen.
17. The average attendance during the last year was 92.4%. Although this was a little lower than the Welsh Assembly Government target, the average for the Autumn term was 96.3%. The level of punctuality is good.
18. Pupils make good progress in their personal and social development, showing respect and courtesy towards teachers and adults. Pupils' attitudes to learning, the interest they show in their work and their levels of concentration are good. On the whole they work diligently at their tasks. However, their problem solving and decision making skills are as yet underdeveloped.
19. Pupils have a good understanding of the issues of equal opportunities. They are developing an understanding of diversity of beliefs and attitudes and social and cultural traditions.
20. Through specific project work, pupils are demonstrating a growing understanding of environmental issues and those relevant to the world of work.

The quality of education and training

In the lessons observed the quality of teaching was judged as follows

Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
11%	74%	15%	0%	0%

21. This compares well with the national picture reported by Her Majesty's Chief Inspector in her annual report 2005-2006. Nationally, the quality of teaching is good in 79% of lessons, with 17% of lessons having outstanding features.
22. The quality of teaching and training is good. In the lessons judged as outstanding, there were energetic and lively presentations, clear instructions, good control of time and activities which foster more independent learning and very good questioning skills to foster pupils' communication skills.
23. Good teaching was evident in every class and an orderly and positive environment where teachers cared for, supported and ensured equal opportunities for each pupil. In these lessons, there was thorough preparation and planning and appropriate emphasis on correcting, improving and developing pupils' language.
24. In the few lessons where there were shortcomings, opportunities were missed to improve and develop pupils' oral skills, and lack of opportunities for pupils to inquire and work independently.
25. The quality of assessment meets all National Curriculum statutory requirements, and is used effectively to plan and improve teaching. The school conforms fully with the statutory requirements regarding reporting to parents and other agencies.
26. The school responds effectively to pupils' needs, including pupils with SEN. The overall quality of the educational provision for the under fives is appropriate to their needs. These pupils are making good progress towards the Desirable Outcomes for Children's Learning.
27. The school provides pupils with a broad and balanced curriculum which meets statutory requirements and is accessible to all pupils. The *Cwricwlwm Cymreig* is evident in many school activities. The school offers a wide range of activities and extra-curricular courses to the pupils. This is one of the strengths of the school. Pupils social and cultural experiences are enriched in an excellent manner through expressive and musical activities related to the International Eisteddfod.
28. The provision for fostering bilingual skills are good. However, the school is aware of the need to extend the use of bilingualism occasionally within some lessons.

29. The provision for pupils' spiritual, moral, social and cultural development is good. Appropriate opportunities are given to develop an awareness and respect for other creeds and cultures.
30. The curriculum contains elements of understanding business, trade and industry. Although the industrial links are good, the school is aware of the need to improve pupils' entrepreneurial skills.
31. The quality of the care, support and guidance given to pupils is good. The school is a happy community and the parents support the view that the school places a strong emphasis on supporting and guiding the pupils.
32. Strong links exist between the school, the parents and other partnerships. They are proud to be connected with the new venture of a new Welsh school in their locality.
33. Unexplained absences are recorded every morning, followed by a phone call to the pupils' homes.
34. The health and safety policy is clear and ensures that everyone is aware of safety procedures. The school has a policy and effective procedures to ensure the protection of children, although they have not had a reason to implement this.
35. The provision for pupils with special educational needs is good. The Individual Educational Plans are clear and specific and include measurable targets which are understood by pupils and parents. The school makes good use of specialist services to support pupils when needed.
36. The school has a clear behavioural policy and well structured steps to promote good behaviour and eliminate oppressive behaviour. The school has a clear policy to deal with incidents of oppression and bullying.
37. The school ensures that pupils are aware of equal opportunities which are available within the school. As a result of the close links between the school and The International Eisteddfod in Llangollen, pupils have excellent opportunities to recognise and respect diversity and appreciate other cultures.

Leadership and management

38. The head teacher, governing body and staff provide clear leadership for the development of the school. High expectations and values regarding learning, behaviour, inter-relationships and equal opportunities are shared. Staff share a great deal of responsibilities and contribute effectively to the school development. The school is aware of the need to further develop their role when monitoring pupil achievement.
39. Appropriate aims and policies have been established to concentrate on the needs of pupils and to create the best possible conditions for pupils to develop and succeed. These are reflected well in the work and ethos of the school. The opinion of each pupil is respected.

40. High regard is given to the priorities of the Welsh Assembly Government. The whole school targets that are set are challenging and realistic.
41. The Governing Body have been very supportive since the school opened in 2005 and they fulfil all the legal duties placed upon them. Many governors played a key role for a number of years to establish the school. They show a keen interest and pride in their work and fulfil their responsibilities effectively. They make an important contribution towards the strategic planning within the school.
42. A culture of self-evaluation is developing within the school, and the head teacher the Governing Body and staff agree on the strengths and areas for development. A great deal has been achieved in a short time. The school is aware of the need to strengthen the process and concentrate on evaluating the standards of attainment and what needs to be done to improve.
43. The self-evaluation report prepared by the school before the inspection is clear and concise. It states the strengths and areas for development based on the little evidence available in a newly established school. The inspection team agree with the judgement of the school in all of the seven key questions.
44. There is a clear connection between the self-evaluation report and the priorities in the School Development Plan. Responsibilities are given to individuals and resources are used to meet the priorities and objectives. This is the first inspection since the school was established in 2005. There is strong evidence that the priorities of the School Establishment Plan 2005- 2006 have been enforced.
45. The school has enough qualified specialist and experienced teaching, and support staff to ensure that all aspects of the school curriculum are being taught. On the whole there are appropriate resources to match the age and ability of the pupils, and across the range of subjects, although there is a need to improve pupils' access to some resources, for example information technology and music.
46. The school building is attached to Ysgol Bryn Collen, and on the whole it is in a good condition. However, the lack of space in KS2 can affect the arrangements and methods of teaching in some lessons.
47. The school makes good, effective use of available resources and ensures that standards rise as a result. The use of resources is regularly reviewed in order to ensure that the school achieves value for money.

Recommendations

48. In order to improve the school needs to:

R1 improve standards in Information Technology across the school and Design and Technology in KS2;

R2 extend teaching strategies in order to:

- ensure that pupils have opportunities to use Welsh formally and socially;
- make better use of Information Technology and Communication to enrich and reinforce learning across the curriculum;
- ensure that pupils become more independent learners.

R3 further develop a monitoring system and self-evaluation to concentrate on pupils' attainment, and

R4 work in collaboration with the Local Education Authority [LEA] to ensure suitable accommodation for the increasing number of pupils.

