

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

A Report on the Quality of Education in

**Ysgol Gynradd Caergeiliog
Caergeiliog
Anglesey
LL65 3NP**

School Number: 6605200

Date of Inspection: 08 October 2007

by

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Date of Publication: 04 January 2008

Under Estyn contract number: 1101807

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Ysgol Gynradd Caergeiliog 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 Gynradd Caergeiliog took place between 08/10/07 and 11/10/07. An independent team of inspectors, led by Margaret Elizabeth Morgan undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

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Context

The nature of the provider

1. Ysgol Caergeiliog Foundation School is situated in the village of Caergeiliog near to Valley in Anglesey. The school was the first primary school in Wales to be given 'Grant Maintained Status' in 1993 and in 1999 it became a foundation school. Since the time of the previous inspection in 2001, the school has added a twin classroom unit, a computer suite and a language centre for teaching additional languages. At the time of the inspection, there were 422 pupils on the school roll including 62 part-time nursery children. This number is an increase of 38 children from the time of the previous inspection. The school attracts pupils from the village itself, from the RAF base at Valley and from as far afield as Bangor and Llandudno. Nursery children are admitted to the school on a part-time basis at the beginning of academic year following their third birthday and they start full-time education in the September before their fifth birthday.
2. Approximately 95 per cent of pupils come from English speaking homes and five per cent of pupils speak Welsh at home. Approximately four per cent of pupils come from a mix of other ethnic groups. No pupils receive support for learning English as an additional language. In the current academic year, under eight per cent of pupils are entitled to receive free school meals. This is below both Local Education Authority (LEA) and national averages. Pupils' ability on entry is similar to the national average. Fifty three pupils (approximately 14 per cent) have been identified as having special educational needs (SEN). This is below the national average. Two children are looked after by the local authority. Over the last few years an average of 11 per cent of pupils have moved into key stage 2 classes on an annual basis.
3. There are the equivalent of 19 full-time teachers, including two who are newly qualified and four who are in their second year of teaching. Eight teaching assistants are also on the staff. There are also three administrative assistants. The school has received several awards including Basic Skills Quality Mark, Investors in People, Leading Aspect Award, FSB Award and the Charter Mark.

The school's priorities and targets

4. The school's motto is 'Persto et praesto'; its mission statement is 'Quality and Excellence in Education' 'A Service of Care'. Its vision statement is as follows: 'To sustain a highly effective, motivated and continuously improving teaching team, that regularly promotes the education of each pupil entrusted to the School's care and which constantly reflects the School's commitment to Quality and Excellence in Education'.
5. The main shorter-term targets outlined in the school development plan for 2007 – 2008 include:
 - preparing for the forthcoming Foundation Phase;
 - improving attainment in mathematics;
 - improving investigative science;
 - improving standards in Welsh as a second language.

Summary

6. Ysgol Caergeiliog Foundation School is a good school that has maintained above average standards for many years. It has continued to thrive and develop from the time of the previous inspection. The school is held in high regard by the vast majority of parents who responded to the inspection questionnaire. Staff and governors consider pupils' well being to be of prime importance and they say that 'children count'. An outstanding feature of the school's work is the quality of care offered to pupils. Overall, regardless of their social, ethnic or linguistic backgrounds, pupils make good progress and they achieve well.

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

Grades in standards for areas of learning for under fives

Area of learning	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 3	Grade 3
Physical development	Grade 2	Grade 2
Creative development	Grade 3	Grade 3

7. The overall quality of provision for the under-fives is appropriate to their needs and pupils are making good progress towards the Desirable Outcomes for Children's Learning. Overall, they achieve good standards.

Grades for standards in subjects inspected at key stages 1 and 2

Subject	Key stage 1	Key stage 2
Welsh second language	Grade 3	Grade 3
Mathematics	Grade 2	Grade 2
Information technology	Grade 2	Grade 2
Music	Grade 2	Grade 2
Religious education	Grade 2	Grade 2

8. Pupils with additional learning needs, including those with special educational needs (SEN) and those with potential behavioural problems, make good progress relative to their abilities. The majority of SEN pupils achieve the targets they are set. More able pupils make similar progress to their peers.
9. Overall, pupils reach good levels in the key skills. They have good communication skills and throughout the school their listening skills are an outstanding feature. By the end of key stage 2, pupils' speaking skills are also extremely good. Pupils' reading skills are good, however, pupils in key stages 1 and 2 are not as confident using their writing skills in a range of contexts.
10. Throughout the school, pupils use their numerical skills well in other subjects. Since the last inspection, pupils' information and communication technology (ICT) skills have developed very well and they now achieve good standards. Pupils' bilingual skills have good features that outweigh shortcomings. They understand most things that their teachers say to them in Welsh but many lack the confidence to use the language themselves. Pupils' understanding of their Welsh cultural heritage (*Y Cwricwlwm Cymreig*) also has good features that outweigh shortcomings.
11. Baseline data indicates that children enter reception classes with scores that are similar to the national average. As they move through the school, pupils progress well and they achieve good standards at the end of key stage 1 and key stage 2. Results at the end of key stages 1 and 2 in the three core subjects of English, mathematics and science have been consistently above Local Education Authority (LEA) and national averages for many years. Targets set for future years indicate that these above average standards are set to continue.
12. When compared with similar schools (those with similar numbers of pupils entitled to receive free school meals), results between 2004 and 2006 remained in the upper 50 per cent. In 2007, key stage 1 results dropped slightly and were very similar to the 2006 average for similar schools. (Data for similar schools is not yet available for 2007). These results had been predicted based on children's baseline scores when they started school. Results in the three core subjects at key stage 2 in 2007 improved slightly and when compared with results in similar schools in 2006, they remain in the upper 50 per cent.
13. Pupils of all ages respond very well to the range of learning opportunities. They are enthusiastic and acquire new knowledge and skills both during

lessons and during the outstanding range of extra-curricular activities that the school offers. In their time at Ysgol Caergeiliog, pupils make good progress towards fulfilling their potential and are ready and enthusiastic about moving on to the next stage of their learning.

14. The overall development of pupils' personal and, social skills is good. Throughout the school, pupils are well motivated and have positive attitudes to learning. However, in the subjects inspected, the high level of support from members of staff occasionally limits pupils' ability to use their problem solving and creative skills. Pupils' behaviour is outstanding and a credit to the school.
15. Pupils' progress in developing their spiritual and moral skills is good. They recognise the need to treat every person fairly and without discrimination. They have a good, realistic understanding of equal opportunities.
16. Pupils are mature responsible citizens, demonstrating well-advanced organisational and decision-making skills. The work of the School Council, Charity Committee and Eco Committee are outstanding features and ensure that pupils are very well prepared for participation in the community and workplace.
17. Attendance rates are good. The school reports no incidents of bullying or inappropriate behaviour and no exclusions during the last 12 months.

