

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

**A Report on the Quality of Education in**

**Ysgol Beuno Sant  
Heol y Castell  
Y Bala  
Gwynedd  
LL23 7UU**

**School Number: 6613305**

**Date of Inspection: 04/03/08**

**by**

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Ysgol Beuno Sant 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 Beuno Sant took place between 04/03/08 and 06/03/08. An independent team of inspectors, led by David Martin Cray 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:

<b>Grade 1</b>	good with outstanding features
<b>Grade 2</b>	good features and no important shortcomings
<b>Grade 3</b>	good features outweigh shortcomings
<b>Grade 4</b>	some good features, but shortcomings in important areas
<b>Grade 5</b>	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 Beuno Sant is a Church in Wales Voluntary Aided primary school located in the town of Bala. The pupils come from the town itself and the surrounding area, that is now more dependent on tourism than agriculture. According to the school, the area is neither prosperous nor disadvantaged. Baseline assessments indicate that when children are admitted to school their attainment levels are near to the average for the Gwynedd local education authority area.
- 2 There are currently 61 pupils between 4 and 11 years of age on the school register and they are admitted on a full-time basis in the September following their fourth birthday.
- 3 Approximately six per cent of pupils are entitled to receive free school meals - a figure that is lower than county (13%) and national (18%) averages. Fourteen of them, (23%) are pupils with additional learning needs. Three have a formal statement of their needs.
- 4 Approximately half the pupils now come from homes where Welsh is spoken as a first language and the school follows the National Curriculum in Wales Welsh first language programme of study. English is formally introduced at the beginning of Key Stage 2.
- 5 The school was last inspected in February 2002. There have been a number of staffing changes since then, including the appointment of the current headteacher in September 2004.

### The school's priorities and targets

- 6 The school's priorities and targets for 2007 – 2008 include addressing the following aspects:
  - Looking at foundation work assessment;
  - Producing an anti-bullying policy;
  - Allocating time for transferring to the Foundation Phase;
  - Giving pupils opportunities to experience new sports during break times;
  - Ensuring that the school's Art scheme is implemented;
  - A rewards system;
  - Adopting Webster Stratton methods and principles.

## Summary

- 7 The findings of the inspection body concur with the school's judgement in four of the seven Key Questions. Lower grades were awarded for Key Questions 3, 4 and 6.

### Table of grades awarded

- 8 The inspection team judged the work of the school as follows:

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

### Standards

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
14%	82%	4%	--	--

- 10 The quality of learning assessed by the inspectors is higher than Welsh Assembly Government targets, namely that by 2010, it should be grade 3 or better in 98% of classes.

- 11 The standards achieved by under-fives are as follows:

	Reception
Language, literacy and communication	Grade 2
Personal and social development	Grade 2
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Physical development	Grade 3
Creative development	Grade 2

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

13 In Key Stage 1 and Key Stage 2, in the subjects inspected, the standards achieved are as follows:

<b>Subjects</b>	<b>Key Stage 1</b>	<b>Key Stage 2</b>
English	---	Grade 2
Design and technology	Grade 1	Grade 1
Information technology	Grade 2	Grade 2
History	Grade 2	Grade 2
Art	Grade 2	Grade 1

14 Pupils across the school achieve the whole-school targets and the individual targets set for them. They succeed in their work, regardless of their ability, social or linguistic background.

15 The under-fives make good progress in the development of their communication, mathematical and information technology skills across the six areas of the Desirable Outcomes.

16 In general, pupils in both key stages make good progress in the development of their communication skills across curriculum subjects. They exhibit listening skills that are often outstanding. They make good progress in the use of their mathematical skills across the curriculum in Key Stages 1 and 2. The standards achieved by pupils in the use of their information technology skills across the subjects are good in both key stages.

17 The pupils' bilingual competence is developing outstandingly, and by the end of Key Stage 2 they use Welsh and English confidently in their studies, moving easily between both languages as required.

18 In relation to similar schools in Wales in terms of the percentage of pupils receiving free school meals, the school's recent performance is as follows:

	<b>2005</b>	<b>2006</b>	<b>2007</b>
<b>Key Stage 1</b>	1	2	3
<b>Key Stage 2</b>	1	2	2

**Key**

1- Performs in the upper 25% of schools

2 – Performs in the upper 50%, but below the 25% highest performing schools

3 – Performs in the lower 50%, but above the 25% lowest performing schools

4 – Performs in the lowest 25% of schools

19 The pupils' personal, social and learning skills are developing particularly well. Across all classes they show high levels of motivation and work productively, using their time effectively. They work well together and come from an early age to show an element of maturity and responsibility for their learning.