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

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

50. Pupils' standards of achievement in the lessons observed were as follows

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
12%	88%	0%	0%	0%

51. The standards of achievement in the lessons are much higher than the Welsh Assembly Government's all Wales targets for 2007 i.e. that 98% of standards should be satisfactory [Grade 3] with 65% good or better [Grade 2]

52. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Desirable outcomes for Children's learning.

These are the standards in the six areas of learning for pupils under five.

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

In KS1 and KS2 in the subjects inspected, the grades were as follows

Subject	KS1	KS2
Welsh	Grade 2	Grade 2
English	N/A	Grade 2
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 2
Information Technology	Grade 3	Grade 3
Design technology	Grade 2	Grade 3
Geography	Grade 2	Grade 2
History	Grade 2	Grade 2
Art	Grade 1	Grade 1
Music	Grade 2	Grade 2
Physical Education	Grade 2	Grade 2
Religious Education	Grade 2	Grade 2

53. Children under five and pupils in both key stages show good progress in attaining agreed learning targets. Each pupil, whatever his/her ability, background or language prove successful in their work. Pupils with SEN make good progress, consistent with their abilities. Pupils' creative ability across the school are good. They show ability and a lively imagination when participating in various tasks, especially in art lessons.
54. Under five children's speaking and listening skills are developing well. They speak confidently, listen intently to the teachers and other children. They have started to master reading and writing skills. Many of them show confidence and are able to recognise words out of their context. They use their mathematical skills confidently in a practical way relevant to their tasks. Pupils' personal and social development show good progress and their inter-relationships are very good. Some pupils have developed good Information Technology skills.
55. KS1 pupils show confidence when using the key skills of speaking, listening, reading and writing. They express their ideas confidently in a conversation and in a class discussion, using vocabulary appropriate to the context. Many pupils read with good pronunciation and intonation and write with increasing accuracy in a range of subjects. They use mathematical skills well in a number of contexts.
56. In KS2 pupils' listening skills are developing well. They are confident when speaking Welsh, although a minority lack the vocabulary in some subjects. KS2 pupils' use of English is good. Their ability to read Welsh is progressing throughout the school. The more able pupils are very confident, many others are good. However, some pupils lack confidence with unfamiliar words. The majority of KS2 pupils read very well in English with good pronunciation and intonation. Pupils are able to write for a wide range of purposes. However, the standards of handwriting are inconsistent and spelling skills of a minority of pupils in both Welsh and English are limited. Pupils develop their mathematical skills well in a number of contexts. They do not make sufficient use of Information Communication Technology to develop their work in a range of areas across the curriculum.
57. Pupils' bilingual skills are developing well and pupils in KS2 are able to read in one language and discuss in the other. Despite this, a significant number of pupils tend to use English in an informal situation inside and outside the classroom.
58. At the end of KS1, in 2006 pupils' achievement in the NC core subjects, Welsh, mathematics and science, according to teacher assessment were higher than the LEA and national average. Compared with other similar schools, who have less than 8% of pupils receiving free school meals, the KS1 results are in the top 25%
59. At the end of KS2, in 2006, pupils achievement in the NC core subjects were higher than the national average. Compared with other similar schools, who have less than 8% of pupils receiving free school meals the results are lower than 50%. However, they reflect good progress when considering pupils' previous attainments.

60. There is no significant difference in both key stages between the performance of boys and girls.
61. Under fives and both key stage pupils make good progress towards reaching their potential. All pupils make good progress in acquiring new skills and knowledge. They respond confidently to new challenges and have a good understanding of their new tasks.
62. Pupils' behaviour is good. From the early years pupils learn quickly how to interact socially with other pupils within classes and on the school yard, which they share with pupils in Ysgol Bryn Collen.
63. The average attendance during the last year was 92.4%. Although this was a little lower than the Welsh Assembly government target, the average for the Autumn Term was 96.3%. The whole school average is affected because some parents in the nursery class do not take advantage of every session.
64. The level of punctuality is good and registration progresses punctually and effectively.
65. Pupils make good progress in their personal and social skills. They show respect and courtesy and respond well to teachers and adults. Pupils' attitudes to learning, the interest they show in their work and their levels of concentration are good. On the whole they work diligently at their tasks. They take on a number of responsibilities within the school and they carry out their duties conscientiously and obligingly. They have developed co-operative skills when working in pairs or within small groups, which match their social and community situation. However, their problem solving and decision making skills are as yet underdeveloped.
66. Pupils have a good understanding of the issues of equal opportunities. They acknowledge a duty to help others less fortunate than themselves. Through their work in religious education, geography lessons and other varied activities, pupils are developing an understanding and respect for diversity of beliefs, attitudes and social and cultural traditions.
67. Through specific project work, pupils are demonstrating a growing understanding of environmental issues and those relevant to the world of work.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

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

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
11%	74%	15%	0%	0%

69. This compares well with the national picture reported by Her Majesty's Chief Inspector in her annual report 2005-2006. Nationally, the quality of teaching is good in 79% of lessons, with 17% of lessons having outstanding features.

70. The quality of teaching and training is good. Good teaching was evident in every class. Teachers have established a good relationship with the pupils based on mutual respect and they create a climate which is congenial with effective learning.

71. Outstanding features in lessons include:

- a clear aim to the lesson and good control of time;
- exceptional questioning skills which encourage pupils to explain their thinking;
- energetic and lively presentations, clear instructions and a wide range of techniques and teaching strategies; and
- opportunities to foster questioning skills and independent learning amongst the pupils.

72. Good teaching was observed in all classes. Good features included:

- thorough preparation, co-operation and planning;
- an orderly and positive environment where teachers care for and support the pupils;
- good subject knowledge: suitable tasks which correspond to pupils' needs; and
- appropriate emphasis on correcting, improving and developing pupils' language.

73. In the few lessons where shortcomings were noted they included:

- a lack of opportunity to improve and develop pupils' oral skills; and
- a lack of opportunity for pupils to develop their thinking skills and to work independently.

74. The school has a policy and detailed, comprehensive procedures for assessment, and monitoring the progress and attainment of pupils. The quality

of assessment in the nursery and when pupils start full time education in the reception class is good. Assessment in the core subjects is done on a termly basis and annually in the foundation subjects.