The quality of education and training

Grades for teaching during the inspection

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	76%	24%	0%	0%

18. **In most cases** the quality of the relationship in the classroom is excellent. Teachers create a purposeful working atmosphere and keep pupils focused. In the majority of lessons, work moves at an appropriate pace and ICT is used effectively to enhance lessons. Teachers use good strategies to challenge pupils to achieve their best and actively address issues of gender, race and ability and promote equality of opportunity for all pupils.
19. Shortcomings in teaching include too few challenging tasks, over reliance on worksheets and missed opportunities to enhance the learning experiences of the more able.
20. The quality of assessment, recording and reporting is good; it is comprehensive and thorough and meets statutory requirements. There has been considerable improvement in assessment and recording in all subjects since the previous inspection.
21. The school provides a broad, balanced curriculum at key stages 1 and 2 that meets statutory requirements and the needs and abilities of all its pupils including those with SEN. The curriculum is flexible in other aspects and

meets pupils' wider needs well. The school provides an outstanding range of extra-curricular activities.

22. Provision for work related education is good with no important shortcomings. There is a good range of experiences provided appropriate to the age of pupils and these develop their understanding of the world of business and commerce well. The range of strategies used to develop pupils' entrepreneurial skills is outstanding.
23. Sustainable development and global citizenship are promoted well. Very good attention is given to ensuring pupils develop the skills for life long learning.
24. The care pupils receive in this friendly school is outstanding. In discussion, pupils confirm this and state they feel very safe and very well supported. Parents too express the view that their children are very well cared for; inspection findings endorse this view. Every pupil is valued and nurtured and very close account is taken of his or her individual needs. The school is committed to developing pupils' well-being and is successful in this aspect.
25. Provision for pupils with additional learning needs including those with SEN is good. The school considers equal opportunity as a priority. Gender equality, racial equality and the challenging of stereotypical views are strongly encouraged and practised. All equality related policies fully meet statutory requirements.

Leadership and management

26. As well as its motto and vision statement, Ysgol Caergeiliog Foundation School has a clear set of aims that promotes equality for all and is reflected in practice. Over many years, the school has continued to achieve many successes. It has maintained good academic standards, won many awards that are recognised nationally as being indicators of good **and excellent** management practice. An outstanding feature is the very comprehensive arrangements to review and monitor the performance of teachers and to identify training needs.
27. The head teacher and his deputy, known as the Registrar, have different strengths that they use effectively in their areas of responsibility. The head teacher has a high profile in the school and the community and pupils describe him as being a good role model.
28. Several governors are comparatively new to the role but they are all very committed to the ongoing success of the school. Despite every effort made by the senior management team and the governors, parking outside the school poses a considerable problem. Several strategies have been put in place to minimise the risk and help has been sought from the Local Authority but currently efforts to reduce the congestion have been to no avail.
29. Governors have a very good understanding of financial issues and they successfully endeavour to make cost effective decisions when providing the

necessary resources for the school's continued success. With the exception of a very few minor omissions in the governors' annual report to parents and the school prospectus, statutory requirements are met.

30. The quality of the school's self-evaluation process is good. A culture of self-evaluation has been established for some time where all stakeholders' views are taken into account. The self-evaluation report prepared for the inspection clearly identifies the school's strengths and areas for development. The team agrees with the school's judgements in all of the seven key questions. Progress since the last inspection has been good. Each of the key issues for action identified at that time has been addressed fully.
31. The school reviews its use of resources on a regular basis. Overall, resources are used effectively and efficiently. The school provides good value for money.

Recommendations

32. In order to maintain the current good standards and to continue to develop and thrive, staff and governors should:
- R1 improve standards in those subjects and areas of learning with some shortcomings; ***
 - R2 further develop pupils' creativity and problem solving skills; ***
 - R3 work with the Local Authority to manage the health and safety issue identified in the report; ***
 - R4 amend the governors' annual report to parents and the school prospectus so that they contain all the required information.

Those recommendations marked *** have already been identified by the school as requiring attention.

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

33. The inspection team agrees with the school's self-evaluation of this key question.
34. Standards of attainment are good in Ysgol Caergeiliog Foundation School. Overall, regardless of their social, ethnic or linguistic background, pupils make good progress and they achieve well.

Grades in standards for areas of learning for under fives

Area of learning	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 3	Grade 3
Physical development	Grade 2	Grade 2
Creative development	Grade 3	Grade 3

Grades for standards in subjects inspected at key stages 1 and 2

Subject	Key stage 1	Key stage 2
Welsh second language	Grade 3	Grade 3
Mathematics	Grade 2	Grade 2
Information technology	Grade 2	Grade 2
Music	Grade 2	Grade 2
Religious education	Grade 2	Grade 2

35. Pupils' standards of achievement in lessons observed during the inspection are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	90%	10%	0%	0%

36. Standards of achievement in the lessons observed are well above Welsh Assembly Government (WAG) all-Wales targets requiring that by 2007, 98 per cent of standards should be Grade 3 or better and 65 per cent Grade 2 or better.
37. The overall quality of provision for the under-fives is appropriate to their needs and pupils are making good progress towards the Desirable Outcomes for Children's Learning. By an early stage in the academic year, the vast majority of children settle into school quickly and enjoy and persevere at their activities.

38. Pupils with additional learning needs, including those with SEN and those with potential behavioural problems, make good progress relative to their abilities. The majority of SEN pupils achieve the targets they are set. More able pupils make the same progress as their peers.
39. An outstanding feature throughout the school is pupils' listening skills. They listen attentively in whole school gatherings, to their teachers and to each other. In all classes in early years and key stage 1, pupils develop good speaking and reading skills. In key stage 2, pupils' reading skills are good and there are some outstanding features in their speaking skills. By the end of the key stage they are very articulate and they conduct themselves impressively in formal situations such as the school council. Under-fives make good progress in their writing skills. However, pupils in key stages 1 and 2 are not as confident using their writing skills in a range of contexts.
40. Throughout the school, pupils use their numerical skills well in other subjects such as science and physical education. Since the last inspection, pupils' information and communication technology (ICT) skills have developed very well and they now achieve good standards.
41. Pupils' bilingual skills have good features that outweigh shortcomings. They understand most things that their teachers say to them in Welsh but many lack the confidence to use Welsh words and phrases themselves. Pupils' understanding of their Welsh cultural heritage (*Y Cwricwlwm Cymreig*) also has good features that outweigh shortcomings. Many have a good awareness of their own locality of Anglesey but they are less aware of some of the key features of Wales as a whole.
42. Baseline data indicates that children enter reception classes with scores that are similar to the national average. As they move through the school, pupils continue to progress well and they achieve good standards at the end of key stage 1 and key stage 2. Results at the end of key stages 1 and 2 in the three core subjects of English, mathematics and science have been consistently above LEA and national averages for many years. Targets set for future years indicate that these above average standards are set to continue.
43. Over recent years, fewer than average numbers of pupils achieved the higher than expected level three at the end of key stage 1 and level 5 at the end of key stage 2. Over the course of key stage 2, several pupils enter and leave the school, making it difficult to track their overall progress from key stage 1 to key stage 2. Those pupils who remain at Ysgol Caergeiliog School for the four years between key stage 1 and key stage 2 make good progress. Nearly all pupils achieve the targets they are set at the end of both key stages and the vast majority exceed them.
44. Results in science have been the best at both key stages in recent years. Despite the school's efforts to reduce the gap between girls' and boys' performance, girls tend to do better than boys but more boys than girls achieve the higher levels at the end of key stage 2.

