

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

A report on the quality of education in

**Ysgol Llwyngwrl
Llwyngwrl, Dolgellau
Gwynedd
LL37 2QA**

School number: 6612201

Date of inspection: 12/10/09

by

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Introduction

Ysgol Llwyngwriil 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 Llwyngwriil took place between 12/10/09 and 14/10/09. An independent team of inspectors, led by Merfyn Lloyd Jones undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

Estyn's reports follow its guidance for the writing and editing of reports, which is available on the Estyn website (www.estyn.gov.uk). The table below shows the terms that Estyn uses and a broad idea of their meaning. The table is for guidance only.

Nearly all	with very few exceptions	Half/around half	close to 50%
Most	90% or more	A minority	below 40%
Many	70% or more	Few	below 20%
A majority	over 60%	Very few	less than 10%

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

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Context

The nature of the provider

1. Ysgol Llwyngwriol is situated between the town of Dolgellau and Tywyn and looks out at the magnificent views of Cardigan Bay and Llŷn Peninsula. It serves the village itself and the surrounding rural area.
2. The number of pupils has reduced by around a third since the last inspection and there are currently 28 pupils between 3 and 11 years of age on roll (two of which are of nursery age). The area is neither economically disadvantaged nor very prosperous. No pupil has been registered as being entitled to receive free school meals.
3. Pupils' backgrounds and their attainment on school entry represent the full range of circumstances and attainment. Approximately 38 per cent of pupils speak Welsh on entry to school. Pupils are admitted to school on a full time basis according to the Local Authority's (LA) policies in September following their fourth birthday. Children are admitted to the nursery class on a part time basis in the September following their third birthday.
4. Five pupils have been identified as having Special Educational Needs (SEN) and are on the 'school action' and 'school action plus' registers. No pupil has a statement of SEN nor do they receive learning support in English as an additional language under the LA's care.
5. The teacher in charge appointed in April 2009 currently leads the school. There is another very new member of staff who only began in September 2009. At the moment, the governors cannot advertise for a new headteacher as the school's future is among a number of other schools in the LA being considered in the school restructuring discussions.
6. The last inspection was in 2003.

The school's priorities and targets

7. The school lists the following as part of its main aims in 2009-10:
 - raise standards of writing in both languages;
 - raise standards of mental mathematics;
 - develop principles for Assessment for Learning;
 - continue to prepare for the Foundation Phase;
 - develop pupils' thinking skills;
 - further develop the self-evaluation report and ensure improved communication with governors.

Summary

8. Ysgol Llwyngwriil is a friendly school which provides a happy and safe environment where pupils are eager to learn. They all make good progress. The school's special quality is the feeling of a family community and of the pupils' closeness. The school equips them with firm foundations to develop bilingually confident and responsible members of the community. The teacher in charge and all members of staff are committed to the school and work very diligently.

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 3
6	How well do leaders and managers evaluate and improve quality and standards?	Grade 3
7	How efficient are leaders and managers in using resources?	Grade 2

Standards and progress

9. The number of pupils participating in the national curriculum (NC) assessments at the end of the two key stage is too little to make any meaningful comparison with national data for each subject on an annual basis. As the number of pupils eligible for assessment at the end of key stage 1 in 2009 was fewer than five, summary information is not included. Teachers' statutory assessments in key stage 2 in 2009 demonstrated that 77.8 per cent of pupils achieve the core subject indicator (CSI), which is the expected level in the three subjects of Welsh or English, mathematics and science. This is slightly above the national average of 75.5 per cent but is lower than the average of the family of similar schools.
10. Considering data over a period of three years, although the numbers of pupils vary substantially, key stage 1 results compare favourably with schools with the same number receiving free school meals. Over the same period, although key stage 2 results vary in nature of cohort, they tend to be in the lower 50 per cent compared to the family of schools. Performance in Welsh compares unfavourably with the family of schools and catchment area. The performance of girls excels boys' performance throughout, reflecting the national picture.
11. Standards of achievement in the lessons inspected were as follows:

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

12. The percentages above compare well with the average percentages for the whole of Wales, as published in Her Majesty's Chief Inspector's (HMCI) Annual Report 2007-08, which states that standards of achievement are good or better (grades 1 and 2) in 84% of lessons, and outstanding (grade 1) in 12% of lessons.
13. Standards in the Foundation Phase have not been recorded due to the very small number of pupils in the Nursery and Reception class.

Grades for standards in subjects inspected in key stage 1 and key stage 2 are as follows:

Subjects	Key Stage 1	Key Stage 2
Welsh first language	Grade 2	Grade 3
English	not applicable	Grade 2
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 2
Information and communications technology	Grade 2	Grade 2
Design and technology	Grade 3	Grade 3
History	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Art and design	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical education	Lesson not observed	Grade 2
Religious education	Grade 2	Grade 2

14. The general quality of the educational provision for under-fives is appropriate to their needs, and children are making good progress towards the outcomes of the Foundation Phase.
15. Most of the under-fives along with pupils in both key stages are making good progress towards achieving their potential. Each individual obtains success in their work, whatever their ability, social or linguistic background.
16. Pupils with Special Educational Needs (SEN) are making good progress according to their ability.
17. Most of the children in the Foundation Phase and key stage 1 are making good progress in their ability to use oral, reading and writing skills. They use and apply mathematics successfully and they develop into confident users of ICT equipment.
18. Most of the pupils in key stage 2 communicate well with each other and with adults. They read and write better in English than Welsh in a number of different contexts. The mathematical skills of the majority of pupils are developing well. Good features outweigh shortcomings in pupils' information and communications technology (ICT) skills. Although effective use is made of their skills in some aspects, they don't make sufficient independent use to develop their skills in a number of areas across the curriculum.