- 20 In the three full terms prior to the inspection, the average percentage level of pupil attendance was slightly below 95%. There are few instances of unauthorised absences and the pupils arrive punctually at school.
- 21 Across the age range the pupils' creative skills are developing outstandingly. Their thinking and problem solving skills are a good feature of their development.
- 22 The pupils' understanding of the world of work is developed through some links, but there is room to expand and build further on this. The school effectively prepares the pupils to play a full part in the community.

### **The quality of education and training**

- 23 In the lessons observed, the quality of teaching was adjudged to be as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
8%	88%	4%	--	--

- 24 The above percentages are higher than the 79% of lessons adjudged to be Grade 1 and 2 for the whole of Wales in the year 2005-2006. (Annual Report of Her Majesty's Chief Inspector). They are also higher than the Welsh Assembly Government target for 2010 that the teaching assessed by inspectors should be Grade 2 or better in 80% of lessons.
- 25 Pupils are educated in a welcoming, orderly and stimulating environment. Teachers employ a range of teaching strategies in order to introduce experiences and activities that motivate pupils to work purposefully during lessons.
- 26 The education provided fulfils the needs of the entire range of pupils and offers a broad, balanced and differentiated curriculum. It conforms to statutory requirements.
- 27 The schemes of work conform to requirements. A number have been recently reviewed and others, including those for the under-fives, are in the process of being refined further.
- 28 The Governing Body, in consultation with the Diocesan Director of Education, elected to make its own arrangements for the inspection of the pupils' spiritual development.
- 29 The pupils' moral and social development is well promoted. Sharing moral messages is a prominent feature of the provision and the school ensures that pupils respect each other, adults and visitors and that they have a clear sense of ownership of and responsibility towards each other and their environment.

- 30 The pupils' cultural development is one of the school's major strengths. They receive a wide range of experiences at the school and in the wider community to develop their sense of Welshness and their awareness of their roots.
- 31 There is a good partnership with parents, and although some individuals expressed concern about certain aspects of the provision during the meeting with inspectors, this is not representative of the views of the high number of parents who returned highly supportive questionnaires.
- 32 The school plays a key role in the life of the community and the partnership between the school and Christ Church, Y Bala, is an outstanding feature.
- 33 The quality of the care, support and guidance offered to learners is good and it reflects the school's caring and Christian ethos. Appropriate attention is given to issues relating to safeguarding their wellbeing, health and safety.
- 34 The school has clear policy and procedures for child protection. However, current members of staff have not received the necessary training.
- 35 Positive attitudes are encouraged in pupils on issues such as promoting equality on the basis of race, gender, background and disability. Emphasis is placed on educating them about the importance of tolerance and respect for others, and these are outstanding features.
- 36 Pupils with additional learning needs are identified and assessed at an early stage and there are effective systems at the school to support their education.
- 37 The headteacher offers good leadership and a clear sense of purpose to the work of the school. There are good lines of communication and all members of staff share Christian values and agreed norms that promote continuous improvement and high standards.
- 38 The governors at the school have a good understanding of their responsibilities. Their pastoral visits, together with the reports they receive from the headteacher, add to their awareness of standards, performance and teaching programmes at the school. They make an important contribution to the school's strategic management; they are highly supportive and operate effectively as critical friends. They meet on a regular basis.
- 39 Self-evaluation procedures are now well established at the school. The teachers, who shoulder a good measure of curricular responsibilities, are well informed about performance in the areas for which they are responsible. There is some observation of teaching, and the written comments made are generally perceptive. However, little observation of teaching is undertaken, other than the work related to performance management. This is acknowledged in the school's self-evaluation report and it was seen that it intends to give more attention to this aspect.

- 40 The self-evaluation report presented to inspectors refers to a range of evidence; it identifies the school's major strengths together with certain areas and aspects that require further development.
- 41 All members of staff and governors are involved in the process of drawing up the school development plan. It contains an outline of the action areas for the current year that are set clearly against success indicators, expenditure details and individuals' operational responsibilities. However, there is room to tighten the links between it and the outcomes of the school's self-evaluation processes, and to set priorities beyond the current year as is currently the case.
- 42 The school has made particularly good progress in addressing the issues emanating from the action points identified by the inspectors in February 2002.
- 43 All members of staff are suitably qualified and although their curricular responsibilities are not outlined in their job descriptions, they are wholly clear about the areas for which they are responsible. They are well supported by a classroom assistant.
- 44 The governing body, by using its balances, provides a higher staffing ratio than is allowed for within the budget allocated to it. However, at the lower end of the school, due to the wide age range within the class, and on the basis of advice received from the local education authority that the school should operate in accordance with the principles of the new Foundation Phase, there is considerable pressure on the teacher who has only occasional support from other adults.
- 45 Overall, there is a good range of resources available for supporting the pupils' curriculum. They are appropriate for their needs and age ranges, including the under-fives, but the school has no large toys and play equipment for this age group. The quality of the resources is generally good; they are accessible and are respected by staff and pupils alike.
- 46 The quality of the colourful displays on classroom walls is outstanding and they make a considerable contribution to creating a stimulating environment and to celebrating the pupils' work.
- 47 The budget is carefully monitored and the school provides value for money.