45. When compared with similar schools (those with similar numbers of pupils entitled to receive free school meals), results between 2004 and 2006 remained in the upper 50 per cent. In 2007, key stage 1 results dropped slightly and were very similar to the 2006 average for similar schools but these results had been predicted following pupils' baseline scores when they started school. (Data for similar schools is not yet available for 2007). Results in the three core subjects at key stage 2 in 2007 improved slightly and when compared with results in similar schools in 2006, they remain in the upper 50 per cent.
46. Pupils of all ages respond very well to the range of learning opportunities and particularly those of a musical, social and technological nature. They are enthusiastic and acquire new knowledge and skills both during lessons and during the excellent range of extra-curricular activities that the school offers. In their time at Ysgol Caergeiliog, pupils make good progress towards fulfilling their potential and are ready and enthusiastic about moving on to the next stage of their learning.
47. Pupils' awareness of how well they are doing is good. Throughout the school, pupils are given targets that are also discussed with parents. Pupils talk about their work confidently and explain how they might develop or improve. At the end of lessons, pupils make simple judgements about whether they have achieved the lesson objective. By the end of key stage 2, pupils evaluate their work with considerable maturity.
48. Attendance and punctuality are both good. Attendance for the last reporting year 2006-07 was 93.4 per cent. This is above the last published all Wales figure and broadly the same as the average for the LEA. Most pupils attend regularly and are only absent because they are unwell. The number of families who take their holiday during term time is reducing because of the school's increased efforts to discourage this.
49. The overall development of pupils' personal and, social skills is good. Throughout the school, pupils are well motivated and have positive attitudes to learning. They show good interest in their work and the vast majority maintain concentration in lessons. Pupils' problem solving and creative skills have good features that outweigh shortcomings. This is in some part due to the high level of support from members of staff that sometimes **holds** back the progress pupils make in these aspects.
50. Pupils' outstanding behaviour is a credit to the school. From the nursery onwards, they play and work well together. The school is a friendly, happy place, free of racial tensions and harassment. This is because staff and pupils interact so well.
51. All pupils have high levels of self-esteem and take full responsibility for their own actions because they understand what is expected of them. Older pupils are very caring and supportive of younger pupils and are unfailingly helpful, polite and courteous. During the inspection, for example, older pupils

supported the younger pupils at the School Council meeting when each year group presented their class report.

52. Pupils say that bullying is very rare. The school reports no recent incidents of bullying or inappropriate behaviour and no exclusions have taken place during the last 12 months. Even pupils who have been identified as having behavioural problems are so well supported that they are generally co-operative and curious about their learning.
53. Throughout the school, pupils take their responsibilities very seriously with older pupils enjoying this particularly. This has a positive effect on their self-esteem and developing maturity and also promotes a positive social mix in the school. Pupils' progress in developing their moral skills is also good. In discussions, pupils are honest and fair in their opinions. They appreciate the need for school and class rules and for law and order in society.
54. Pupils recognise the need to treat every person fairly and without discrimination. They have a good, realistic understanding of equal opportunities and a deep respect for diversity. Pupils' knowledge of living within a multi-cultural society is good and they understand the diversity of beliefs, attitudes and cultural traditions within their own and the wider world. They are sensitive to the need to be kind to everyone, however different they are.
55. Pupils are mature responsible citizens, demonstrating well-advanced organisational and decision-making skills, including the care of the environment. All pupils are committed to recycling. The work of the School Council, Charity Committee and Eco Committee are outstanding features and these groups ensure that pupils are **very** well prepared for participation in the community and workplace.

The quality of education and training

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

Grade 2: good features and no important shortcomings

56. The inspection team agrees with the school's self-evaluation of this key question.
57. In the lessons observed during the inspection, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	76%	24%	0%	0%

58. This is similar to the national average identified in the most recent Chief Inspector of Schools Annual Report where 79 per cent of lessons were Grade 2 or better.
59. The quality of the relationship in the classroom is exceptionally good. Teachers create a purposeful working atmosphere and keep pupils focused. In the majority of lessons, work moves at a good pace. **Overall** teachers use stimulating strategies to challenge pupils to achieve their best and actively address issues of gender, race and ability and promote equality of opportunity for all pupils.
60. Where the teaching is good:
- there is good pace to the lessons and the teaching is lively;
 - the work is thoroughly planned;
 - the lesson objectives are shared with the pupils and pupils are reminded of them throughout the lesson;
 - teaching methods are varied effectively;
 - teachers' questioning of the pupils is astute, encouraging them to come to their own conclusions and to respond accordingly;
 - high standards of effort, accuracy and presentation are encouraged;
 - all pupils are actively engaged;
 - ICT is used effectively to enhance learning.
61. Where the teaching has some shortcomings these include:
- pace of the lesson being too slow;
 - not enough challenging tasks set;
 - over reliance on worksheets;
 - missed opportunities to enhance the learning experiences of additional needs and talented and able children.
62. Teachers have sound subject knowledge and with the benefit of professional development, individual teachers have up to date knowledge of best practice

- in particular areas. Such expertise is then shared with the other teachers to ensure continuity.
63. Support staff are well briefed and play a valuable role in supporting teaching and learning.
 64. The quality of teachers' planning is very good across the curriculum and has a positive effect on many of the lessons. Teachers who teach the same age group plan together carefully to ensure equality of opportunity for pupils. Teaching methods are effective and learning resources carefully chosen. This has a positive effect on pupils' learning.
 65. Teachers work closely together to ensure continuity in curriculum content and lesson planning. They regularly evaluate their lessons and, depending on the effectiveness of the lesson and degree of pupil progress, subsequently modify planning.
 66. Teachers pay good attention to promoting bilingual competence, with regular incidental use of Welsh in all classes throughout the school.
 67. **Overall the** quality of assessment, recording and reporting is good; it is comprehensive and thorough and meets statutory requirements. There has been considerable improvement in assessment and recording in all subjects enabling teachers to track pupils' progress consistently.
 68. The assessment and record keeping system for identifying and recording pupils' progress is very good. Teachers accurately pinpoint weaknesses in the development of individual pupils, plan work that is at the appropriate level for them, and provide support where necessary. This is a strong feature in enabling the school to successfully raise standards, particularly in the core subjects. Teachers have collated annotated work and levelled it to support planning and assessment across the school.
 69. Pupils' work is marked regularly and positively. However, teachers do not consistently provide constructive comments to help pupils understand where and how they need to improve their work. The school's marking policy gives clear guidelines and useful guidance on good practice. The quality of oral feedback is good. Day-to-day assessment is based largely on whether pupils meet the learning objectives for lessons. Work is generally dated thus making it easy to track the rate of progress.
 70. The quality of reports to parents is consistently good. In the under-fives classes, the reports clearly outline progress across all the areas of learning for children of this age. Reporting to parents of pupils in other classes is also good. Reports give a clear picture of what pupils can do and where they need to improve their work.
 71. Parents are invited to comment and to meet the teachers twice a year to see work and discuss progress. These meetings are very well attended. Parents appreciate these opportunities.