19. The bilingual competence of the majority of pupils is a good feature. By the end of key stage 2, they are bilingually confident.
20. All pupils demonstrate a good attitude towards their learning and they contribute and concentrate well in their lessons. The behaviour of all pupils is very good.
21. There is good understanding of equal opportunity issues across the school.
22. The majority of pupils' ability to work independently is good but their understanding of their own strengths, how well they do and what they need to do to improve their work has merely begun. They have yet to develop the confidence to set their own targets for improvement.
23. Levels of attendance at school across the last three full terms are around 90.8%. This is lower than the county and national averages. These figures were affected due to families taking their children on holidays during the Summer term. Punctuality is good.
24. All pupils are making very good progress in their personal and social development. They are considerate, friendly and courteous towards each other, staff and visitors.

The quality of education and training

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

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

26. These percentages compare favourably with the average percentages for the whole of Wales, as published in HMCI's Annual Report 2007 – 08, which means that the quality of education is good or better (Grades 1 and 2) in 83% of lessons and outstanding (Grade 1) in 16% of lessons.
27. Where good features were found:
 - work was thoroughly planned and prepared;
 - criteria were successfully divided;
 - tasks were appropriately differentiated;
 - the presentations were energetic and vibrant;
 - good questioning techniques and high expectations challenged and motivated pupils;
 - good effort was at work to ensure that the communication language of the class was Welsh;
 - support for pupils was very skilful;
 - effective use was made of resources.

28. Good features outweigh shortcomings in the assessment procedures. Baseline assessments were appropriately implemented with the under-fives. Detailed and regular records are kept on each pupil's achievement and progress.
29. The recording of pupils' achievements in key stage 1 and 2 were good in the core subjects and fully meet the statutory requirements but the procedure has not yet been sufficiently developed for the other subjects.
30. The annual reports for parents comply with the statutory requirements, they are of good quality and provide a detailed picture of their children's progress.
31. The curricular provision is balanced and broad and meets the statutory requirements. The short term planning ensures suitable and purposeful activities. Nevertheless, the long term schemes of work are an effective tool to ensure coherence and progress in pupils' learning experiences.
32. The curriculum and pupils' experiences are enhanced by visits and extracurricular activities. The school provides a good range of extracurricular, cultural and community activities.
33. Spiritual, moral and cultural development is effectively developed. Pupils cover different cultures and religions in a mature and conscientious way. Collective worship fully complies with the statutory requirements.
34. There are good connections with parents and also with the Friends of the School and community. These connections enrich pupils' educational experiences and personal development.
35. The quality of care, support and guidance offered to pupils is good.
36. There is a warm and homely ethos and pupils feel valued and supported. The school's care for pupils' welfare is very good.
37. The provision for SEN is well planned and managed.

Leadership and management

38. The teacher in charge has purposeful management and provides a clear feeling of direction in the school's work. There is a caring environment based on trust and respect under her leadership. Members of staff are very committed to the school and towards the pupils in their care.
39. The governing body is very supportive of the teacher in charge. The role of the governing body in the self-evaluation and target setting process has not developed sufficiently as part of the school's management strategy. The school acknowledges that this needs to be developed. They achieve their statutory responsibilities.
40. The self-evaluation report produced by the school prior to the inspection is balanced and honest and refers to an appropriate range of evidence sources.

Nevertheless, there is a tendency at times to describe provision rather than evaluate its impact and there is lack of judgement in several aspects involving pupils' achievements.

41. The School Development Plan (SDP) is a concise, organised document and highlights priorities relevant to the school's development. The plan includes realistic and challenging targets which will be helpful to measure success.
42. The school addressed the recommendations made in the 2003 inspection report in a conscientious way, by implementing strategies according to its action plan. Good progress was made. Nevertheless, the self-evaluation system and the provision of appropriate outdoor spaces for the Foundation Phase has been insufficiently developed.
43. Although there have been significant changes in school staffing recently, the school is appropriately staffed. Teachers are suitably qualified to teach each aspect of the school's curriculum.
44. The school has a good supply of resources for all ages. They are of good quality, are at pupils' and teachers' easy disposal and match the curriculum's needs and requirements.
45. Classrooms provide sufficient space for the number of pupils. Exhibitions of their work make classrooms look attractive and demonstrate that the school values their achievements. The hall's size consistently restricts opportunities to develop aspects of physical education. Good use is made of the local sports hall to compensate for this. Outdoor provision for the Foundation Phase is suitable at the moment, although plans are in place to improve the situation.
46. School managers rigorously oversee finances. They succeed in keeping any annual underspend low. The school provides good value for money.

Recommendations

47. In order to improve, the school needs to:
 - R1 raise standards of design and technology across the school and Welsh in key stage 2;
 - R2 make better use of assessment to enable learners to understand what they need to do to improve their work and ensure progress;
 - R3 ensure that the schemes of work are a more effective tool in maintaining coherence and progress in pupils' learning experiences;
 - R4 improve the self-evaluation system to create more structured opportunities to form judgements on how well learners are achieving;

R5 *co-operate with the LA to develop suitable outdoor spaces for the Foundation Phase.

*R5 was one of the key issues to act upon in the last inspection.

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.

A copy of this summary will be sent to each family who has a child at the school. The full report may be obtained from the school.