## **Recommendations**

- R1 Maintain and build on the high standards found in pupils' work.
- R2 Ensure an adequate supply of large toys and play equipment in order to develop the physical skills of the under-fives.

- R3 Strengthen the links between the outcomes of the self-evaluation processes and the planning for development, and set priorities for the development plan for a period beyond a year at a time.
- R4 Organise formal staff training on child protection.

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

- 48 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 49 The standards achieved in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
14%	82%	4%	--	--

- 50 The quality of learning assessed by the inspectors is higher than Welsh Assembly Government targets, namely that by 2010, it should be grade 3 or better in 98% of classes.
- 51 The standards achieved by under-fives are as follows:

	Reception
Language, literacy and communication	Grade 2
Personal and social development	Grade 2
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Physical development	Grade 3
Creative development	Grade 2

- 52 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning.
- 53 In Key Stage 1 and Key Stage 2, in the subjects inspected, the standards achieved are as follows.

<b>Subjects</b>	<b>Key Stage 1</b>	<b>Key Stage 2</b>
English	---	Grade 2
Design and technology	Grade 1	Grade 1
Information technology	Grade 2	Grade 2
History	Grade 2	Grade 2
Art	Grade 2	Grade 1

- 54 Pupils across the school achieve the whole-school targets and the individual targets set for them. They succeed in their work, regardless of their ability, social or linguistic background.
- 55 The under-fives make good progress in the development of their communication, mathematical and information technology skills across the six areas of the Desirable Outcomes.
- 56 In general, pupils in both key stages make good progress in the development of their communication skills across curriculum subjects. They exhibit listening skills that are often outstanding. They make good progress in the use of their mathematical skills across the curriculum in Key Stages 1 and 2. The standards achieved by pupils in the use of their information technology skills across the subjects are good in both key stages.
- 57 The pupils' bilingual competence is developing outstandingly, and by the end of Key Stage 2 they use Welsh and English confidently in their studies, moving easily between both languages as required.
- 58 In Key Stage 1 in 2007, according to teachers' assessments, 77.8% of pupils attained level 2 or above in the core subjects of Welsh, mathematics and science. In 2006 the figure was 87.5% (Wales 80.6%, Gwynedd 82.4%). In 2005 it was 100% (Wales 80.9%, Gwynedd 83%). The school's results for 2007 were lower than county and national averages (2006) in the three core subjects.
- 59 In Key Stage 2 in 2007, according to teachers' assessments, 81.8% of pupils at the school attained level 4 or above in the core subjects of Welsh, English, mathematics and science. In 2006 the figure was 85.7% (Wales 74.2%; Gwynedd 76.5%). In 2005 it was 90.9% (Wales 74.3%, Gwynedd 76.3%). The results for 2007 were higher than county and national averages (2006) in all subjects.
- 60 Over time, it was seen that there are no obvious patterns of difference in the performance of boys and girls in either key stage.
- 61 In relation to similar schools in Wales in terms of the percentage of pupils receiving free school meals, the school's recent performance is as follows:

	<b>2005</b>	<b>2006</b>	<b>2007</b>
<b>Key Stage 1</b>	1	2	3
<b>Key Stage 2</b>	1	2	2

**Key**

- 1- Performs in the upper 25% of schools
- 2 – Performs in the upper 50%, but below the 25% highest performing schools
- 3 – Performs in the lower 50%, but above the 25% lowest performing schools
- 4 – Performs in the lowest 25% of schools

- 62 Pupils of all ages make good progress in their learning. They come to learn new knowledge and skills effectively and work at the optimum level of their ability.
- 63 The pupils' personal, social and learning skills are developing particularly well. Across all classes they show high levels of motivation and work productively, using their time effectively. They work well together and come from an early age to show an element of maturity and responsibility for their learning.
- 64 Pupils behave particularly well in and outside their lessons, they play happily together and socialise with each other during break times. They are very courteous and respectful towards staff and visitors at the school, and have a clear understanding of the expectations and values that are promoted by the school.
- 65 In the three full terms prior to the inspection, the average percentage level of pupil attendance was slightly below 95%. There are few instances of unauthorised absences and the pupils arrive punctually at school.
- 66 Across the age range the pupils' creative skills are developing outstandingly. Their thinking and problem solving skills are a good feature of their development.
- 67 Pupils of all ages at the school show an appropriate awareness of equal opportunities issues and respect for diversity in society.
- 68 The pupils' understanding of the world of work is developed through some links, but there is room to expand and build further on this. The school effectively prepares the pupils to play a full part in the community.