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

72. The inspection team agrees with the school's self-evaluation of this key question.
73. The overall quality of provision for the under-fives is appropriate to their needs and pupils are making good progress towards the Desirable Outcomes for Children's Learning. However, currently insufficient attention is given to developing children's learning in the outdoors. In the main, the outdoors is used simply to develop children's physical development.
74. The school provides a broad, balanced curriculum at key stages 1 and 2 that meets statutory requirements and the needs and abilities of all its pupils including those with SEN. It has held the Basic Skills Agency's Quality Mark since 1999 and the Leading Aspect Award since 2001 indicating an appropriate curriculum. The curriculum is flexible in other aspects and meets pupils' wider needs well.
75. The school's aims encourage and promote positive values and attitudes. The quality of pupil/teacher relationships is excellent and this contributes significantly to pupils' confidence, self-esteem and **outstanding** behaviour. The head teacher, teaching and support staff provide very good role models for pupils.
76. The development of pupils' basic and key skills is a strong feature of the school. Key skills are carefully identified in teachers' plans. Planning for the use of ICT is very good and has had a significant impact on standards.
77. The school provides an outstanding range of extra-curricular activities including residential courses, summer school, classes in French, German, Italian and music, which broaden and enhance pupils' knowledge and skills very well.
78. The provision for spiritual, moral, social and cultural development is good. The head teacher and staff are successful in creating a calm, caring and supportive environment where pupils feel secure and respected. Personal and Social Education is very well planned throughout the school. Lessons are delivered regularly and suitable attention, depending on the age of pupils, is given to sex education and substance misuse.
79. The links with parents are good with a very high proportion of parents indicating through the questionnaires returned to the inspectors that they are very satisfied with the provision for their children. The school invites parents to discuss their child's progress at regular consultation evenings. There is an active 'Parent Teacher Association' and it organises numerous activities throughout the year to supplement school resources. The school operates an

'open door' policy which offers parents access to the school on a daily basis. Parents are kept well informed with termly curricular information, weekly newsletters, school magazine and the School Website.

80. There is a good partnership arrangement with the University of Wales Bangor for teacher training students. The school also benefits from visiting students from Coleg Menai who are on 'work experience'. There are also productive links with local schools for opportunities in games and other joint events. Transition programmes with neighbouring high schools are well established.
81. Provision for work related education is good with no important shortcomings. There is a good range of experiences provided appropriate to the age of pupils and these develop their understanding of the world of business and commerce well. Teacher placements to industry or business have benefited their professional development and have had a positive impact on the curriculum, for instance, the development of art and design throughout the school.
82. Whole school provision for developing pupils' bilingual skills and *Y Cwricwlwm Cymreig* has good features that outweigh shortcomings. Senior managers and the school governors are committed to promoting pupils' bilingual skills and their knowledge of the culture and heritage of Wales. However, in some subjects, such as art and music, insufficient account is taken of *Y Cwricwlwm Cymreig*. The School's Museum effectively promotes some aspects of pupils' understanding of their heritage.
83. The school has good arrangements to tackle social disadvantage. All adults ensure that pupils have equal opportunity to access the curriculum offered and to take part in all areas of school life what ever their ability or background.
84. Sustainable development and global citizenship are promoted well. Good cross-curricular planning ensures that pupils' awareness of these aspects is effectively raised, as a range of themes is covered well in a number of subjects, particularly the school's citizenship programme. The recently formed Eco-committee is bursting with ideas about how they want to raise awareness of environmental issues. The school acts in a sustainable way. Even the youngest children are fully involved in these initiatives, ensuring the rubbish from their snack times is collected ready for the school's compost bin.
85. The school provides an exceptional breadth of opportunities for pupils to develop their entrepreneurial skills. **These are outstanding features of the school's work.** The range of activities they undertake through mini-enterprise projects, contributes significantly to their economic understanding and to their awareness of financial management. The large number of pupil committees provides many occasions for pupils to make a valuable contribution to helping bring about change to school life. They also give them the chance to use their problem solving and independent thinking skills.
86. Very good attention is given to ensuring pupils develop the skills for life long learning. The school's extremely strong emphasis on pupils' personal, social

and emotional development helps to prepare them very well for their next stage of learning.

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

Grade 2: good features and no important shortcomings

87. The inspection team agrees with the school's self-evaluation of this key question.
88. The care pupils receive in this friendly school is outstanding. When required the school is very quick to involve and actively consult with parents and carers about the care provided for their children. Additional help and guidance from a wide range of external agencies (including those who support pupils with SEN) is often sought. This ensures that all pupils are able to access the curriculum and the many additional opportunities that are offered. In discussion, pupils confirm this and state they feel very safe and very well supported. Parents too express the view that their children are very well cared for, inspection findings endorse this view.
89. The day-to-day care and guidance for pupils is of a very high quality and a notable feature of the school's work. Through its exemplary pastoral structure it gives 'each child the best possible start in life.' Every pupil is valued and nurtured and very close account is taken of his or her individual needs.
90. Personal and Social Education is very well planned throughout the school, suitable attention is given to sex education and substance misuse, appropriate to the age of the pupils. The Citizenship programme very effectively underpins the personal support and guidance provided for pupils. This is an outstanding aspect of the school's work because of the depth and breadth of the topics that are covered; these prepare pupils extremely well for their life beyond school as young citizens of the future.
91. The school council and the many other pupil committees are well established. They provide pupils with a voice and as a consequence their views can be heard, listened to and acted upon when appropriate. Members of all the committees say that they appreciate this and are proud of the changes to school life and beyond that they have instigated.
92. Arrangements to monitor and address any concerns related to pupils' behaviour, attendance, punctuality or performance are good. The school's systems ensure that all these areas are closely monitored and swift and effective action taken if there are any concerns.
93. The school ensures that pupils' well-being and healthy lifestyles are promoted well though topics within the curriculum. Healthy and nutritious lunches are provided and the school's **catering manager** has received national recognition for this. However, at break time, many pupils eat crisps and chocolate bars.

Sport and fitness are encouraged and the school is a part of the physical education and school sport (PESS) project for a number of years.

94. Arrangements to help children settle into the nursery are suitably organised. As a result, most children soon settle into new routines. Arrangements to ensure pupils settle into school life at a later stage are well managed.
95. Child protection procedures are well documented, follow the most recent guidance, and are known to all that work in the school; training for all staff is up to date. There are suitable policies and arrangements that contribute to pupils well being whilst in the school's care. Health and safety arrangements are appropriate; the school has very extensive policies and procedures that cover this aspect.
96. The provision for pupils with additional learning needs is good. In the early years, pupils with additional learning needs are identified quickly and assessed carefully. The process of diagnosing and tracking pupils' individual needs is very well developed with regular assessments, frequent monitoring and methodical record keeping.
97. The additional support provided by the school, with a generous contribution from its own budget, is very effective. There is good support for small groups and individuals who are withdrawn from class but their work is carefully linked to the mainstream curriculum. Pupils benefit from a very well planned curriculum, which is clearly focussed on their learning needs. A strength of the provision is the degree of expertise available in the school from the special needs co-ordinator who has a clear understanding of pupils with a range of needs including those with physical difficulties such as hearing impairment.
98. The individual programmes given to pupils with SEN are of good quality and well matched to pupils' needs. Targets set are routinely included in lesson planning and reviewed each term. Generally, pupils make good progress and achieve the targets set for them. Class teachers work well with support staff carefully constructing and reviewing targets set. The individual education plans for pupils with additional learning needs are useful documents that are well used by all staff.
99. One of the good features is the positive way the school works to involve parents in their child's support programme. The school works very well in partnership with a variety of specialist support services including the educational psychologists.
100. The school has well-developed strategies for dealing with pupils whose behaviour impedes their progress should the occasion arise. There are suitable arrangements to eliminate any form of oppressive behaviour. Bullying or inappropriate behaviour is considered a serious matter and is not tolerated. During discussions, pupils confirm that incidents of bullying are very rare and any that are reported are dealt with immediately.