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

48. The findings of the inspection team match the judgements made by the school in its self-evaluation.
49. The number of pupils participating in the NC assessments at the end of the two key stages is too little to make any meaningful comparison with national data for each subject on an annual basis. As the number of pupils eligible for assessment at the end of key stage 1 in 2009 was fewer than five, summary information is not included. Teachers' statutory assessments in key stage 2 in 2009 demonstrated that 77.8 per cent of pupils achieve the CSI. This is slightly higher than the national average of 75.5 per cent but is lower than the average of the family of similar schools.
50. Considering the data over a period of three years, although the numbers of pupils vary substantially, key stage 1 results compare favourably with schools with the same number receiving free school meals. Over the same period, although key stage 2 results vary in nature of cohort, they tend to be in the lower 50 per cent compared with the family of schools. Performance in Welsh compares unfavourably with the family of schools and catchment area. The performance of girls excels boys' performance throughout reflecting the national picture.
51. Standards in the Foundation Phase have not been recorded due to the very small number of pupils in the Nursery and Reception class.
52. In the lessons observed, the standards of achievement were as follows:

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

53. The percentages above compare well with the average percentages for the whole of Wales, as published in Her Majesty's Chief Inspector's (HMCI) Annual Report 2007-08, which states that the standards of achievement are good or better (grades 1 and 2) in 84% of lessons, and outstanding (grade 1) in 12% of lessons.

Grades for standards in subjects inspected in key stage 1 and key stage 2 are as follows:

Subjects	Key Stage 1	Key Stage 2
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Science	Grade 2	Grade 2
Information and communications technology	Grade 2	Grade 2
Design and technology	Grade 3	Grade 3
History	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Art and design	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical education	Lesson not observed	Grade 2
Religious education	Grade 2	Grade 2

54. The general quality of the educational provision for under-fives is appropriate to their needs, and children are making good progress towards the Outcomes of the Foundation Phase.
55. Most of the under-fives along with pupils in both key stages are making good progress towards achieving their potential. Each individual obtains success in their work, whatever their ability, social or linguistic background.
56. Pupils with SEN are making good progress according to their ability.
57. Most of the children in the Foundation Phase and key stage 1 are making good progress in their ability to use their oral, reading and writing skills in different contexts. They use and apply mathematics successfully in practical tasks. They develop into confident users of ICT equipment.
58. Most of the pupils in key stage 2 communicate well with each other and with adults and they listen well. They are prepared to contribute intellectually in class talks and discussions using relevant vocabulary. They read and write better in English than Welsh in a number of different contexts.
59. In key stage 2, the mathematical skills of the majority of pupils are developing well. They make effective use of their skills in several contexts.
60. Good features outweigh shortcomings in pupils' ICT skills. Although effective use is made of their skills in some aspects, they do not make sufficient

independent use to develop their skills in a number of areas across the curriculum.

61. The majority of pupils' bilingual competency is a good feature. By the end of key stage 2, they are bilingually confident. This and pupils' awareness of the *Cwricwlwm Cymreig* and their locality are features to be praised.
62. All pupils show good attitudes towards their learning and they contribute and concentrate well in their lessons. They co-operate happily and cheerfully with each other, and they use their time effectively across the school and take noticeable pleasure in their experiences.
63. The majority of pupils' ability to work independently is good but their understanding of their own strengths, how well they do and what they need to do to improve their work has merely begun. They have yet to develop the confidence to set their own targets for improvement.
64. The behaviour of all pupils is very good. They show respect to their teachers and also to visitors and the school. The consistency of behaviour and commitment towards their work is good. Diversity and social inclusion is a natural part of the school's life and values. All of this provides firm foundations for pupils to develop very responsible members of the community.
65. Levels of attendance at school across the last three full terms is around 90.8%. This is lower than their county and national averages. These figures were affected due to families taking their children on holidays during the Summer term. Punctuality is good.
66. All pupils are making very good progress in their personal and social development. They are considerate, friendly and courteous with each other, with staff and visitors. They move around the school in a quiet and organised manner. They have a good awareness of moral values such as honesty and fairness and they demonstrate this in the way they engage with each other during the day. They are aware of the need to keep fit and eat healthily.
67. Pupils' understanding of equal opportunity issues is good across the school. They acknowledge, understand and respect a variety of beliefs, attitudes and cultural traditions in society. This enables them to develop a good understanding of the world surrounding them and gives them a firm foundation on the importance of citizenship.
68. Pupils' awareness of the world of work and the workplace and of developing enterprise and business is acceptable but there is room for further development. This is recognised in the self-evaluation.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

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

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

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

71. These percentages compare favourably with the average percentages for the whole of Wales, as published in the HMCI's Annual Report 2007-08, which states that the quality of education is good or better (Grades 1 and 2) in 83% of lessons and outstanding (Grade 1) in 16% of lessons.

72. The relationships between teachers and pupils are consistently good and the effective use of praise motivates pupils and encourages them to do their best.

73. Teachers have good subject knowledge and they are beginning to successfully familiarise with the recent developments in the Foundation Phase, Curriculum 2000 and Curriculum 2008.

74. Teachers meet pupils' linguistic needs in both languages successfully and ensure equal opportunity for all.

75. Where good features were seen:

- work was thoroughly planned and prepared;
- criteria were successfully divided;
- tasks were appropriately differentiated;
- the presentations were energetic and vibrant;
- good questioning techniques and high expectations challenged and motivated pupils;
- good effort was in place to ensure that the communication language of the class was Welsh;
- support for pupils was very skilful;
- effective use was made of resources.

76. Good features outweigh shortcomings in the assessment procedures. Baseline assessments were appropriately implemented with the under-fives. Detailed and regular records are kept on each pupil's achievement and progress.

77. The recording of pupils' achievements in key stage 1 and 2 were good in the core subjects and fully meet the statutory requirements but the procedure has

not yet been sufficiently developed for other subjects. Effective use is made of standard tests and the results are analysed in detail in order to discover gaps in the provision or teaching and learning.

78. In the past, pupils' work has not been marked on a regular basis but current practice has significantly enhanced this aspect. However, the comments demonstrating clearly to pupils what they need to do to improve are limited. The practice of pupils' self-assessment or joint assessment is inconsistent.
79. The annual reports for parents comply with the statutory requirements and they are of good quality and provide a detailed picture of their children's progress. Parents are happy with the information presented in the reports and with the opportunity they receive to discuss their children's work with teachers.