## 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 judgement made by the school in its self-evaluation report.

70 In the lessons observed, the quality of teaching was adjudged to be as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
8%	88%	4%	--	--

71 The above percentages are higher than the 79% of lessons adjudged to be Grade 1 and 2 for the whole of Wales in the year 2005-2006. (Annual Report of Her Majesty's Chief Inspector). They are also higher than the Welsh Assembly Government target for 2010 that the teaching assessed by inspectors should be Grade 2 or better in 80% of lessons.

72 Pupils are educated in a welcoming, orderly and stimulating environment. Teachers employ a range of teaching strategies in order to introduce experiences and activities that motivate pupils to work purposefully during lessons.

73 The teachers know their pupils well and they are aware of the needs of individuals. The good working relationship and the obvious respect between pupils and teachers nurtures effective learning. All pupils are dealt with fairly and there are high expectations in terms of self-discipline.

74 The teachers are good language models and this has a major impact on the pupils' bilingual skills. Pupils are encouraged to use various sources of knowledge in one language, with the knowledge being assimilated in the other language in oral and written form.

75 The outstanding features to the teaching include:

- particularly sound knowledge and understanding of subjects;
- highly skilled and searching questioning that challenge pupils to think and to offer extended responses;
- the use of a wide range of resources and artefacts to stimulate interest, explain concepts and develop pupils' knowledge, understanding and skills.

76 Where the teaching is good, teachers:

- plan carefully and purposefully with clear learning objectives at the beginning of the lesson that are shared effectively with pupils;
- introduce work in a way that engages pupils' interest and enthusiasm;
- build on understanding through reference to prior learning in order to ensure continuity;

- achieve a good balance between class, group and individual work and appropriate use of their time when pupils are engaged in their activities;
  - make purposeful and imaginative use of the interactive whiteboard to enhance the learning; and
  - effective summarising at the end of lessons that enable the pupils to reflect on what they have learned.
- 77 In the small minority of lessons where the teaching is less effective:
- the under-fives spend too much time in collective sessions;
  - there is lack of pace and insufficient challenge; and
  - there is excessive use of worksheets.
- 78 There is a clear policy and appropriate procedures for assessing pupils' progress. In general, effective use is made of assessment in preparing the planning work.
- 79 The under-fives are assessed appropriately and full notes are kept on their development.
- 80 Pupils' progress and achievement in the core subjects are assessed on a termly basis, and the foundation subjects annually. This ensures that the school has a clear picture of the achievements of every pupil.
- 81 Good and detailed records are kept of the academic and personal progress of each individual pupil. They include the results of tests, examples of recent work and evidence of their personal and social development. A progress tracking form is kept that contains useful information on pupils' performance throughout their time at school.
- 82 Pupils' work is marked regularly and in the best practice constructive comments are appended that explain clearly how pupils can make improvements to specific aspects of their work.
- 83 Appropriate individual targets are set for pupils in language and they are regularly reviewed. However, this is not done in other areas of learning. The school recognises the need to develop further the practice of encouraging pupils to evaluate their work in order to promote their self-assessment skills.
- 84 Recently, the school has begun to prepare portfolios of pupils' work in language and science, but in general, they have not developed sufficiently to be an effective tool to moderate work across all classes.
- 85 The annual reports to parents conform to statutory requirements. They are of good quality and give a clear picture of pupils' achievements. However, the comments suggesting the steps to be taken to improve their work are limited. Parents receive formal opportunities to discuss their children's progress on two occasions during the year and they are welcomed informally at any time.

### **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**

- 86 The findings of the inspection team differ from the school's judgement in its self-evaluation report to the extent that the school awarded Grade 1 for this key question. Although some outstanding features were seen, the team is of the view that they are not sufficient to justify a grade higher than Grade 2.
- 87 The Governing Body, in consultation with the Diocesan Director of Education, elected to make its own arrangements for the inspection of the pupils' spiritual development.
- 88 The education provided fulfils the needs of the entire range of pupils and offers a broad, balanced and differentiated curriculum. It conforms to statutory requirements.
- 89 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning.
- 90 The schemes of work conform to requirements. A number have been recently reviewed and others, including those for the under-fives, are in the process of being refined further.
- 91 The provision for promoting the pupils' bilingual skills is an outstanding feature. Through careful planning in Key Stage 2, pupils receive numerous opportunities to develop their translingual skills and to learn in both Welsh and English alike.
- 92 The provision for promoting personal and social education is good. The Circle Time sessions offer pupils opportunities to discuss a range of issues such as road safety, emotions and feelings, the importance of friends and being aware of how to behave towards others.
- 93 The school has access to a good range of extra-curricular activities. Effective use is made of local visits and visitors to reinforce activities and enhance pupils' education. The older pupils benefit from residential experiences at Plas Tan y Bwlch and Rhyd Ddu that promote their personal and social development as well as giving them enjoyment.
- 94 The pupils' moral and social development is well promoted. Sharing moral messages is a prominent feature of the provision and the school ensures that pupils respect each other, adults and visitors and that they have a clear sense of ownership of and responsibility towards each other and their environment. Collecting for good causes such as the Marie Curie appeal, the British Heart Foundation and NSPCC promotes the pupils' understanding of citizenship.