101. The school considers equal opportunity as a priority. The school has an effective race equality policy and pupils' multi-cultural education is well developed.
102. Gender equality, racial equality and the challenging of stereotypical views are strongly encouraged and practised. All equality related policies fully meet statutory requirements.
103. Pupils' backgrounds, cultures and religions are explored and explained to all. Parents indicate that the school is effective in promoting equality and diversity and they consider this to be a particular strength of the school. Celebration of diversity is a regular feature during school assemblies.
104. The school works hard to secure equal treatment of disabled pupils. An appropriate plan to develop accessibility for disabled persons has been compiled and the school is systematically working to address the issues raised.

Leadership and management

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

Grade 2: good features and no important shortcomings

105. The inspection team agrees with the school's self-evaluation of this key question.
106. As well as its motto and vision statement, Ysgol Caergeiliog Foundation School has a clear set of aims that promotes equality for all and is reflected in practice. The head teacher, the senior management team and governors are committed to ensuring that all those involved with the school operate as a cohesive, motivated team. This is successfully achieved.
107. Over many years, the school has continued to achieve many successes. It has maintained good academic standards, won many awards including Investors in People, the Charter Mark and The Leading Aspect Award which are all recognised nationally as being indicators of good **and excellent** management practice. Leaders and managers have a continued vision for the development of the school and as a result pupils enjoy good outdoor sporting facilities, large classrooms and an extensive range of technological equipment.
108. The head teacher and his deputy, known as the Registrar, have different strengths that they use effectively in their areas of responsibility. They complement each other well and are fully committed to ensuring the continued success of the school in all aspects of its provision, including academic and personal and social aspects. The head teacher has a high profile in the school and the community and pupils describe him as being a good role model.
109. All members of staff and governors are fully aware of the school's principles and priorities. The innovative structure of the senior management team ensures that members of the teaching staff from key stage 1 and key stage 2 have a 'voice' at senior management level. Senior managers meet on a daily basis and deal with any emerging issues as quickly as possible. Policy documents are of very good quality. Curriculum co-ordinators have clear responsibilities that they undertake very conscientiously.
110. The school takes good account of local and national priorities. For example, it has worked hard to promote awareness of ICT. It prides itself at being at the forefront of national initiatives such as Healthy Meals and the physical education and school sport (PESS) scheme to develop standards in physical education. Good links have been established with other schools, including the local secondary schools to which pupils transfer at the end of year 6. A strong link has been established with Bangor University.

111. All pupils are given challenging but realistic targets for their attainment at the end of key stages 1 and 2 based on their individual capabilities. The vast majority of pupils achieve their targets and many exceed them. Other goals for development are clearly identified in the three year 'School Development Plan' and are appropriate to the needs of the school. Curriculum co-ordinators also produce their own annual development plans.
112. An outstanding feature is the very comprehensive arrangements to review and monitor the performance of teachers and to identify training needs. Members of the senior management team undertake annual appraisals with every single member of staff that lead to the identification of training needs. Newly qualified teachers and those at an early stage in their career are well supported by their assigned mentors.
113. Staff development has had a positive impact on individual teachers, members of the support staff and ultimately on standards. For example, good progress has been made in developing Welsh second language and particularly information technology. Training opportunities for every member of the Ysgol Caergeiliog staff are provided in a variety of ways including school-based training, staff meetings and attendance at externally organised courses. Several members of staff have accessed accredited courses. Suitable arrangements are in place for teachers to plan, prepare and assess (PPA) their work. Senior managers and governors have agreed an appropriate outline structure for teaching and learning responsibilities (TLR).
114. Several governors are comparatively new to the role but they are all very committed to the ongoing success of the school. They bring a wide and valuable range of practical and professional skills to the school but several have not yet had the time to become fully conversant with the roles and responsibilities. For example, their role in monitoring provision is at an early stage of development. Governors rely on the advice provided by the head teacher and senior managers. They are supportive of the school's continued development.
115. Despite every effort made by the senior management team and the governors, parking outside the school poses a considerable problem. Several strategies have been put in place to minimise the risk and help has been sought from the Local Authority but currently efforts to reduce the congestion have been to no avail.
116. Governors have a very good understanding of financial issues and they successfully endeavour to make cost effective decisions when providing the necessary resources for the school's continued success. With the exception of a very few minor omissions in the governors' annual report to parents and the school prospectus, statutory requirements are met.

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

Grade 2: good features and no important shortcomings

117. The inspection team agrees with the school's self-evaluation of this key question.
118. A culture of self-evaluation has been established for some time where all stakeholders' views are taken into account. Leaders of all subjects evaluate their own subjects through regular monitoring exercises. The head teacher receives these reports and they are presented to the governing body. The governors' role in the self-evaluation process is underdeveloped and has been identified as a priority for action in school development plan.
119. All stakeholders' views are taken into good account, parents' views through questionnaires. Pupils' opinions are taken into account through school council, class councils, Eco schools committee and the charity committee. Year 6 pupils also fill in a questionnaire in their last term in the school based on their experiences in Ysgol Caergeiliog.
120. The self-evaluation report prepared for the inspection clearly identifies the school's strengths and areas for development, referring to the appropriate sources of evidence and where it may be found.
121. The school development plan has clear priorities for action and includes costings and realistic timescales. However, there is no clear route for identified shortcomings from subject co-ordinators to become priorities for action in the main school development plan. Nevertheless, the planning process involves all staff, ensuring a shared understanding of the direction of the school.
122. The Investors in People and Charter Mark process has been used to good effect in driving forward the school improvement agenda. The school makes good use of data analysis from standardised tests and teacher assessments and has good systems in place to track pupils' progress from year to year. The head teacher, senior management, staff and governing body all show a clear commitment to continuing to raise standards.
123. The governing body and head teacher provide adequate resources to ensure objectives are met. The expenditure on interactive whiteboards and laptops last year together with the recent expenditure on Welsh reading materials has had a positive impact on standards in both subjects.
124. The self-evaluation report prepared for the inspection clearly identifies the school's strengths and areas for development. The team agreed with the school's judgements in all seven key questions. Progress since the last inspection has been good. Each of the key issues for action identified at that time has been addressed fully.