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.
81. The curricular provision is balanced and broad and meets the statutory requirements. The short term schemes of work provide a good variety of tasks and themes and clear guidance in order to respond to pupils' learning needs and interests. A wide range of experiences ensure equal opportunities for all. Appropriate attention is given to promoting pupils' awareness of healthy living and the importance of fitness.
82. The quality of the educational provision for the Foundation Phase meets learners' needs effectively. The schemes of work for all curricular areas in stages 1 and 2 are amended per term in response to the amended curriculum and assessment arrangements in Wales. Short term planning ensures suitable and purposeful activities. However, long term schemes of work are not an effective tool to ensure coherence and progress in individuals' learning experiences.
83. Teachers suitably plan to ensure each pupil gains competence in basic and key skills. However, the school is aware of the need to ensure more emphasis is placed on developing pupils' writing skills across the curriculum. Good attention is given to bilingualism and the *Cwricwlwm Cymreig*. Clear attention is given to the area and country's inherent culture and to different cultures.
84. The curriculum and pupils' experiences are enhanced by visits and extracurricular activities. The school provides a good range of extracurricular, cultural and community activities, such as the Urdd, fairs, concerts and other activities and provide pupils with good experiences by arranging contributions to community events and to charities. Appropriate homework is set as and when needed.

85. Spiritual, moral and cultural development is effectively developed. Pupils deal with different cultures and religions in a mature and conscientious way. Collective worship fully meets the statutory requirements. It is appropriate to pupils' age, development and background and gives them the opportunity to consider moral and social questions. The school provides appropriate consideration to the Personal and Social Education Framework but acknowledges the need to further strengthen this provision.
86. There are good connections with parents and also with the Friends of the School and community. Parents assist with tasks such as clearing the garden and taking children to sporting activities. A number of members from the community visit the school to share experiences, to garden and to assist pupils with their themes. It has a close relationship with the local church. Money is raised for a number of voluntary organisations. These connections enrich pupils' educational experiences and personal development and prepares them to become responsible members of their community.
87. The school co-operates closely with other schools in the catchment area. Pupils from the local secondary school and college attend the school to do work experience.
88. Appropriate attention is given to sustainable development and to developing pupils' understanding of global citizenship. The school has received Green Flag, Healthy Schools and Fairtrade School accreditations.
89. Although there are occasional examples, the link with the world of work is not an evident feature of the school's work. There is no formal policy or strategy to ensure that effective and regular use is made of links with the world of work nor to develop pupils' enterprise skills.

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

Grade 2: Good features and no important shortcomings

90. The findings of the inspection team match the judgements made by the school in its self-evaluation.
91. The quality of care, support and guidance offered to pupils is good. They are happy at school and there is a good relationship between them and all of the staff. There is a warm and homely ethos and pupils feel valued and supported. The School Council contributes towards this and represent pupils very effectively ensuring that pupils' voices are seriously considered.
92. There are firm arrangements to ensure that nursery pupils settle in quickly at school. The home/school agreements were appropriately completed.
93. Appropriate attention is given to aspects of health and safety. There are clear policies and procedures to ensure the welfare, health and safety of pupils and matters of concern are given immediate attention. The school is aware of the importance of risk assessments and prepare them systematically. Child

protection procedures are sound and all staff are aware of their responsibilities. A designated member of the Governing Body has responsibility for the area.

94. Registration requirements are complied with and different types of absence are appropriately differentiated. Staff oversee patterns of absence and contact the home and an education welfare officer if needed.
95. Parents praise the connection between them and the school and they are very prepared to assist when needed. They are very satisfied with the information they receive, particularly the last amended annual reports. They also appreciate receiving the classes' theme plan for the year.
96. There are thorough policies and systems for promoting good behaviour and to eliminate any oppressive behaviour. All members of staff know the pupils well and treat them carefully and sensitively by rewarding good behaviour and effort with stickers, stars, Gold Time and Star of the Week.
97. The provision for SEN is well planned and managed by the co-ordinator. Individual pupils' profiles are organised and comprehensive and reflect commitment and care. Differentiated tasks are ensured in each lesson for pupils who need support.
98. The standard of Individual Educational Plans (IEPs) provided for each individual with SEN is good. They include attainable targets which are regularly reviewed along with pupils' progress. The school co-operates effectively with parents, a designated member of the Governing Body and outside agencies. The IEP steers a practical programme of support in the classroom. The assistant receives leadership and guidelines from classroom teachers and works very effectively with individuals and groups.
99. The school conforms well to the requirements of the Code of Practice for SEN and the currency of policies for accessibility and the disability equality scheme is ensured.
100. The school provides good support and guidance in order to ensure that there is no prejudice based on social, educational or linguistic background.

Leadership and management

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

Grade 3: Good features outweigh shortcomings

101. The inspection team's findings do not match the judgements made by the school in its self-evaluation. The school is currently going through a period of significant change. Although the teacher in charge has brought some stability and a feeling of direction to the school in the short time since being appointed, the influence of changes in leadership and management have not been

sufficiently rooted. They are not yet sustainable enough to warrant the grade 2 awarded by the school.

102. The teacher in charge has purposeful management and there is a caring environment based on trust and respect under her leadership. Members of staff are very committed to the school and towards the pupils in their care. Values and behavioural strategies promoting equality for all are effectively reflected in the school's work.
103. The work of updating aims, policies and curriculum planning have begun and are reflected well in the classes' work. Good relationships between members of staff and pupils are positive and influence well on pupils' personal, social and educational development. The views of individuals of all ages are respected.
104. Teachers deliver their teaching roles conscientiously and rigorously although their roles as curricular co-ordinators have not been fully achieved. All members of staff have job descriptions.
105. Good consideration is given to local and national initiatives. The school works conscientiously and effectively towards Phase 2 of the Healthy Schools Scheme and towards the Green School gold award and are realizing the Fair Trade Scheme. Appropriate actions have been initiated regarding delivering the Foundation Phase and the curricular arrangements and revised assessment in key stage 2.
106. Due to changes in members of staff, performance management arrangements have not been fully implemented. This is acknowledged by the school.
107. The governing body is very supportive of the teacher in charge. They meet regularly and receive appropriate reports to be discussed and considered. The role of the governing body in the self-evaluation and target setting process has not developed sufficiently as part of the school's management strategy. The school acknowledges that the governor's monitoring role needs to be developed in connection to pupils' achievements along with a personal need to attend courses to further develop their leadership role. They achieve their statutory responsibilities.