- 95 The pupils' cultural development is one of the school's major strengths. They receive a wide range of experiences at the school and in the wider community to develop their sense of Welshness and their awareness of their roots. The Cwricwlwm Cymreig is a notable feature of the provision in subjects such as history, music and art. Welsh culture is also promoted through singing and recitation and through other activities associated with the Urdd.
- 96 There is a good partnership with parents, and although some individuals expressed concern about certain aspects of the provision during the meeting with inspectors, this is not representative of the views of the high number of parents who returned highly supportive questionnaires. Parents receive a regular flow of information on school activities; the Home/School agreement is in operation and the Prospectus contains comprehensive information about organisation and policies.
- 97 The school plays a key role in the life of the community and the partnership between the school and Christ Church, Y Bala, is an outstanding feature. There is close and smooth co-operation between them and the pupils had the honour and privilege of being involved in the design process for unveiling a new stained glass window for the church.
- 98 There is a productive curricular and social partnership with local primary schools, and valuable work has resulted from these links. There are good arrangements for pupil transfer to the local secondary school, and teachers in both schools co-operate on educational projects.
- 99 Pupils benefit from some of the visits related to the world of work and they take part in activities that lay early foundations for developing their enterprise skills. However, these aspects have not been developed sufficiently.
- 100 The pupils' knowledge and understanding of education for sustainable development are promoted effectively. They are given opportunities to discuss and investigate issues relating to recycling and environmental changes. The school has gained the Eco bronze award.
- 101 The school has a clear homework policy that is implemented consistently. The tasks provided reinforce the pupils' learning and give due prominence to the contribution of parents.

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

##### **Grade 2: Good features and no important shortcomings**

- 102 The findings of the inspection team differ from the school's judgement in its self-evaluation report to the extent that the school awarded Grade 1 for this key question. Although some outstanding features were seen, the team is of the view that they are not sufficient to merit the highest grade.
- 103 The quality of the care, support and guidance offered to learners is good and it reflects the school's caring and Christian ethos. The school is a happy and welcoming community in which pupils feel safe. All members of staff know

their pupils very well and provide them with an appropriate level of personal and guidance. Pupils testify that they are able to approach members of staff for support and guidance as required.

- 104 There are good procedures for welcoming pupils when they come to school for the first time and reception age children settle in quickly. The pupils who arrive as latecomers receive good support from staff and their new peers.
- 105 The programme of personal and social education is well structured and co-ordinated. The good relationship with specialist agencies, such as the police and the road safety officer, enhances the programme of education. Appropriate information is presented to pupils on the dangers of issues such as drug misuse, and the school deals effectively with sex education. The school nurse discusses personal development with the older pupils.
- 106 The school has appropriate arrangements that encourage learners to be healthy. A high priority is given to healthy eating practices during snacks and meals and they receive good opportunities to improve their levels of fitness, such as joining the school's 'Dal i Fynd' club.
- 107 Appropriate attention is given to issues relating to safeguarding pupils' wellbeing, health and safety, and regular risk assessments are conducted before taking them out of the school. Fire drills are held on a twice-termly basis and appropriate records are kept. Pupils are carefully supervised whilst on school grounds and there are effective arrangements for receiving them in the morning and releasing them in the afternoon.
- 108 The registration periods are administered appropriately and there are suitable arrangements to ensure that pupil attendance and punctuality are monitored carefully. There are effective procedures for eliminating any oppressive behaviour and bullying.
- 109 Pupils' achievements are celebrated in a variety of ways, including rewards assemblies where they receive individual praise and appropriate certificates, and they take pride in this.
- 110 The school has clear policy and procedures for child protection. The headteacher, as the designated person, has overall responsibility. However, current members of staff have not received the necessary training.
- 111 Policies for equal opportunities and racial equality are well established and the school ensures that pupils are encouraged to participate in school activities. Positive attitudes are encouraged in pupils on issues such as promoting equality on the basis of race, gender, background and disability. Emphasis is placed on educating them about the importance of tolerance and respect for others, and these are outstanding features.
- 112 Pupils with additional learning needs are identified and assessed at an early stage and there are effective systems at the school to support their education. The provision for them is good and it fulfils the requirements of the Code of

Practice. They receive valuable support from an effective assistant. Good links have been developed with the Trawsfynydd language unit and the special unit at Ysgol Bro Tegid and the co-ordinator works closely with these units for the benefit of pupils. Pupils have appropriate individual education plans which contain realistic targets. There are regular opportunities for parents to play a full part in the revision of the plans.