75. Pupils' work is marked regularly and often. In the best examples there are clear and constructive comments which help pupils to improve their work
76. The school records the results of pupils' reading tests which helps to monitor progress. The school has an effective system for analysing the data and targets are set for improvement. Detailed records are kept of pupils' personal and academic attainment..
77. Assessments, including early years baseline assessments, meet statutory requirements for assessing and reporting on the NC.
78. Procedures for recognising and assessing pupils with SEN are good and challenging and realistic targets are set for pupils in the Individual Educational Plans.
79. The reports to parents and other agencies meet statutory requirements. The annual reports to parents give appropriate information about pupil progress and attainment.

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

80. The findings of the inspection team match the judgements made by the school in its self-evaluation report
81. The school meets the needs of its pupils effectively, including those of pupils with SEN. The overall quality of the educational provision for the under-fives is appropriate to their needs and pupils make good progress towards the Desirable Outcomes for Children's Learning.
82. The school provides pupils with a broad and balanced curriculum which meets statutory requirements and is accessible to all pupils. The planning shows a close link between what has been already learnt and the progression towards new learning, with clear aims and structured steps included in the lessons. However, there are insufficient references to differentiated aspects of the work in the long term and mid term planning, apart from what's included in the lesson plans. However, in some lessons some good examples were seen of adapting tasks to suit pupils' individual needs.
83. The school ensures that aspects of the key skills are included in lessons across the curriculum. They are included well in lessons in KS1 and lesson planning show a clear link between the key skills within specific subjects. However,

Information Technology and numeracy skills are not fully integrated into the planning of the lessons in several subjects in KS2.

84. The school offers a wide range of activities and extra- curricular courses to the pupils This is one of the strengths of the school, with excellent examples of using the community as a base for extending and enriching learning experiences outside the school, for example using the area and its inhabitants as a basis for topic work . Pupils' social and cultural experiences are enriched in an excellent manner through expressive and musical activities related to the International Eisteddfod.
85. Visits to places of historical and geographical interest in the locality add to pupils' practical learning experiences. Good links exist between the school and neighbouring schools, which lead to effective social experiences that fosters good conduct.
86. Pupils' experiences are also enriched by a range of visitors to the school, which include members of the community, charities and the fire service. Pupils benefit because of the close link between the school and the town library. Pupils are able to use editorial and technical resources in the library for their investigative work.
87. The provision for pupils' spiritual, moral, social and cultural development is good. Pupils participate in morning worship that includes positive moral messages. The schools' collective worship conforms with statutory requirements, and the parish vicar often attends the school to hold morning services. However, opportunities for quiet reflection are sometimes missed.
88. Personal and social education lessons provide opportunities for pupils to be aware and show respect for other creeds. Religious education lessons provide opportunities for pupils to respect and appreciate other cultures. The excellent school links with activities relating to the International Eisteddfod, allow pupils to meet visitors from different countries who visit the school to share their expressive and musical cultures. These opportunities greatly enrich pupils' experiences.
89. Many pupils benefit from sport, eisteddfod and Urdd activities, while other expressive experiences enrich their social and moral development. Pupils develop respect for others, learn how to keep rules, differentiate between right and wrong and foster values such as honesty and fairness.
90. The contribution of parents, and the Parent Teacher Association is immense, raising money towards buying resources which would not have been bought by the LEA. Parents also, in conjunction with the school, produce a regular newsletter which ensures a close link between them and the school. Many employers and local business people have also contributed well towards school funds to improve the range of resources which are used daily. A good example of this contribution is the special garden which has been established on the school grounds.
91. Students from Aberystwyth University visit to undertake teacher's training and pupils from the local Secondary school visit as part of their work experience.

92. There is some connection with local employers, but the school can contribute more in the classrooms to extend pupils' understanding of the world of work. The staff have taken part in a number of courses in professional development that have been targeted to their needs.
93. There is suitable provision for extending bilingual skills. The school is aware of the need to extend further opportunities to use bilingual skills incidentally across subject areas and improve vocabulary in order to extend pupils' oral answers in the classroom.
94. The *Cwricwlwm Cymreig* is evident in the school activities. Pupils' knowledge of Wales, and local and national traditions are enriched by visits to and contributions towards local events.
95. The school has a clear Equal Opportunities policy which is operated fairly in the classroom and in every aspect of school activities. The school makes effective use of support services to ensure fairness and help those pupils who could be disadvantaged.
96. Pupils are aware of the need to act in a sustainable way. They collect paper and ink cartridges for recycling. The school has also joined the Eco school plan and received the bronze medal. Water is available for all pupils in every class, and they have fruit during break. There are two gardens within the school grounds with quiet areas for pupils and opportunities for them to learn about the lifecycle of different plants.
97. Although pupils help to make cakes and Christmas cards to raise money, the school is aware that there is a need to improve pupils' entrepreneurial skills.
98. There are good links between the school and the local secondary school. A good bridging system has been established and co-operation between Year 6 pupils and the first year in the secondary school. Teachers from the secondary school come to Ysgol y Gwernant to help with the work. This gives pupils an opportunity to get to know their new teachers and form a strong foundation before moving on to the new key stage.
99. The school encourages pupils to join in activities and clubs within the community. This fosters and develops their skills outside the school.

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

Grade 2 : Good features and no important shortcomings

100. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
101. The school is a happy community which gives mindful support to all pupils. Parents support the view that the school places a strong emphasis on supporting and guiding the pupils.

102. There is a close connection between the school and parents, and parents are proud of their connection with the new venture of a Welsh school in their area. They believe that the school is ready to listen to them. A notice board giving all the news and activities within the school is placed in the foyer, with information about activities in the community, such as Welsh classes for adults.
103. The support of parents, through financial contribution and other activities, testifies to the close liaison between the parents and the school. Good links have been established to support parents with SEN pupils. The parents are aware of the behaviour strategies and school expectations and receive early information, and are prepared to discuss any instances of misbehaviour. This close relationship has a positive effect and works effectively when any problem arises within the school regarding unacceptable behaviour.
104. The school has established an effective programme for accepting new pupils into the school. Parents visit before hand, and parents of nursery pupils, receive a comprehensive booklet. They also receive the latest newsletter and a detailed school prospectus.
105. Effective use is made of specialist services to support and guide pupils, such as visits from the police to make pupils aware of the dangers of drugs. There are also strong links with the educational psychologist, county behavioural support team and speech and language services who identify and act to deal with the specific needs of SEN pupils
106. Unexplained absences are recorded every morning followed by a phone call to the pupils' homes. A weekly system of rewarding the use of Welsh and other efforts encourage pupils to make progress.
107. The health and safety policy is clear and ensures that everyone is aware of safety procedures. Two members of staff have First Aid certificates and safety measures are prominent placed around the school. Arrangements are in place to ensure that the building is safe with locks on the outside doors. Detailed records are kept of any accidents, which are sent to the LEA. The head teacher has a Risk Assessment certificate and she has also received Site Manager Training. A risk assessment is carried out before every school visit in order to ensure pupils' safety.
108. The school has a policy and effective procedures to ensure the protection of children, although they have not had a reason to implement this. The staff are aware of the nominated persons who have responsibility. They have received suitable training.
109. The care for pupils with special educational needs is good and conforms with the Code of Practice. Effective use is made of standardised tests to collect information regarding attainments and specific assessments are given to identify problems. The school make good use of this information to prepare suitable programmes for the pupils.