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

Grade 2: good features and no important shortcomings

125. The inspection team agrees with the school's self-evaluation of this key question.
126. The school is well staffed with suitably qualified and adequately trained teachers and teaching assistants who are all fully motivated. Teaching assistants are closely involved in teachers' planning on a daily basis.
127. Teachers and other staff members have appropriate job descriptions, which clearly define their roles and responsibilities. Responsibilities for subjects and aspects are fairly shared between staff.
128. The school's in-service education and training (INSET) has improved teachers' and teaching assistants' knowledge and expertise. The programme is effectively linked to the priorities in the School Development Plan. Teachers make good use of their time for planning, preparing and assessing pupils' work.
129. The overall quality and range of resources to support the delivery of the curriculum are good. The resources for ICT are very good. Computers are in good supply and are used consistently during the school day by pupils and teachers for a wide range of purposes. Such provision is enhancing pupils' experience of ICT and is thereby pushing up standards of achievement. However, some of the reading books in English are outdated and unattractive to pupils. Resources for creative and practical work are good such as music, and subject leaders constantly review resources for their subjects.
130. Over the past five years the school has acquired in excess of 15 acres of land. The fields offer three games pitches, sports training areas, nature walks and ecology areas to involve pupils in global citizenship. However, outdoor areas are not fully utilised to develop under-fives knowledge and understanding of the world for example.
131. The school is clean and very well maintained. It provides a visually attractive working environment for pupils and staff. Effective use is made of displays in classrooms to celebrate pupils' achievements and as a resource for learning.
132. The school has set procedures and systems to ensure that it is staffed and resourced efficiently. There is a clear strategy for spending, which is wisely prioritised. The head teacher and the finance committee of the governing body manage the budget effectively ably supported by the school's accountant.
133. The school reviews its use of resources on a regular basis. Overall, resources are used effectively and efficiently. The school provides good value for money.

Standards achieved in subjects and areas of learning

Under 5s

Grade 2: good features and no important shortcomings

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

Language, literacy and communication skills

Nursery: Grade 2: good features and no important shortcomings

Reception: Grade 2: good features and no important shortcomings

Good features

135. Nursery children listen very attentively and respond enthusiastically to adults when engaged in their activities. They are eager to learn. They respond well to questions and commands and are keen to talk about their experiences and do so with increasing fluency and clarity. Children react positively to the opportunities for imaginative play in role-play areas; their speaking skills develop well and they use appropriate language for the different scenarios.
136. Reception children listen very well to others and respond to what they say. They take turns to speak clearly and audibly and use an increasing range of vocabulary, often using quite long, complex sentences. They welcome the opportunity to talk with adults and to each other about their experiences or their class work.
137. Children in the nursery enjoy listening to stories, sharing books and displaying interest in their contents. More able children already recognise their own names and are beginning to distinguish between letter shapes and sounds.
138. The majority of reception children have a developing awareness of the sounds of different letters and use these skills effectively when studying unfamiliar words. Many of the children recognise a range of familiar words. They retell stories in the correct sequence or predict events from pictorial clues. By the end of the reception year, the vast majority of pupils read from simple reading books.
139. All nursery children enjoy working independently on the 'mark making' table and they make good use of the range of writing materials that are provided for them. They show good control tracing and copying letters and words.
140. Reception class children develop their writing skills by copying longer phrases and sentences. By the end of the year, the most able children write two or three sentences independently.

141. In all early years classes, children make good progress in learning and understanding Welsh as a result of its promotion by their teachers who make regular use of the language throughout the day. They enjoy joining in with Welsh songs and jingles.

Shortcomings

142. Although both nursery and reception children undertake some emergent writing activities, generally they lack confidence engaging in independent writing.

Personal and social development

Nursery: Grade 2: good features and no important shortcomings

Reception: Grade 2: good features and no important shortcomings

Good features

143. Nursery children quickly settle into the routine of the school and are developing some independence as they participate in a wide range of carefully planned activities. The great majority behave very well; they are courteous and generally willing to take turns. They enjoy opportunities to make choices and decisions and welcome new experiences with confidence and enthusiasm. They maintain an interest in their play and activities for appropriate periods. They socialise well with each other and with visitors and show interest in the people around them. They take responsibility for their own personal hygiene. They are very aware of the importance of care and concern for others and display genuine sensitivity to the needs of each other.
144. Reception children respond well both to high expectations of behaviour and to praise and encouragement. They readily accept responsibility such as when getting ready for their outdoor play. They show good levels of independence when working on their activities. When talking and discussing their feelings, children display a well-developed ability to express how they feel. They make good progress in the ability to work together showing increasing maturity as they help each other. Children in the reception classes take responsibility for dressing and undressing themselves with the minimum of fuss before and after physical activities in the hall. They show perseverance whilst involved in their work.

Shortcomings

145. There are no important shortcomings.

Mathematical development

Nursery: Grade 2: good features and no important shortcomings

Reception: Grade 2: good features and no important shortcomings

Good features

146. Nursery children develop a good understanding of mathematical concepts. They successfully compare and sort objects and identify colours. Children correctly sequence and count sets of objects to five, the most able recognising the appropriate number symbol. They all correctly identify the most common two-dimensional shapes. The majority understand mathematical terms such as *big/bigger/biggest* when sorting shapes. During their role-play shopping activities, children begin to develop an understanding of different coins.
147. Reception children understand the passing of time in the context of their own lives and are well aware of the daily routines of their class. Their mathematical concepts develop well through enjoying direct and purposeful experiences as for example creating *stairs* to understand how numbers increase and decrease in size. Children count accurately both forwards and backwards in English up to ten, and are aware of the sequence of numbers.
148. More able reception children count confidently beyond 10. They understand mathematical terms such as *one more/less, or long/short*. Children in reception classes use appropriate strategies to record their mathematical work. They create simple graphs on the interactive whiteboard and correctly interpret the data. Children recognise and confidently name a range of two-dimensional shapes, correctly identifying some of their key features.

Shortcomings

149. Nursery and reception children's understanding of money is under-developed.

Knowledge and understanding of the world

Nursery: Grade 3: good features outweigh shortcomings

Reception: Grade 3: good features outweigh shortcomings

Good features

150. The observational skills of nursery children are developing well through their work in investigating the different materials used when making bread. They use appropriate vocabulary to describe the different textures. They discuss the weather sensibly and are fully aware that eating their fruit at snack time is part of a healthy lifestyle. They begin to develop an understanding of the need to recycle materials. At an early stage in the academic year, children are beginning to develop an awareness of the passage of time in relation to their own lives and are aware of the daily routine of their class. They show increasing confidence in the use of technological equipment.

151. Reception children have a developing awareness of important jobs in the community. Through visits and visitors, they realise that different people undertake different types of work. They use their sense of taste and smell sensibly when observing different types of fruit. They display a good understanding of how to operate different technological equipment such as programmable toys and listening centres. Reception children understand the nature of their environment and the way it changes with every season. They have a developing awareness that things were different in the past.

Shortcomings

152. Even though under-fives have some understanding of the main features of the school environment, this aspect is not yet fully developed.
153. Generally, in all early years classes, children's problem solving and investigational skills are under-developed. They rely heavily on adults to provide them with ideas about how they solve problems.