- 113 Through the School Council, pupils receive good opportunities to develop an awareness of citizenship, the importance of democracy as well as the right to express opinions on various aspects of the life and work of the school.
- 114 Reasonable steps are taken to ensure that pupils with disabilities are not treated less favourably. An appropriate accessibility policy together with a Disability Equality scheme are in operation.

## **Leadership and management**

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

#### **Grade 2: Good features and no important shortcomings**

- 115 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 116 The headteacher offers good leadership and a clear sense of purpose to the work of the school. There are good lines of communication and all members of staff share Christian values and agreed norms that promote continuous improvement and high standards. Teamwork is apparent in all aspects of the life and work of the school and equal opportunities are promoted effectively.
- 117 Appropriate attention is paid to county and national priorities. For example, staff have already begun to familiarise themselves with the requirements of the forthcoming Foundation Phase.
- 118 Self-evaluation processes are one of the elements of continuous assessments in the school's management strategies. Members of staff manage their responsibilities effectively and there are high levels of accountability. Subject areas are monitored and evaluated, and findings are shared at regular staff meetings.
- 119 The performance management arrangements fulfil national requirements and particularly good support is provided for the induction and early professional development of a newly qualified member of staff.
- 120 The governors at the school have a good understanding of their responsibilities. Their pastoral visits, together with the reports they receive from the headteacher, add to their awareness of standards, performance and teaching programmes at the school. They make an important contribution to

the school's strategic management; they are highly supportive and operate effectively as critical friends. They meet on a regular basis.

- 121 The school fulfils its responsibilities in relation to the length of the school day, but there are minor shortcomings in the prospectus distributed to parents.

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

**Grade 2: Good features and no important shortcomings**

- 122 The findings of the inspection team differ from the school's judgement in its self-evaluation report to the extent that the school awarded Grade 1 for this key question. Although the school has responded particularly well since the last inspection to put thorough procedures in place, and to act upon them, the inspectors are not of the view that there are outstanding features to this aspect.
- 123 Self-evaluation procedures are now well established at the school. As stated earlier, the teachers, who shoulder a good measure of curricular responsibilities, are well informed about performance in the areas for which they are responsible.
- 124 A variety of self-evaluation strategies are used to collect evidence, amongst them inspecting plans, pupils' work and analysing performance data, and the information is used effectively to make improvements. There is some observation of teaching, and the written comments made are generally perceptive. However, there is little teaching observation undertaken, other than the work related to performance management. This is acknowledged in the school's self-evaluation report and it was seen that it intends to give more attention to this aspect.
- 125 The school sets targets for the core subjects at the end of Key Stages 1 and 2 for a rolling period of three years. They are challenging but achievable as they emanate from the information generated by the system used to track pupils' progress.
- 126 Consideration is given to the pupils' voice in the development of the school through the School Council, and despite the absence of any formal means of considering parents' views, other than through their representation on the governing body, the school operates in a culture of openness and it is happy to consider the views of others who are interested in its work.
- 127 The self-evaluation report presented to inspectors refers to a range of evidence; it identifies the school's major strengths together with certain areas and aspects that require further development.
- 128 All members of staff and governors are involved in the process of drawing up the school development plan. It contains an outline of the action areas for the current year that are set clearly against success indicators, expenditure details

and individuals' operational responsibilities. However, there is room to tighten the links between it and the outcomes of the school's self-evaluation processes, and to set priorities beyond the current year as is currently the case.

- 129 The findings of the inspection body concur with the school's judgement in four of the seven Key Questions. Lower grades were awarded for Key Questions 3, 4 and 6.
- 130 The school has made particularly good progress in addressing the issues emanating from the action points identified by the inspectors in February 2002.

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

#### **Grade 2: Good features and no important shortcomings**

- 131 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 132 All members of staff are suitably qualified and although their curricular responsibilities are not outlined in their job descriptions, they are wholly clear about the areas for which they are responsible. They are well supported by a classroom assistant.
- 133 The governing body, by using its balances, provides a higher staffing ratio than is allowed for within the budget allocated to it. However, at the lower end of the school, due to the wide age range within the class, and on the basis of advice received from the local education authority that the school should operate in accordance with the principles of the new Foundation Phase, there is considerable pressure on the teacher who has only occasional support from other adults.
- 134 The arrangements for reducing teachers' workload have been planned carefully; the time is used effectively and it has a positive impact on the work of the school. The teachers are supportive of the training sessions held in order to update their knowledge and skills. Information is shared effectively through feedback at staff meetings and closure days for in service training. The school makes an effective contribution to the work of the cluster of local schools in areas such as information technology.
- 135 Overall, there is a good range of resources available for supporting the pupils' curriculum. They are appropriate for their needs and age ranges, including the under-fives, but the school has no large toys and play equipment for this age group. The quality of the resources is generally good; they are accessible and are respected by staff and pupils alike.
- 136 The building is in good condition and although some rooms are rather small, there is sufficient space for the numbers on the school register. Due to the various steps, not all parts of the building are accessible to people with disabilities.