110. The SNECO ensures that further support is given by a class assistant, relating to targets and pupils' individual needs ,especially in literacy and numeracy. Pupils' work is regularly reviewed and progress is constantly recorded.
111. The Individual Educational Plans are clear and specific and include measurable targets which are understood by pupils and parents. Parents are involved in each review of the plans and they visit the school to discuss annual reviews when pupils have statements of SEN. SEN reports to parents meet statutory requirements.
112. The provision for more able pupils are included in a number of activities with suitable extended work arranged for particular pupils.
113. Support from the County Educational Psychologist is thorough, in order to recognise pupils' needs and this ensures that effective arrangements and suitable help and support is given to SEN pupils.
114. The school has a clear behavioural policy and structured steps to promote good behaviour and eliminate oppressive behaviour. Staff and pupils are aware of the process and it's effectiveness is apparent, as only one pupil has been excluded from the school during the year [for an afternoon only]
115. The school has a clear policy to deal with incidents of oppression and bullying. The school arrange a 'Bullying Week' in order to teach the pupils how to deal with these issues and recognise the characteristics of bullying. An effective Buddies system give the younger pupils confidence in their peers.
116. Lessons in Personal and Social Education ensures that pupils are aware of equal opportunities which are available within the school. All boys and girls have an opportunity to take part in every aspect of the educational and social experiences offered by the school.
117. As a result of the close links between the school and the International Eisteddfod in Llangollen, pupils have excellent opportunities to become aware of other people's customs and to appreciate their cultures. The school, as well as the secondary school, have developed links with areas in Africa, and visitors from these areas have visited the school to speak about their lives, customs and cultures. These experiences have enriched pupils' understanding of other people's lives. They have also established a link with a school in Italy in order to communicate and share experiences.
118. No pupil with any form of physical disability attends school, however the school has an accessibility plan and the whole school is accessible to any parent with disability.

Leadership and management

Key Question 5: How effective are leadership and strategic management

Grade 2 : Good features and no important shortcomings

119. The findings of the inspection team match the judgements made by the school in it's self-evaluation report.
120. The head teacher, governing body and staff provide clear leadership for the development of the school. High expectations and values regarding learning, behaviour, inter-relationships and equal opportunities are shared.
121. The head teacher gives strong, conscientious leadership and in liaison with the teaching staff gives clear direction to their work. Each member of staff is valued and their opinions are considered when making key decisions.
122. Staff share a great deal of curriculum responsibilities. They contribute effectively to school development and give guidance and support to their colleagues. The school is aware of the need to develop their role when monitoring pupil attainment.
123. Appropriate aims and policies have been established to concentrate on the needs of pupils and to create the best possible conditions for pupils to develop and succeed. These are reflected well in the work and ethos of the school.
124. The opinion of each pupil is respected, and through the School Council, pupils are given opportunities to influence several aspects of school life.
125. High regard is given to the priorities of the Welsh Assembly Government. The school is a healthy School and has succeeded to obtain a bronze level Eco School award. The school received a Quality Mark of the Basic Skills Agency in October 2005
126. The arrangements for staff planning and preparation time has had a positive effect. It ensures continuation and progression in teaching and subject delivery.
127. The school effectively set targets and analyse NC results carefully to monitor strengths and weaknesses. The whole school targets are manageable and realistic.
128. Staff are involved in performance management arrangements to improve skills. Opportunities are given to staff to promote their professional development.
129. An effective relationship has developed with the local secondary school and the school also works collaboratively with other neighbouring schools
130. Many governors played a key role for many years to ensure the establishment of the school in 2005. They show great interest and pride in their work and perform their responsibilities effectively. They have a range of backgrounds and expertise, which is beneficial to the school.

131. The members have a good understanding of their role. Individual members are linked to specific curriculum areas and this, together with the head teacher reports, enables them to have appropriate insight into the quality of provision.
132. The governing body is very supportive since the school opened in 2005. It makes an important contribution towards the strategic planning. The governors are willing to challenge the head teacher especially on budgetary and health and safety issues. They are aware of the need to further develop their role of monitoring pupils' standards of attainment.
133. The GB fulfils regulatory and legal requirements and appropriate policies are in place.

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

Grade 2: Good features and no important shortcomings

134. The findings of the inspection team support the school's judgement in the self-evaluation report.
135. A culture of self-evaluation is developing within the school, and the head teacher, the Governing Body and staff agree on the strengths and areas for development.
136. A great deal has been achieved in a short time. In the core subjects, several strategies are used to collect evidence, including lesson observation, inspecting pupils' work and analysing tests and assessments. This thoroughness is not evident across the curriculum. The school is aware of the need to strengthen the process and concentrate on evaluating standards of attainment and what needs to be done to improve.
137. Although only a little evidence emanates from national tests, the performance data is carefully analysed and effective use is made of this information when setting priorities.
138. The head teacher, staff and governing body are fully committed to high standards and participate in the self-evaluation process. There are at present no formal arrangements to gather the opinions of parents, other than those representing the Governing Body. Pupils contribute their ideas through the School Council.
139. The self-evaluation report prepared by the school before the inspection is clear and concise. It states the strengths and areas for development based on the little evidence available in a newly established school. However, it does not refer sufficiently to the standards of pupils' attainment.

140. The inspection team agree with the judgement of the school in all of the seven key questions
141. There is a clear connection between the self- evaluation report and the priorities in the School development Plan. The SDP is an useful document providing strategical direction to the work of the school. The aims and objectives are prioritised as well as the planned monitoring to bring about improvements. Individuals are given responsibilities and resources are given to support the development.
142. This is the first inspection since the school was established in 2005. There is strong evidence that priorities of the School establishment Plan 2005-2006 have been enforced.