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

Grade 3: Good features outweigh shortcomings

108. The findings of the inspection team match the judgements made by the school in its self-evaluation.
109. The self-evaluation report produced by the school before the inspection is balanced and honest and refers to an appropriate range of evidence sources. Nevertheless, there is a tendency at times to describe provision rather than evaluate its impact and there is lack of judgement in several aspects involving pupils' achievements.

110. The findings of the inspection team match the judgements made by the school in six of the seven key questions but has given a lower grade in key question 5.
111. Members of staff and governors had little input into the report. As yet, there are no formal systems to consider the views and opinions of parents and others who have an interest in the school's work. However, parents say that they find it easy to go to the school to voice their opinion, ask questions or share concerns. Pupils are beginning to have the opportunity to give their opinion through the School Council.
112. Information on pupils' performance is carefully recorded and analysed. This is used appropriately to set targets and to ensure that pupils' learning experiences respond to their ability's requirements.
113. The SDP is a concise, organised document and highlights priorities relevant to the school's development. The plan includes realistic and challenging targets which will be helpful in measuring success.
114. The school addressed the recommendations made in the 2003 inspection report in a conscientious way, by implementing strategies according to its action plan. Good progress was made. Nevertheless, neither the self-evaluation system nor outdoor spaces for the Foundation Phase have been sufficiently developed.

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

Grade 2: Good features and no important shortcomings

115. The findings of the inspection team match the judgements made by the school in its self-evaluation.
116. Although there have been significant changes in school staffing recently, the school is appropriately staffed. Teachers are suitably qualified to teach each aspect of the school curriculum. Effective use is made of staff's expertise. Ancillary staff make an important and valuable contribution to the school. A lack of administrative support contributes to the teacher in charge's work load and reduces the time available to lead and manage the school.
117. The school acts according to the statutory requirements to ensure non-contact time for teachers to plan, prepare and assess. The time is used purposefully and effectively.
118. Staff induction systems and performance management procedures are active at school. Teachers are given the opportunity to attend relevant training courses to update their information and they use these outcomes to improve their practice in the classroom.
119. The school has a good supply of resources for all ages. They are of good quality, are at pupils' and teachers' easy disposal and match the curriculum's needs and requirements. Effective use is made of them. The school also has

a good factual library. A sufficient supply of computers for a number of pupils, two interactive white boards and a good range of software are available. Although a number of the computers are relatively new, others are old and are showing signs of wear and tear. The lack of connection between them impairs pupils' flexibility to work more independently.

120. Classrooms provide sufficient space for the number of pupils. Exhibitions of pupils' work make classrooms look attractive and demonstrate that the school values pupils' achievements. The school's land is a rich resource and is well used. The development for the vegetable garden is commendable. The hall's size consistently restricts opportunities to develop aspects of physical education. Good use is made of the local sports hall to compensate for this. Outdoor provision for the Foundation Phase is suitable at the moment, although plans are in place to improve the situation.
121. School managers rigorously oversee the finances. They succeed in keeping any annual underspend low. The school provides good value for money.

Standards achieved in subjects and areas of learning

Foundation phase

122. No judgements were made on the standards in the Foundation Phase due to the small number of three and four year old children.

Welsh first language

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

Key stage 2: Grade 3: Good features outweigh shortcomings

Good features

123. In key stage 1, most pupils show the ability to listen carefully to the teacher and respond enthusiastically in Welsh. The majority use suitable vocabulary, according to their ability, to clearly communicate their ideas and experiences.
124. When reading books, most pupils in key stage 1 are aware of what is a title, author and blurb. By the end of the key stage, the majority read simple texts and use appropriate strategies to find meaning. The upper tier reads fluently with meaning and expression. They can discuss their books' content confidently and express their opinion.
125. The majority of pupils' writing skills are developing appropriately. They are beginning to convey meaning and develop ideas using suitable vocabulary, for instance in creating a discussion between two characters. By the end of the key stage, the majority can connect and sequence sentences successfully. They spell simple words well and they have an increasing awareness of punctuation.
126. In key stage 2, pupils listen with interest and the majority contribute well to class discussions and during group activities. The best offer extended comments and clarify their views. They are very prepared to talk to adults and visitors about their work.
127. The majority of key stage 2 pupils are making progress in their reading skills. The upper tier read fluently and by the end of the key stage, they show confidence and good expression when reading out loud.
128. The majority of key stage 2 pupils are making progress in writing according to their ability. They write increasingly clear and coherently varying some of their sentences and they spell simple words within their experiences accurately. Their punctuation is fairly accurate. By the end of the key stage, the upper tier writes considerably in a creative and factual way on a variety of texts. They have increasing understanding of the conventions of grammar and sentence structures and use paragraphs accurately.

Shortcomings

129. Syntax errors are highlighted in pupils' oral language in both key stages. This has an impact on the accuracy of the majority of pupils in key stage two's written work.

130. On the whole, key stage 2 pupils do not read with the expected fluency and ease and individuals are unsure of what they read.
131. The ability of pupils in key stage two to write independently and extensively has been insufficiently developed.