- 137 The quality of the colourful displays on classroom walls is outstanding and they make a considerable contribution to creating a stimulating environment and to celebrating the pupils' work.
- 138 Expenditure decisions are linked effectively to the priorities and targets in the school development plan. The budget is carefully monitored and the school provides value for money.

## Standards achieved in subjects and areas of learning

### Under- fives

#### Grade 2: Good features and no important shortcomings

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

#### *Language, literacy and communication*

#### Grade 2: Good features and no important shortcomings

##### Good features

- 140 Children receive regular opportunities to develop their spoken language and they use new vocabulary introduced to them during role-play and free conversation in class. The majority pronounce clearly and their understanding of language syntaxes is developing well. They recognise the sound and form of numerous letters of the alphabet and make good progress in their basic reading skills as they link pictures about Tedi Twt on the interactive whiteboard to text. The children handle books correctly and they know that words and pictures convey meaning. They know the order of the Bili Broga story. A number of children make a good effort to write words and build simple sentences.

##### Shortcomings

- 141 There are no important shortcomings.

#### *Personal and social development*

#### Grade 2: Good features and no important shortcomings

##### Good features

- 142 The children show a real interest in what they do and they play together very happily when engaged in various activities. They show a willingness to wait their turn when talking and listening, and when taking part in collective sessions such as Circle Time. They can form a close relationship with their peers and adults and their behaviour is very good. They show considerable self-discipline when engaged in specific tasks. Their awareness of personal

hygiene is developing well and they display a good measure of independence when wearing and removing their coats and shoes.

### **Shortcomings**

143 There are no important shortcomings.

### ***Mathematical development***

#### **Grade 2: Good features and no important shortcomings**

##### **Good features**

144 The children are able to work on simple counting games and they can complete a range of practical activities to develop their counting skills. They can count familiar objects and recognise simple numbers well. They come to be able to count up to 20 and to answer questions such as 'Which number is before, or after?'. They have a good recognition of simple two-dimensional shapes and are able to describe some of their characteristics. They understand and use simple mathematical language related to capacity and volume as they play with water and sand. They come to gain an understanding of money through role-play activities in the estate agency.

##### **Shortcomings**

145 There are no important shortcomings.

### ***Knowledge and understanding of the world***

#### **Grade 2: Good features and no important shortcomings**

##### **Good features**

146 The children are able to talk effectively about themselves and their families. They understand that things and people alike change over time. They have a growing understanding of the four seasons and of what they should wear for different types of weather, along the same lines as the predicament now facing Tedi Twt Tramor. Their observational and investigative skills are developing well as they look in detail at and discuss different kinds of building materials. They know the difference between smooth and rough and hard and soft surfaces. They can handle the mouse appropriately to execute certain tasks on the computer. They are able to talk about workers within their community such as the fireman, farmer, policeman, estate agents and Rector.

##### **Shortcomings**

147 There are no important shortcomings.

### ***Physical development***

#### **Grade 3: Good features outweigh shortcomings.**

##### **Good features**

148 The children come to understand the importance of healthy eating and they have a growing understanding of the impact of exercise on the body. They

display good skills when handling scissors, pencils, crayons and paintbrushes. When playing with small objects, kits and building blocks, evidence suggests that the children have good hand-eye co-ordination. They can roll, cut and shape play dough, and are able to use the computer mouse effectively. They make appropriate use of the space around them as they develop their moving skills in the school hall. They work energetically, and in general, they respond well to the teacher's instructions.

### **Shortcomings**

- 149 The skills related to play equipment and large toys have not been developed sufficiently.

### ***Creative development***

#### **Grade 2: Good features and no important shortcomings**

##### **Good features**

- 150 The children learn a range of techniques and skills and they enjoy their role-play experiences. For example, their imaginative play in the 'Estate Agency' generates interesting discussions and situations that extend their creative abilities. They enjoy mixing colours and using different media to create models out of scrap and clay, together with attractive cards and print work. They come to appreciate slow and fast paced music and respond creatively to music by mimicking a washing machine.

##### **Shortcomings**

- 151 There are no important shortcomings.

<b>English</b>
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- 152 English is not formally introduced at the school to Key Stage 1 pupils.