Physical development

Nursery: Grade 2: good features and no important shortcomings

Reception: Grade 2: good features and no important shortcomings

Good features

154. Nursery children successfully ride and manoeuvre a range of wheeled vehicles with appropriate levels of co-ordination and control. Their physical skills of climbing, balancing and crawling in and around apparatus is developing well. They show increasing awareness of the differences between running and walking.
155. They handle small equipment such as scissors, glue sticks and marking resources with increasing confidence, dexterity and accuracy.
156. Reception children refine their skills and show a good awareness of their bodies and of the ability to control their movements when engaged in physical activities in the hall. Their fine motor skills are well developed. They make good use of malleable material such as dough to make shapes and models. They show good control handling writing materials and cutting out; they use the computer mouse to make precise movements.

Shortcomings

157. There are no important shortcomings.

Creative development

Nursery: Grade 3: good features outweigh shortcomings

Reception: Grade 3: good features outweigh shortcomings

Good features

158. Nursery children produce attractive and original images of things they have observed. They use a variety of media and techniques with developing degrees of control. Children in the nursery enjoy singing a variety of songs in Welsh and English. They use their imagination well in role-play successfully recreating scenes.
159. Reception children continue to develop the skills established in the nursery and make definite choices about colour, materials and equipment for their artwork. Children take advantage of opportunities to play imaginatively and to become involved in role-play activities. They confidently sing a range of songs in tune, with clear diction and appropriate actions.

Shortcomings

160. Both nursery and reception children lack confidence selecting their own materials and techniques for artistic work.
161. In both year groups, children do not experiment enough with musical instruments to create their own music.

Welsh second language

Key stage 1: Grade 3: good features outweigh shortcomings

Key stage 2: Grade 3: good features outweigh shortcomings

Good features

162. Pupils in key stage 1 listen well and speak confidently when using simple greetings. They respond well to questions using simple sentence patterns effectively. As they talk with their teacher and each other, key stage 1 pupils enunciate well. Throughout the key stage, pupils gradually increase their Welsh vocabulary and are familiar with numbers, colour and feelings, for example. Pupils consolidate their vocabulary by asking and answering questions and occasionally including negative responses.
163. Key stage 1 pupils' reading skills progress well with pupils correctly reading words on the whiteboard and worksheets based on their oral experiences. They show an appropriate understanding of the text in bilingual signs in their classrooms and around the school.
164. As they move through key stage 1, pupils begin to develop appropriate writing skills. Both year 1 and year 2 pupils label items correctly. With adult support,

they write simple sentences and phrases when completing work sheets to reinforce their oral work

165. Key stage 2 pupils use Welsh appropriately to answer simple questions. They listen well to their teachers and to their peers, and follow instructions correctly. Their pronunciation is usually clear when they speak in pairs or in small groups. They respond positively to Welsh when they hear it being used as part of their daily routines.
166. Younger key stage 2 pupils read words and phrases correctly and are beginning to gain more confidence in reading their own work aloud. Pupils read simple texts that contain an increasing range of phrases and passages. By the end of the key stage the more able pupils explain what they have read with good understanding.
167. As they progress through key stage 2, pupils gain more confidence in their Welsh writing, building up a range of relevant words, phrases and sentence patterns. There are good examples of written work with appropriate attention given to spelling and punctuation.

Shortcomings

168. Both key stage 1 and 2 pupils lack the confidence to begin to write independently because they rely heavily on worksheets.
169. Pupils in both key stages lack the confidence to choose reading materials independently to enhance their reading skills.
170. Pupils in key stage 2 show insufficient progress in their oral language patterns. They use short phrases and sentences that are similar to those used in key stage 1.

Mathematics

Key stage 1: Grade 2: good features and no important shortcomings

Key stage 2: Grade 2: good features and no important shortcomings

Good features

171. Across both key stages, pupils demonstrate a positive attitude towards mathematics and develop an appropriate mathematical vocabulary. Pupils respond well in oral and mental mathematical sessions. When working together, they discuss their work and logically explain how they obtain their answers.
172. Pupils make good progress as they move through the school. They undertake tasks in addition, subtraction, multiplication and division confidently and accurately.

173. Key stage 1 pupils have a good understanding of number bonds and 'add on' confidently using a number of strategies to help them from fingers, apparatus and number lines. The more able finalise their answers mentally. They confidently use number squares and explore patterns in addition and subtraction.
174. Pupils in years 1 and 2 know the names of common two and three-dimensional shapes and the more able describe their properties accurately. They have good understanding of simple fractions such as halves and quarters.
175. Pupils in key stage 2 continue to apply their mathematical knowledge successfully. They have a good understanding of number and have good knowledge of shape, space and measures. They successfully collect, represent and interpret data for a variety of purpose.
176. Pupils are very confident and enthusiastic working with numbers and using and applying their knowledge in a variety of mathematical situations. They have a good understanding of place value and work confidently with large numbers. They make good use of a range of mental strategies to provide accurate answers.
177. Year 5 pupils recall number facts quickly and accurately and make good progress in applying their knowledge and understanding of the four rules of number to solve problems in money.
178. By year 6 pupils convert percentages to decimals and fractions without hesitation. They also construct and extract information from graphs correctly. They accurately plot co-ordinates in the four quadrants using both positive and negative numbers.
179. Throughout both key stages, pupils use ICT well to support their learning and to help them in the neat presentation of their work.

Shortcomings

180. Although there are no important shortcomings, throughout both key stages, pupils lack confidence undertaking investigational work.

Information technology

Key stage 1: Grade 2: good features and no important shortcomings
Key stage 2: Grade 2: good features and no important shortcomings

Good features

181. Standards have improved considerably from the previous inspection. Pupils of all abilities demonstrate positive attitudes to information technology. Their skills are very well developed across both key stages with pupils of all abilities

confidently and competently using computers, interactive white boards, digital cameras, video cameras and other technology.

182. In key stage 1, pupils have developed a number of basic skills such as executing program commands, saving their work, using the mouse and pointer, and operating a number of facilities on the tool bars such as changing font and text.
183. Pupils use the 'menu' and 'tools' of a graphics package sensibly to improve their work. They develop some skills in word processing using the 'bold' and 'alignment' tools well. Older key stage 1 pupils create good digital imagery in the style of famous artists, using 'straight line' and 'fill tools' adeptly.
184. Pupils at both key stages enhance their control skills using information technology with key stage 1 pupils using the 'Roamer' floor turtle package and key stage 2 pupils using 'Robo Lab' successfully.
185. In key stage 2, pupils make very good progress. They improve their information technology capability in their word-processed writing by using a range of fonts, styles and other features from the 'drop down bar'. They use many features on the 'Windows' program competently, highlighting, editing, cutting and pasting. They have well developed keyboard skills, ensuring that they input text quickly.
186. Older key stage 2 pupils have a very good understanding of how to use spreadsheets and are aware of their merits in comparison with other packages for data work. They know how to format cells in a spreadsheet and how to automate the column of figures. Year 6 pupils use technology to good effect when designing web pages using a power point package.