English

Key stage 1: English is not formally delivered in KS1

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

Good features

132. The majority of pupils across key stage 2 are making good progress in the skills of speaking, listening, reading and writing.
133. They listen well and express themselves confidently orally and use suitable vocabulary to clearly convey their ideas and experiences. By the end of the key stage, a number of pupils can extensively discuss a variety of texts.
134. All pupils read on a level suitable to their ability. At the beginning of the key stage, they use appropriate strategies to attain meaning; for instance, through constructing words phonetically or by using pictures or a story's context to help. By year 5 and 6, pupils in the upper tier of ability read with expression and good intonation basing their interpretation on grammatical features such as commas, full stops, question marks and exclamation marks. They demonstrate a fervent awareness for the content they read.
135. The majority of pupils know the difference between fiction and factual text and give good reasons for choosing their books. By year 6, the upper tier of ability can talk confidently about a range of literature and their favourite authors. They are making effective use of different sources to search for information.
136. The majority of the youngest pupils at the beginning of key stage 2 are using suitable vocabulary and syntax in their work and they succeed in connecting and sequencing sentences. They highlight an increasing understanding of sentences when writing independently for different purposes.
137. Across the stage, various work in terms of range and purpose is seen. By the end of the key stage, the majority of pupils write confidently using a range of different styles for different purposes and audiences. They have a good understanding of the conventions of grammar and sentence structures. Overall, the spelling of the majority is accurate. The more able pupils are beginning to use paragraphs well.

Shortcomings

138. Although there are no important shortcomings, the quality of a number of pupils' handwriting is inconsistent.

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

139. Most pupils in key stage 1 have a good understanding of number patterns. They count sets of objects reliably and recall number facts up to 10. They accurately count onwards and backwards in twos. The majority count, order, add and subtract numbers accurately.
140. The majority use every day non-standard and standard units accurately to measure length and mass. They are aware of the different values of coins and recognise and use halves and quarters in practical situations. The majority can speak intelligently about their work by using familiar mathematical language.
141. In key stage 2, the understanding of most pupils of place value, number patterns and number facts is developing well. They can select information to solve problems by adding, subtracting, multiplying and dividing progressively confident. Some of the most able pupils respond swiftly using a variety of mental counting methods recalling multiplication facts quickly and accurately. The upper tier are aware of square numbers.
142. The majority can use suitable standard measurements in length, mass, capacity and time and a good number of them can accurately convert measurements from one unit to the other. By the end of the key stage, they can work out the perimeter and area of simple shapes accurately. They are aware of lines of symmetry.
143. Most use their information of shapes to draw common 2 dimensional shapes. They can discuss different types of data effectively. They collate and present information well using graphs, tables and diagrams.

Shortcomings

144. There are no important shortcomings, but some medium and lower ability pupils' information of number bonds and multiplication facts are not sufficiently certain and swift.

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

145. The majority of key stage 1 and 2 pupils discuss their work confidently showing a progressive command of scientific vocabulary.
146. The majority of key stage 1 pupils show an increasing understanding and knowledge of science by exploring the familiar world surrounding them. They investigate confidently by using appropriate senses.

147. They are making simple records of their discoveries in simple drawings and sentences.
148. The majority in key stage 1 name the main parts of the body accurately and intelligently discuss what is needed for humans to stay alive. They understand that exercise and eating the correct types and amounts of food helps to stay healthy.
149. They show good knowledge and understanding of how change in conditions can have an impact on plants' growth, such as light, water, temperature and the medium of growth.
150. They sort materials methodically and successfully into groups, and separate them based on simple properties that can be seen or felt, including texture, whether they are shiny, and whether they are transparent.
151. The majority of pupils in key stage 2 discover and use a variety of scientific evidence, information and ideas. They make detailed observations. They organise and communicate their discoveries using relevant scientific language and show them in simple pictures, tables and graphs.
152. The majority across key stage 2 are increasingly aware of a fair test and they plan their enquiries methodically making decisions for themselves on the variable to be changed and what to measure.
153. They show good information and understanding that tobacco, alcohol and other drugs have harmful effects.
154. In their work on 'Chewing Gum', many pupils converted ideas suggested to them, and their own ideas confidently and successfully in a way that can be investigated.
155. In key stage 2, the majority communicate their findings effectively using ICT skills to record data. They come to sensible conclusions based on their research and observations and can offer an explanation on what was discovered.

Shortcomings

156. There are no important shortcomings.

Information and communications 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

157. In key stage 1, most pupils produce pieces of written work effectively on the screen, adapting their text as required. The majority save their work with assistance and the most able save, recall and adapt it before printing. They accurately enter information into a prepared data base and represent it on graph form.
158. Key stage 1 pupils confidently use a mouse to move images on screen. They use art packages effectively to create pictures and patterns. They have a basic

understanding of managing movement by entering directions into a floor toy. They discuss their work confidently.

159. The skills of most pupils in key stage 2 in organising, adapting and presenting information is good. Across the key stage, pupils are progressively competent in using electronic methods to share and exchange information. They find information from a variety of sources including websites and adapt them to specific purposes. They become increasingly confident and independent by saving and storing their work and adapting it by changing font and setting borders.
160. By the end of the key stage, the majority of pupils show a firm command of word processing and they use a wide variety of methods confidently in order to set, edit and create effect, for instance in creating a story in pictures. They are skilled in moving text from one document to another and in providing a multimedia presentation. They also make effective use of computer equipment to support their literacy and numeracy skills and to enhance their work in several aspects of the curriculum such as religious education, music and science.
161. The eldest pupils in key stage 2 use ICT effectively to record and organise data. They are aware that a spreadsheet may be used to record data. They can add and adapt data bases skilfully and organise them accurately on bar chart form. They make effective use of the web to collate information and to send messages by e-mail. They are aware of the dangers associated with misuse of the internet.