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

Grade 2 : Good features and no important shortcomings

143. The findings of the inspection team match the judgements made by the school in it's self-evaluation report.
144. The school has enough qualified specialist and experienced teaching and support staff to ensure that all aspects of the school curriculum are being taught. Assistants give good support to SEN pupils, as well as to others who receive occasional support. The school secretary works conscientiously to provide effective support to the head teacher and teachers. The caretaker and staff ensure that the school is kept clean and tidy.
145. There are appropriate resources to match the age and ability of pupils across the curriculum. There are a range of books in the classes, but there is no central library. The school makes good use of the town library to obtain a wider range of reading resources. There is a need to improve pupils' access to some resources, for example information technology across the school and a lack of suitable pitched instruments for music.
146. The school is attached to Ysgol Bryn Collen, and on the whole it is in good condition. Both schools share a hall and computer room as well as a dining hall. Colourful displays enhance the school environment. However, the lack of space in KS2 can affect the arrangements and methods of teaching in some lessons.
147. Climbing apparatus and a soft play area are available for the small children. An attractive garden promotes the open-air learning experiences, with picnic benches for chatting and socialising. The school council have effectively ensured an improvement in the standard of the school toilets, and more resources for play times.

148. The school makes good, effective use of available resources and ensures that standards rise as a result. Contributions from parents have significantly added to the resources and to the raising of these standards.
149. The head teacher and Governing Body regulate resources effectively. Each teacher receive specific time to plan, prepare and assess the work and they have attended INSET courses relevant to their responsibilities.
150. The School Development Plan follows the self-evaluation report, which set out priorities as regards resources and training arrangements are being made to develop a small gymnasium on the school campus, in conjunction with the town Leisure Centre, in order to improve sports opportunities and develop pupils' skills.
151. The school regularly reviews the use of resources, the Governing Body being aware of costs and different needs. The finance sub-committee keep a detailed account of expenditure.
152. The head teacher presents the annual report to the Governing Body which supports them in deciding their spending priorities. The school is in close contact with the county finance department which monitors expenditure and the school budget. This ensures that the school achieves value for money.

Standards achieved in subjects and areas of learning

153. The overall quality of the educational provision for under-fives is appropriate to their needs, and the children are making good progress towards the Desirable Outcomes for Children's Learning

Language, Literacy and Communication skills

Grade 2 : Good features and no important shortcomings.

Good features

154. A number of pupils recognise letters of the alphabet well and recognise the names of pupils in their class starting with specific letters. They read the letters confidently and can discuss the contents and express an opinion about what they have read.

155. Pupils' handwriting is developing well when creating specific letters. Some pupils write over the letters clearly, with good pencil control.

156. Many pupils can name a range of animals, recognise them in a photograph and use vocabulary and simple phrases correctly.

157. Many pupils listen well, and they use suitable vocabulary when referring to people in their community. They can also recognise and name the days of the week correctly.

158. A child with speech and language difficulties is developing good communication skills.

Shortcomings

159. There are no important shortcomings

Personal and social development

Grade 2: Good features and no important shortcomings

Good features

160. Pupils in the nursery and reception classes show good social skills when they share musical instruments and play together with their toys in the class.

161. Many children show good behaviour when playing with others, and towards their teachers and helpers.

162. Many pupils show a desire to participate in lessons and to share their experiences with others.

163. The majority of pupils play well together on the school yard and when they use apparatus occasionally.

Shortcomings

164. There are no important shortcomings

Mathematical development

Grade 2: Good features and no important shortcomings

Good features

165. Many children in both nursery and reception classes are able to match coins of the same value. They can count common objects and match the numbers to 5. The majority can recognise numbers up to 5, and some up to 9.

166. The majority can create consecutive patterns of shape and colour correctly. They recognise and can name 2D shapes and link the written word with the correct shape

167. Many pupils recognise the difference between the terms used to describe long and short objects, and can name the children in the class with long and short names.

Shortcomings

168. There are no important shortcomings.

Knowledge and understanding of the world

Grade 2 : Good features and no important shortcomings

Good features

169. Many pupils recognise the names of people who help them within the community, and can recognise the work that they do. The majority can recognise the different resources needed and used by these people within the community.

170. Many pupils can draw pictures of a skeleton of the body. Many can explain weather signs correctly. They can name some common garden birds and realise the importance of feeding birds in the cold weather.

171. Many pupils are aware of the need to put rubbish in the bin when they make a collage, and the importance of respecting the environment.

Shortcomings

172. There are no important shortcomings

Physical development

Grade 2 : Good features and no important shortcomings

Good features

173. The younger pupils have developed good skills and detailed control when using blocks to create a small building.

174. The majority of pupils use pencils and paint brushes with good control.

175. The majority of pupils use large play apparatus with control and confidence.

Shortcomings

176. There are no important shortcomings

Creative development

Grade 2: Good features and no important shortcomings

Good features

177. Many pupils enjoy listening to and evaluating music, and can recognise the difference between loud and quiet music when using instruments. They use their voices effectively to create loud and quiet sounds.

178. Many pupils use a paint brush confidently with good control as they create a picture of a workman within the community. They create interesting pictures of faces on cardboard plates and decorate with wool and sticky shapes. Many pupils use circular and triangular shapes effectively to create pictures of common birds.

179. The younger pupils dress up in play clothes and imitate specific workers and use simple and correct expressions.

180. Many pupils use ICT confidently to draw pictures of themselves and a specific programme to create pictures of snowmen.

Shortcomings

181. There are no important shortcomings.

Welsh first language

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

Good features

182. Many KS1 pupils recognise the letters of the alphabet well and they list the words which begin with specific letters in their personal dictionaries. The older pupils identify their favourite books and give clear reasons for their choice. A number of them refer to events and characters in the books which they have read.
183. Many pupils use the past tense correctly when writing short sentences and use many verbs in different contexts to express forms of movement. The majority of pupils spell one syllable words correctly and the others spell multi syllable words accurately. Many pupils can write simple thank-you letters and present them correctly.
184. Many pupils can create a birthday card with appropriate greeting, they can also create a simple poem about the snowman using suitable vocabulary.
185. The more able pupils can identify grammatical errors in prepared texts.
186. Younger KS2 pupils are able to use cloze procedure and appropriate questioning skills in different situations.
187. They prepare suitable questions that can be used in role-play relating to a story.
188. Their oral skills are good and they can prepare dialogues using a range of questions.
189. Older KS2 pupils record their ideas well when writing a newspaper article. The majority read clearly and with expression and many read with confidence
190. Many of the older pupils make good use of conjunctions. They discuss and give viewpoints on different topics. This is developed to write letters, using appropriate language, to complain about the drowning of Cwm Tryweryn.