Shortcomings

187. 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

188. Throughout the school, pupils really enjoy performing vocally and with instruments. They sing a range of songs in English and Welsh enthusiastically and with good diction. By key stage 2, pupils sing in unison and in two parts with great gusto, modifying dynamics appropriately. Younger key stage 2 pupils have a good awareness of note values.
189. In both key stages, all pupils develop a very good awareness of musical vocabulary, for example *tempo*, *pitch* and *dynamics*, and they recognise them

in pieces of music. Whether singing or playing instruments, pupils respond very well to the conductor and play well as a group.

190. As they move through the school, pupils enjoy playing a wide range of instruments and make very good progress in playing them with dexterity and control. Extra-curricular musical tuition has a positive impact on standards in performance.
191. Year 1 pupils recognise changes in pitch in music. They are aware of the sounds that different instruments make. Year 4 pupils confidently use computer programs to 'compose' simple repetitive tunes.
192. Throughout the school, pupils have a good awareness of music from different cultures, such as India, Spain and Australia. They appreciate differences in musical styles and express their preferences sensibly and logically. They respond appropriately to music in imaginative ways such as words and movement.
193. In key stages 1 and 2, pupils compose simple pieces of music to represent different scenarios, for example, animal movements. They sensibly select suitable instruments to make specific sounds. By key stage 2, pupils use tuned instruments in their compositions and produce well-presented graphic or pictorial scores to represent their music. They make sensible evaluations of each other's compositions, including suggestions for how they may be improved.

Shortcomings

194. At the time of the inspection, pupils' awareness of the music of Wales is under-developed in both key stages 1 and 2.

Religious education

Key stage 1: Grade 2: good features and no important shortcomings

Key stage 2: Grade 2: good features and no important shortcomings

Good features

195. Key stage 1 pupils have a good understanding about celebrations in the Christian calendar. They understand the significance of the church in the community.
196. Year 2 pupils involved in the enactment of a baptism in a local church are developing a good understanding of ritual in such a church event. They have detailed knowledge of stories from the Old Testament in the Bible. They recall and re-tell them well orally, in pictures and in writing.
197. Throughout key stage 1, pupils have a good understanding of moral principles, such as those underlying friendship, and they discuss them sensibly. They

have a developing awareness of the celebrations in other religions. They talk with interest about Hindu celebrations such as the Diwali.

198. In key stage 2, pupils have a good understanding of Christian values and beliefs. They talk about their visit to a local cathedral and explain the significance of a Christian service. They refer to and understand the significance of special features such as the pulpit.
199. The school's collective worship themes contribute strongly to pupils' knowledge and understanding of religious education. They understand for example the various ways people demonstrate love.
200. Younger key stage 2 pupils understand the importance of metaphors in language and their use in the Bible. They have a good knowledge about the different Christian denominations that are represented in their neighbourhood. Their writing shows an informed understanding about the differences and similarities between a church and chapel.
201. Pupils in year 5 have a detailed knowledge about some features relating to Buddhist festivals and the significance of these festivals to Buddhism. Pupils in years 5 and 6 successfully identify common themes that people from different religions and countries share.
202. The pupils are familiar with elements of other religions, such as Judaism and Islam. For instance, year 6 pupils talk knowledgeably about the traditions and teaching of the Jewish faith.

Shortcomings

203. There are no important shortcomings.

School's response to the inspection

The Inspection findings recognise Caergeiliog Foundation School as *'a good School that has maintained above average standards for many years'*.

The Staff and Governing Body are unable to give an early indication of how they intend to tackle the Report's Recommendations.

Appendix 1

Basic information about the school

Name of school	Ysgol Gynradd Caergeiliog
School type	Nursery and Primary
Age-range of pupils	3 –11 years
Address of school	Caergeiliog
Postcode	LL65 3NP
Telephone number	01407 740619

Head teacher	Mr Richard Williams
Date of appointment	September 1982
Chair of governors/ Appropriate authority	Mr Mark Gulesserian
Registered inspector	Margaret E Morgan
Dates of inspection	08.10.07 – 11.10.07

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	31	49	48	54	48	54	51	56	391

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	19		19

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	25 : 1
Pupil: adult (fte) ratio in nursery classes	15 : 1
Pupil: adult (fte) ratio in special classes	N/A
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	Rest of school
Autumn 2006	90	95	95
Spring 2007	90	92	91
Summer 2007	92	95	93

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 2007			Number of pupils in Y2:				
			48				
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	0	13	77	10
		National	1	3	13	63	20
En: reading	Teacher assessment	School	0	0	10	69	21
		National	1	3	14	55	27
En: writing	Teacher assessment	School	0	2	13	79	6
		National	1	5	14	68	12
En: speaking and listening	Teacher assessment	School	0	0	10	63	24
		National	0	2	10	64	24
Mathematics	Teacher assessment	School	0	0	6	83	10
		National	1	2	10	64	23
Science	Teacher assessment	School	0	0	6	85	8
		National	1	2	8	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	85%	In Wales	81%

D Pupils who have been disapplied from the statutory arrangements

W Pupils who are working towards level 1

NB National data is based on 2006 figures

National Curriculum Assessment Results
End of key stage 2:

National Curriculum Assessment KS2 Results 2007			Number of pupils in Y6		52						
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	2	12	60	27
		National	0	0	1	0	1	4	16	48	30
Mathematics	Teacher assessment	School	0	0	0	0	0	0	17	62	21
		National	0	0	1	0	1	3	14	48	33
Science	Teacher assessment	School	0	0	0	0	0	0	8	63	29
		National	0	0	1	0	0	2	11	52	34

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	81%	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

NB National data is based on 2006 figures

Appendix 4

Evidence base of the inspection

Five inspectors spent a total of 14 inspector days in the school. A team meeting was held prior to the inspection.

There was no Nominee or Peer Assessor.

Inspectors visited:

- 37 lessons or part lessons.
- All classes.
- Acts of collective worship.
- A range of extra-curricular activities.
- The School Council.
- The Eco-Committee.
- Pupils' Charity Committee.
- Senior Management Team meetings.

Members of the inspection team had meetings with:

- Staff, governors and parents before the inspection began.
- Senior managers, teachers, other members of staff and groups of pupils during the inspection.

The team also considered:

- The school's self evaluation report.
- 90 responses to the parents'/carers' questionnaire.
- A comprehensive range of documentation provided by the school before and during the inspection.
- A range of pupils' work.

The inspection team also held post inspection meetings with the head teacher, staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Margaret Morgan Reporting Inspector	Context, Summary, Recommendations, Appendices Contributions to Key Questions 1 and 5 Early years and Music
Denise Shields Lay Inspector	Contributions to Key Questions 1, 3, and 4
Peter Roach Team Inspector	Contributions to Key Questions 2 and 6 Mathematics and Information technology
Carolyn Thomas Team Inspector	Contributions to Key Questions 1, 2 and 4 Welsh second language
Lowri Evans Team Inspector	Contributions to Key Questions 3 and 7 Religious education

The contractor was:

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Acknowledgement

The inspection team would like to thank the governors, head teacher, members of school staff, parents, other members of the community and pupils for their co-operation and courtesy throughout the inspection.