Shortcomings

162. There are no important shortcomings.

Design and technology

Key stage 1: Grade 3: Good features outweigh shortcomings

Key stage 2: Grade 3: Good features outweigh shortcomings

Good features

163. In key stage 1, the majority of pupils respond to their tasks in a way appropriate to their age and ability. They are aware of the need to consider success criteria when responding to a task.
164. Their ability to cut and join a range of materials and ingredients is developing appropriately. They explain the order of implementation and make sensible comments on how they could improve their work.
165. Many pupils in key stage 2 demonstrate a firm understanding of the design and making process. Detailed processes are followed from early ideas, to the planning and making up to the evaluation.
166. Key stage 2 pupils are making good use of their subject knowledge in areas such as science to assist with tasks. The creation of 'torches' is a good example of this.

167. Year 5 and 6 pupils show a good understanding of how gears and pulleys work and they discuss their use of management systems confidently.
168. All pupils are aware of hygiene and safety requirements when dealing with tasks.

Shortcomings

169. Learners do not make sufficient use of a variety of materials and equipment when creating a finished object.

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

170. In both key stages, the majority of pupils' recall of previous work is good. They discuss and respond enthusiastically to questions when asked about the work they have done. Their use and understanding of historical vocabulary is developing well.
171. In key stage 1, the majority of pupils' understanding of chronology is developing well as they compare the past and present, and by the end of key stage 2, they successfully place events in their historical context.
172. In key stage 1, the majority of pupils' show appropriate awareness of comparisons and differences in their study of past and present farming.
173. In key stage 2, the majority of pupils' interrogation skills are good, and they use a wide range of sources to find historical evidence and information. They know about the significance of old and new artefacts and they can connect these with the living habits of people in a specific period. The ability of the upper tier to analyse information and to express opinion is developing well.
174. Pupils in key stage 2 are researching evidence of the Second World War skilfully and effectively in several appropriate ways and demonstrate their work in an organised way using ICT effectively for that purpose. They demonstrate a good awareness of the period's events.

Shortcomings

175. 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

176. The majority of pupils across both key stages use relevant geographical vocabulary and by the end of key stage 2, their research skills are developing well.
177. In key stage 1, the majority of pupils have a good awareness of their local area and they describe the main characteristics intelligently, communicating their ideas clearly. They are confident in comparing the characteristics of their own lives with residents in a village in Africa, using geographical vocabulary to state what's similar and different.
178. Key stage 1 pupils have a good understanding that the neighbourhood they live in is an agricultural area and attracts visitors and tourists.
179. The majority in key stage 1 place objects on an imaginative map accurately and they show good control in directing the 'beebot' to an appropriate location. They are beginning to show a good understanding of simple co-ordinates.
180. In key stage 2, the majority of pupils are working quite confidently with maps of different scales, including ordnance maps, atlases and a globe. A number of them have an understanding of four figure references.
181. The majority of key stage 2 pupils have good knowledge of the names and location of European countries and the rest of the world and they recognise and name continents and oceans accurately.
182. In studying opposite areas, key stage 2 pupils can discuss and describe their geographical features well.
183. All pupils' understanding of the need to protect the environment is good and they understand the impacts of erosion and pollution. They show a good awareness of the importance of recycling.

Shortcomings

184. Although there are no important shortcomings, ordnance map reading skills in key stage 2 have not been sufficiently developed.

Art and design

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

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

Good features

185. In both key stages, pupils use a wide range of mediums and techniques to produce work of a good standard. Most explore, experiment and analyse well the styles of artists working in different mediums. They can discuss

characteristics of these artists' work and emulate their styles effectively in their own work.

186. In key stage 1, pupils make good use of a wide range of resources and mediums as they draw, paint and create from observations and from memory. They produce their own colours and use them effectively in their paintings. They demonstrate good cutting and pasting skills. Their ability to evaluate their own work and discuss it on a simple level is developing well.
187. In key stage 2, most pupils show a good awareness of line and tone, pattern, texture, shape and form. They carefully observe and experiment creatively when creating portraits. They use a range of materials and techniques artistically when creating African masks. They review and change their work when they see it is needed to be done confidently and successfully.
188. The majority in key stage 2 record images and ideas effectively in several mediums based on observation, experience and imagination. They make effective use of computer equipment for observation and discuss different features of art from other cultures. Their ability to evaluate their work and discuss good features and shortcomings are developing well.
189. Key stage 2 pupils respond practically and imaginatively to famous and Welsh artists' concepts, including local artists. The majority use a range of tools and techniques with imagination when creating landscapes in the guise of Peter Prendergast. They make good use of the environment and of a local artist's work to create two and three dimensional images. They explore natural seaside materials carefully and use a wide variety of materials artistically to create particularly interesting work.

Shortcomings

190. 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

191. The majority of pupils across the school develop good listening and appraisal skills when listening and responding to a wide range of music. They all sing a wide range of songs enthusiastically. Most chant clearly, enunciate well and keep secure intonation. They make good use of ICT to improve their compositions.
192. The majority of key stage 1 pupils are aware of beat and keep to rhythm well when clapping to the song The farmer's on the farm. They can differentiate between fast and slow sounds. They copy simple rhythms accurately, are aware of the value of notes and compose simple rhythms independently. They create, select and organise sounds cleverly and co-operate effectively with a range of tuned and untuned instruments to create a musical picture to accompany the song Ar lan y môr.

193. Most key stage 2 pupils know when pitch raises or falls. They name notes and their values accurately. They can keep to a beat of four consistently and repeat rhythm accurately.
194. Key stage 2 pupils can differentiate within the different musical elements in terms of description, comparison and evaluation. By the end of the key stage, most of them have a good understanding of dynamics, pitch and texture using musical vocabulary effectively.
195. In key stage 2, pupils explore using a range of tuned and untuned instruments and demonstrating good technical skills when performing their compositions. They listen carefully to each others' performances and evaluate intelligently.
196. In key stage 2, they cleverly refine their contributions for a class performance of 'The Last Day of Term'. They all co-operate particularly effectively using the voice and a variety of instruments when creating a musical story about the journey from the river to the sea.
197. They show a good awareness of a wide range of contemporary and classical music including Welsh music and other musical traditions and cultures.