Shortcomings

191. There are no important shortcomings. However, a limited range of vocabulary impedes some pupils' oral expression, and spelling and punctuation errors impairs their written work.

English

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

Good features

192. Older KS2 pupils use conjunctions well in sentences and a number of them arrange and present a comprehensive and relevant leaflet on certain subjects.

193. They read with clear expression and the majority can use a dictionary confidently.
194. Younger KS2 pupils are developing their joined up handwriting neatly and legibly, and can punctuate in paragraphs.
195. Many pupils can write letters using appropriate format.
196. Many pupils recognise prefixes in words and know their derivation from Latin and Greek.
197. Pupils show confidence when debating and give opinions when discussing stories.

Shortcomings

198. There are no important shortcomings, however a minority of pupils spell words incorrectly, as they depend on phonic strategies.

Mathematics

Key stage 1: Grade 2; Good features with no important shortcomings

Key stage 2: Grade 2; Good features with no important shortcomings

Good features

199. KS1 pupils have a good understanding of number bonds and patterns up to 20. They add and subtract correctly, counting forwards and backwards using different steps. They are able to differentiate between odd and even numbers.
200. They recognise the value of different coins and use them correctly to count and record. They have a good understanding of mathematical language and use terms such as 'more than', 'less than' correctly.
201. The older KS1 pupils have a good understanding of place value and they are confident when using numbers up to a hundred or more.
202. They recognise and name 2D and 3D shapes and discuss their properties.
203. They can show the information they have gathered in the form of graphs and tables and the more able can analyse them confidently.
204. In KS2 they are able to develop and extend their knowledge from KS1 with a sound understanding of the four rules. They use a range of suitable strategies and show an understanding of number patterns.
205. The majority are able to count up mentally. According to their age and ability they have a good understanding of place value and are able to count up to a 1000 and above. They can round integers to the nearest 10, 100 or 1000.

206. Their knowledge of two and three dimensional shapes are developing further as they move up the key stage. They recognise and know the properties of a range of different shapes.
207. Older pupils have a good understanding of co-ordinates and they use them effectively when plotting. Their understanding of angles and characteristics of different triangles such as isosceles and equilateral is good.
208. The majority understand standard units, square numbers and they can measure the area of a two dimensional shape.
209. They use a range of data to form graphs on paper and on the computer. The more able can analyse them and remember information confidently.

Shortcomings

210. There are no important shortcomings, although pupils' research skills are underdeveloped.

Science

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

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

Good features

211. Pupils in both key stages are developing good scientific skills according to their age and ability. They understand the concept of a fair test. They predict, ask questions and experiment; record and evaluate their work appropriately.
212. In KS1, pupils observe carefully, making sensible predictions. The older pupils are aware of a fair test.
213. Pupils know the difference between living and non-living things. They compare materials and are aware that some materials change when they are heated.
214. They are aware of light sources and show an understanding of forces, offering examples of pushing and pulling, for example in the playground. They can give examples of wind as a source of energy and how it can be used effectively.
215. KS2 pupils have a good understanding of life processes and living things. They can name different organs in the body and how they work. They can name healthy foods.
216. In KS2, pupils have good knowledge of the planets, materials and their properties and forces. They know the properties of solids, liquids, gases and the part played by evaporation. They understand about living things in their environment and the conditions needed for their growth.
217. Year 3 and 4 pupils show good understanding of teeth and dental care.

218. Year 5 and 6 pupils are aware of the importance of the heart and the connection between heart beat and the pulse. They record their pulse and describe how exercise affects the heart beat and its effect on the muscles.
219. Through experiments, such as separating and cleaning dirty water and the effect of different temperature when dissolving jelly, they develop their observational skills effectively.

Shortcomings

220. There are no important shortcomings, however, KS2 pupils' ability to perform experiments independently is underdeveloped.

Information technology

Key stage 1: Grade 3 – Good features outweigh shortcomings

Key stage 2: Grade 3 – Good features outweigh shortcomings

Good features.

221. In KS1 pupils use the mouse skilfully to choose a menu and they are developing their confidence to make choices when using the interactive whiteboard.
222. Their word processing skills are developing as they present, share and exchange information. Their ability to work independently to load, save and print are beginning to develop. They make good use of art programmes to create images and they produce interesting and colourful pictures. The older pupils can use data to produce simple graphs.
223. In KS2 the majority of pupils can load, keep, retrieve and print their work correctly. They use their word processing skills well to record their work and to present finished copies of their written work. They can add images successfully to the text.
224. Pupils make good use of a range of programmes to reinforce their language and mathematics skills. They can save and access data and present graphs to show patterns. They are aware that the computer can be used to control events, and that they can use the internet to gain information and copy a picture into another programme.

Shortcomings

225. In KS1 many pupils' keyboard skills are underdeveloped, and many pupils are unable to save and retrieve their work independently.
226. KS2 pupils do not use modelling based on ICT to help them make decisions.
227. KS2 pupils do not exhibit the necessary skills to use a spreadsheet, nor find information from a website and use e-mail to send and receive messages.

Design technology

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

Key stage 2: Grade 3- Good features outweigh shortcomings

Good features

228. The majority of pupils are aware of the design process. They convey their ideas through sketches, identifying the materials they need and list the steps taken during the making process. They show an increasing understanding of how to use tools and equipment safely.
229. In KS1, pupils respond to the task in a way that's appropriate to their age and ability, building on previous skills. Their ability to measure, mark out, cut and shape a range of materials, using tools and suitable techniques are developing well.
230. They understand that materials behave in different ways and that there are a number of techniques for joining different materials. They use this information skilfully when they choose suitable materials for the task, for example, to create a picture of a nursery rhyme with movable parts.
231. The majority record their ideas by using suitable vocabulary, pictures and sketches.
232. In KS2 the majority are aware of the design process and can discuss sensibly the basic elements of researching, planning, designing and making.
233. Pupils in Y3 and Y4, for example, extend their knowledge of the process by researching different kinds of pizzas. They observe carefully and consider the smell, texture and taste. They also use a range of materials and components when they measure, mark out, cut, shape and join to plan and make a simple vehicle with wheels and axles which uses an electrical circuit.
234. Y5 and Y6 pupils demonstrate an understanding of how a structure can fail even after using reinforcements to strengthen it, for example, when researching into the strengths and weaknesses of different types of bridges.