Shortcomings

198. There are no important shortcomings.

Physical education

Key stage 1: We did not make judgements in key stage 1 as no lessons were observed

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

Good features

199. In key stage 2, all pupils work energetically and respond well to instructions and concentrate well when working. They show a good awareness of safety requirements when moving around the yard. They are very aware that exercise is important for health and fitness.
200. They show good control of the basic skills of running and turning. They make very good use of space and they move confidently, combining movements effectively.
201. The majority make good use of the opportunity to develop the skills of a game of rounders. They develop skills such as dealing with a bat and ball, finding space, changing direction and pace very successfully. In a game situation, everyone works diligently and energetically. They are enthusiastic players and fair competitors.
202. They work well as individuals and in teams experimenting and evaluating their movements confidently.

Shortcomings

203. There are no important shortcomings.

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

204. In the Foundation Phase and in key stage 1 and 2, the majority of pupils have a curious and inquisitive spirit and they feel confident in raising questions from their personal and religious experience.
205. The majority of pupils in key stage 1 discuss well principles such as friendship, tolerance, care for others and behaviour towards each other. All pupils confidently discuss the characteristics and purpose of places of worship.
206. The majority of key stage 2 pupils have good knowledge and understanding of the customs, ceremonies and celebrations of Christianity, Judaism and Islam. They know of the importance of pilgrimage to believers and their knowledge of various religions' places of pilgrimage is good.
207. In key stage 2, pupils are knowledgeable in remembering many Bible stories. Some of the older pupils can analyse, interpret and apply stories to everyday life. They all discuss the features and purpose of places of worship confidently.
208. Many key stage 2 pupils understand concepts such as shared knowledge, forgiveness and compliance and show a firm awareness of the impact and influence of faith on believers.
209. Through efforts to raise money and support national and international charities, pupils across the school become aware that they are part of a global community and that they have a responsibility towards their fellow men.

Shortcomings

210. There are no important shortcomings.

School's response to the inspection

We, as the school's staff and governors, are extremely pleased to receive a commendable and positive report. The findings match the school's self-evaluation report in six of the seven key questions. It is pleasing to note that the inspection team has found a positive ethos in such a short space of time and has had an enjoyable experience in our company.

We are proud of the fact that the school is a particularly homely community, and that teaching staff and ancillary staff co-operate well and actively. It was pleasing that the inspection team recognises our strengths and realises that children receive appropriate attention. We are particularly pleased and grateful to the children for their hard work and commendable behaviour at all times. They are a credit to us as teachers and are valuable members of the community.

The report confirms that the school has already identified the recommendations as priorities in the School Development Plan and self-evaluation. Staff and governors will persevere to raise standards in Welsh in a creative and effective way. We will also continue to offer valuable and constructive experience for children and will further develop their independence. As staff, we are excited and look forward to implementing the report's recommendations and to continue to see the school succeeding.

As nominee, the headteacher in charge feels that the inspection process has been open, honest and fair. Governors, the headteacher in charge and staff would like to thank Mr Merfyn Jones, Registered Inspector and his team for their support, leadership and professionalism during the inspection. They would also like to thank them for being willing to listen and spend valuable time with the children.

Appendix 1

Basic information about the school

Name of school	Ysgol Llwyngwrl
School type	Community Primary inc Foundation Phase
Age-range of pupils	3-11
Address of school	Llwyngwrl, Dolgellau Gwynedd
Postcode	LL37 2QA
Telephone number	01341 250530

Teacher in charge	Mrs Hafwen Cranham
Date of appointment	April 2009
Chair of governors / Appropriate authority	Mrs Sue Williams
Registered inspector	Merfyn Lloyd Jones
Dates of inspection	12 th – 14 th October 2009

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	1	3	5	4	4	1	4	6	28

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	1	2.05

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	14:1
Pupil: adult (fte) ratio in nursery classes	1:1
Pupil: adult (fte) ratio in special classes	n/a
Average class size, excluding nursery and special classes	14
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2009	72.4	79.6	84.8
Spring 2009	100.0	89.2	93.2
Autumn 2008	95.5	91.5	94.5

Percentage of pupils entitled to free school meals	0%
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 2009	Number of pupils in Y2	4
As the number of pupils eligible for assessment at the end of key stage 1 was fewer than five, summary information is not included		

National Curriculum Assessment Results

End of key stage 2:

National Curriculum Assessment KS2 Results 2009	Number of pupils in Y6	5
As the number of pupils eligible for assessment at the end of key stage 2 was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by teacher assessment			
In the school	77.8		
In Wales	75.5		

Appendix 4

Evidence base of the inspection

A team of four inspectors inspected the school over eight inspector days.

The inspectors visited:

- eleven lessons or parts of lessons;
- each class;
- collective worship, and

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

- staff, governors and parents prior to inspection, along with a group of pupils during the inspection.

The team also considered:

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

In her role as nominee, the teacher in charge was part of each team meeting. There was no peer assessor.

Following the inspection, meetings were held with the teacher in charge, staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

Mr Merfyn Lloyd Jones Registered Inspector	Context, Summary and Recommendations, Key Questions 1, 2, 5 and 6, English, science, history, physical education and geography.
Mr Dylan Jones Lay Inspector	Contributions towards questions 1, 3, 4, 5 and 7.
Mr Goronwy Morris Team Inspector	Key Questions 3 and 7, Welsh, mathematics, information and communications technology, art and design and music.
Mrs Hazel Hughes Team Inspector	Key Question 4, design and technology and religious education.
Mrs Hafwen Cranham Nominee	Nominee

Acknowledgement

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

Contractor:

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