Shortcomings

235. KS2 pupils do not research independently, to create and improve plans; planning, recording, making and evaluating the finished design are underdeveloped.
236. Older KS2 pupils are not sufficiently aware of the use of control technology. Neither do they make enough use of simple mechanical components to extend their knowledge of different types of movement.

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

237. Pupils' concepts and historical knowledge in both key stages are good. This is enriched by visits to places of historical interest, such as Plas Erddig and Castell Dinas Bran.
238. KS1 pupils recognises and records correctly, three different types of travel at the time of their great grandparents.
239. A number of pupils in KS1 can record in chronological order, key events in the life of Florence Nightingale
240. A number of KS1 pupils use suitable sentences to describe the work of William Morgan, translating the Bible into Welsh.
241. KS1 pupils have a taste of life in Victorian times, when they dress up in period costume and carry out tasks and duties on a visit to Plas Erddig.
242. Many of the younger pupils in KS2 know the features of Merched Beca and they can explain the reasons for their activities.
243. Many KS2 pupils can record the changes in forms of travel over a period of time.
244. Older KS2 pupils can build a wall in the manner it was build by the Celts, and make clay pots using Celtic designs.
245. Older KS2 pupils can explain the importance of the location of Castell Dinas Bran as a battle ground against attack from the valley below.
246. Many KS2 recognise the difference between conquering and dwelling when relating to the Romans in Britain. They can compare dwellings and give personal reasons for moving house.
247. They can identify the features of the Roman army.
248. They recognise the characteristics of Roman pottery and record types of Roman food.
249. The pupils use their historical knowledge to write a letter to encourage the Romans to join the army and settle in Wales.

Shortcomings

250. 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

251. KS1 pupils have good knowledge of their local environment. Many of them sketch and describe simple journeys and record natural features around the school. Many pupils answer questionnaires and collect data about how pupils travel to school and record the information in the form of a graph. They can also analyse this information using suitable language.
252. Many pupils recognise the land and sea on the globe. They can pinpoint Norway on a map of the world and know that Oslo is the capital city. They know the purpose of a passport and are able to fill in a similar document. Pupils discuss reasons for adapting clothes for use in the cold weather in Norway. They are aware of the effects of snow on the local environment.
253. KS2 pupils ' understanding of their local environment is developing well as they study the traffic problem facing Llangollen, and offer suitable methods of improving and reducing traffic chaos in the town. They are aware that cars are parked dangerously and they offer reasons for this. They are aware of the resources which regulate and monitor traffic through the town. They can also locate buildings correctly on a street map.
254. Many pupils can interpret information to compare costs of a holiday in different countries and holiday centres across the world. They know about a number of different countries around the world where the weather is warm and some where it is cold .
255. A number of pupils are confident when they record features and activities which pertain to specific countries, and create diaries of likely activities on a week's holiday in these countries.
256. The older pupils have good knowledge of a neighbouring habitat, and the features of the river such as the source, tributaries, channel and *aber*. They prepare suitable and relevant questions to ask, as part of their research, when they visit Llyn Alwen reservoir.

Shortcomings

257. There are no significant shortcomings.

Art

Key stage 1: Grade 1-Good with outstanding features

Key stage 2: Grade 2- Good with outstanding features

Good and outstanding features

258. An exceptional feature of pupils' art work is their knowledge of a wide range of artists world wide and their understanding of art work, craft and design from different places and cultures. There is strong emphasis on artists with a Welsh connection. In both key stages, good research and observation on the elements of line, tone, colour, shape and texture have resulted in several striking presentations
259. In KS1 pupils know a number of well known artists from Wales and they can describe elements of their work. They use tools and techniques confidently to produce work of a high standard. This work shows a development in their understanding of tone and line
260. They are aware of the self portraits of Van Gogh and they practise to create effective pictures of themselves. They develop further their observational skills and learn about their own area, by looking carefully at buildings in old photographs. They evaluate their work and as a result make improvements.
261. When creating pictures in the style of Alison Mercer, they exhibit very good understanding of the different elements which is typical of Mexico, and create good quality pictures using pastels and crayons. They are aware of the effects which can be produced when combining wax and paint on paper. They develop very good understanding of rough and smooth textures, using clay and dough to print images of the environment.
262. In KS2 pupils develop their observational skills effectively by using an observational window to concentrate on a part of the painting ' Looking at sheep' by Kyffin Williams. They are aware of the importance of tone to show how light hits the ground, and pupils use this technique skilfully to create a wet day similar to 'A rain storm' by the same artist.
263. The influence of Ogwyn Davies and Carwyn Evans are apparent in the work of Y5 and Y6 pupils, as they experiment with different medium such as pastels, chalk, charcoal and powder paint. Their screen printing in the style of local artist Eleri Jones is of a high standard and reflects their understanding of patterns from India and Africa and primitive work from Australia.

Shortcomings

264. There are no important shortcomings.

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

265. Across the school the pupils are developing good listening skills as they listen to a range of music. They are able to recall the names famous composers and the older pupils offer ideas about the characteristics of the work of different composers and performers.

266. Pupils throughout the school sing well a range of songs and hymns suitable for their age. They have clear intonation, good phrasing and keep in tune. When they sing together their performance are of a high standard, for example, when they effectively sing a round.

267. Through excellent links with the International Eisteddfod, for example, working with dancers from Israel and listening to 'Multibeat' Salikaro music from Africa, they understand music which is unique to different cultures. Some older pupils are developing good understanding of modern Welsh music and have taken part in workshops with the group 'Frizbee'.

268. In KS1, the pupils listen carefully and understand the dynamics when using instruments. They sing sweetly and in tune to the accompaniment of a CD and know when the pitch is high or low. They copy simple rhythms and clap their names, keeping the beat correctly.

269. KS2 pupils can keep the beat and repeat the rhythm well. After listening to a performance by Catrin Finch of Palladio by Karl Jenkins, they can name the different instruments, recognise beats and use a range of untuned instruments to show their understanding of rhythm, including syncopation. They use suitable vocabulary when evaluating.

270. Y5 and Y6 pupils have good knowledge of composers and performers. They listen to music of different styles, and express an opinion, for example, when listening to Bryn Terfel singing Ora Pro Nobis, they understand the term legato, and the effect of contrast in the song.

271. In response to the film Titanic, older pupils use an interesting range of sound sources effectively to create special effects.

Shortcomings

272. There are no important shortcomings, but composing and performing skills with percussion are underdeveloped in KS2.

Physical education

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

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

Good features

273. KS1 pupils display good listening skills and follow instructions, showing good control when performing different movements.

274. In KS1, pupils show good understanding of the effect of movement on the body, by feeling and recording the increase in the heart beat.

275. Many KS1 pupils make good use of space when moving around the hall. They change speed when running and show good control as they dodge other pupils.

276. The majority of KS1 pupils show good awareness of balance when moving, jumping and landing.

277. KS2 pupils explore and express movements as they respond to music in dance lessons.

278. Many KS2 pupils work effectively in pairs in sequences and demonstrate a variety of creative activities when balancing. They evaluate effectively.

279. Evidence provided by the school show:

- Some KS2 pupils can run cross country, a distance of over 3000 metres.
- KS2 pupils swim confidently, and have won certificates, for swimming 100 metres.
- A number of pupils have reached a high standard of technique and skill in team games and take part in competitive sport within the community.

Shortcomings

280. There are no important shortcomings.

Religious education

Key stage 1: Grade 2- Good features with no important shortcomings

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

Good features

281. KS1 pupils realise that prayer is a means of saying thanks to God, as they prepare simple and effective prayers of thanksgiving.

282. Many pupils know a range Bible stories and can also recall stories about Mary Jones and William Morgan and understand their significance.
283. KS1 pupils understand the importance of the church and chapel as places of worship, and understand the importance of baptism in Christianity. They also understand the importance of other faiths and practices such as baptism in the Hindu faith.
284. Many pupils understand the significance of a number of festivals and Christian traditions during the year.
285. KS2 pupils know about the Islam faith and they know about the prophet Mohammed and his importance to that faith. They know about the Q'uran and the significance of Mecca for Muslims.
286. Younger KS2 pupils are able to link the characteristics of a personal journey and a pilgrimage and understand it's importance.
287. Older KS2 pupils can compare the characteristics of religious places, and understand the importance of the special artefacts in a mosque, church and chapel.

Shortcomings

288. There are no important shortcomings.

School's response to the inspection

Following the school inspection during the week of February 5-7 2007, we feel that the report is fair, positive and will help us to develop. The inspection process was positive and professional with regular dialogue occurring between the inspection team, the staff, and especially the nominee.

We are pleased that the report agrees with the self evaluation prepared by the school and that it recognises many positive aspects within the school.

The report acknowledges that the staff know the pupils and support them well and that the aims and objectives of the school provide positive purpose for the good of the pupils, ensuring good standards in all aspects within the life of the school.

The focus on standards and achievement are made clear in those areas where we are succeeding and those areas needing further development. Amongst areas noted are key skills and monitoring, and these are areas we feel confident that we are able to develop.

We are grateful for the success we have achieved in working together creating the school. The report states that the success of the school is due to the positive attitude and expertise of teaching staff, the standards of the support staff and support of the governing body and parents of the school.

One of the strengths of the school is the happy atmosphere and the close relationship between the staff, governors and parents. We are very pleased that the report confirms this by stating that the pupils of Ysgol Gwernant are happy.

As a new school experiencing its first inspection, it was appropriate in its thoroughness and timing. The report confirms the good work in establishing Ysgol Gwernant during the last eighteen months and sets clear guidelines to move the school on further.

Appendix 1

Basic information about the school

Name of school	Ysgol Gymraeg Y Gwernant
School type	Nursery and Primary
Age-range of pupils	3-11
Address of school	Pengwern, Llangollen, Denbighshire,
Postcode	LL20 8AR
Telephone number	01978 861125

Headteacher	Mrs Bethan Jones
Date of appointment	September 2005
Chair of governors/ Appropriate authority	Mrs Sharon Jones
Registered inspector	Mr Goronwy Morris
Dates of inspection	February 5-7 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	8	10	13	13	15	14	10	7	90

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	4	1	4.6

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	20:1
Pupil: adult (fte) ratio in nursery classes	7:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	24
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2006	91.3	96	96.8
Summer 2006	88	94.9	93.3
Autumn 2006	87.5	95.4	91.7

Percentage of pupils entitled to free school meals	6%
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 KS1 Results 2006			Number of pupils in Y2:		15		
Percentage of pupils at each level							
			D	W	1	2	3
Welsh	Teacher assessment	School	0	0	0	87	13
		National	0	2	8	64	26
We: oracy	Teacher assessment	School	0	0	0	87	13
		National	0	1	10	64	25
We: reading	Teacher assessment	School	0	3	3	87	13
		National	0	0	20	67	13
We: writing	Teacher assessment	School	0	3	8	49	41
		National	0	2	19	66	13
Mathematics	Teacher assessment	School	0	0	0	73	27
		National	0	2	11	63	24
Science	Teacher assessment	School	0	0	3	60	40
		National	0	2	9	65	24

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	100%	In Wales	81%

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

National Curriculum Assessment Results
End of key stage 2:

National Curriculum Assessment KS2 Results 2006		Number of pupils in Y6	16								
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	3	3	0	0	0	0	17	50	33
		National	0	0	1	0	1	4	15	47	32
Welsh	Teacher assessment	School	3	3	0	0	0	0	17	50	33
		National	1	0	0	0	1	5	17	50	27
Mathematics	Teacher assessment	School	3	3	0	0	0	0	17	50	33
		National	0	0	1	0	1	3	15	47	32
Science	Teacher assessment	School	2	3	0	0	0	0	0	83	17
		National	0	0	1	0	0	2	11	51	35

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by teacher assessment		by test	
In the school	82%	In the school	N/A
In Wales	74%	In Wales	N/A

- 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

Three inspectors and one peer assessor spent ten inspection days at the school, and met as a team prior to the inspection

The inspectors visited:

- 27 lessons or parts of lessons
- every class
- acts of collective worship

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

- Staff, governors and parents prior to the inspection
- Senior management, teachers, support staff, the school council and groups of pupils during the inspection.

The team also considered:

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

The head teacher, in her role as nominee, was part of every team meeting. After the inspection, meetings were held with staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Goronwy Morris Registered Inspector	Context Summary and Recommendations Key Questions 1,2,5 and 6 Mathematics Science Information Technology Design Technology Art Music
Mr Dylan Jones Lay Inspector	Contributions to Key Questions 1,3,4 and 5
Mr Glyn Griffiths Team member	Key Questions 3,4 and 7 and contributions to Key Question 1 Welsh English History Geography Physical Education Religious Education
Mr Duan Evans Peer Assessor	Contributions to all the questions by inspecting lessons.
Mrs Bethan Jones [Head teacher] Nominee	Contributions to all the questions by contributing information.

Acknowledgement

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

Contractor

Partneriaeth Dyfri Partnerships
Awel Tywi
Llandovery
Carmarthenshire
SA20 0EX