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

##### **Good features**

- 153 The pupils listen well to the teachers' presentations and to each other's contributions. They follow instructions correctly and respond appropriately. They use correct vocabulary to express their ideas and opinions when taking part in pair, group and class discussions. The most able pupils use an extended vocabulary when expressing opinions and presenting information.
- 154 The majority of pupils make good progress in their reading. They read with appropriate ease, expression and accuracy. They are able to discuss what they read intelligently, following the plot of a story or novel. They can name a number of popular authors and choose their favourite books, giving valid reasons for their selections. The most able pupils can confidently discuss the style of different authors such as Roald Dahl and Jacqueline Wilson with understanding and enthusiasm. They are familiar with the contents of the school library and they use reference books to search for information.

- 155 Pupils make good progress in their written work across the key stage. They use a range of styles and for a number of different audiences. Their written work includes poems, reports, letters and creative stories. They express their views effectively when responding to various stimuli, such as plans to relocate the school in order to build a new sports centre and a television advert for a particular product. The older pupils make correct use of verbs and adjectives and they develop a sound mastery of key, punctuation and paragraphing conventions. They show a good awareness of structure and continuity.

### **Shortcomings**

- 156 There is a lack of continuity and progression in the handwriting of some pupils and they do not exhibit sufficient pride in the way in which they present their 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**

- 157 In Key Stage 1, pupils use information technology equipment and software effectively in a number of appropriate contexts. They come to be able to create pieces of good quality written work, such as their work on where they live. They use art packages effectively to produce pictures related to their thematic work.
- 158 They show good mouse control as they move images on screen and through the pages of multi-media packages such as *Mynd am Dro*. They make good progress as they learn to present data on different types of houses, using a programme such as *2 Graph*.
- 159 In Key Stage 2, pupils communicate and handle information in different forms, including text and pictures, to good effect. Their mastery of the word processor is developing well as they learn to modify their work to meet the needs of different audiences. They use a variety of equipment confidently in order to set, edit and create effect as in the case of their compositions on 'Autumn Colours' and their desktop publishing work.
- 160 They come to be able to design websites, prepare *Powerpoint* presentations and use the Internet confidently and effectively in order to gather information. They have learned how to send e-mail messages.
- 161 Their graphing and Logo work is developing appropriately. They have quickly learned how to input information into a spreadsheet and how to use a simple formula to calculate a sum.
- 162 The ability of older pupils in this key stage to handle a video camera is developing well and they can use a digital camera to take photographs, download them onto a computer and import them into files of personal facts.

### **Shortcomings**

163 The pupils' skills within the music strand have not been developed sufficiently in either key stage.

## **Design technology**

**Key Stage 1 - Grade 1: Good with outstanding features**

**Key Stage 2 - Grade 1: Good with outstanding features**

### **Outstanding features**

164 In both key stages, the way in which pupils conduct thorough investigations into their tasks prior to developing their own ideas and making their products is an outstanding feature of their work.

### **Good features**

165 In Key Stage 1, pupils undertake highly successful assignments in which they design and make various products. They develop their own ideas by making a number of freehand drawings before selecting the most suitable one for the task. They take a detailed look at products such as different kinds of beach bags and animals that move through levers, before moving on to design and make their own.

166 They assemble, join and combine a wide range of materials and components, keeping an eye on the finish of their products. They use simple mechanisms in their work, together with axles in their vehicles. The standard of their work is at all times high, and they can identify the main strengths of their work as well noting how improvements could be made.

167 The designs of pupils in Key Stage 2 show a very good awareness of the characteristics of materials, and they can select the most suitable material and medium for performing tasks such as designing and making a torch, pillows, rain hats and slippers. They have a clear understanding of the requirements of a given task and they make a number of rough designs before selecting the one that is most suitable for the work. They produce imaginative ideas and work accurately, with products that are often quite unique and of a particularly high standard.

168 They use equipment carefully, paying appropriate attention to their own safety and that of others. They evaluate their finished articles intelligently, and make certain modifications in order to improve their effectiveness.

### **Shortcomings**

169 There are no important shortcomings.

## **History**

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

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

### **Good features**

- 170 In Key Stage 1, the pupils' historical skills are developing well. They are aware of chronology and use words and phrases such as a while back, a long time ago, and the past, indicating that they are aware of the passage of time.
- 171 They develop a good awareness of change over a period of time. By looking at pictures from the past, such as those of the life of a child on a farm, and handling artefacts, they come to be aware of the changes that have occurred in the lives of people in Y Bala from one period to another.
- 172 Through their studies and the attention given to a timeline, pupils know certain facts about people, places and events from the past. They are well informed about some famous people in Welsh history such as Saint David, Mari Jones and Hedd Wyn.
- 173 The chronological awareness of Key Stage pupils is developed effectively through their studies of different periods, events and characters in history, including their study of castles and of events and characters in Welsh history. The most able pupils use passage of time conventions such as century and decade correctly.
- 174 Pupils can recall with ease details of significant events in the Tudor period. They can give good descriptions of the social order, such as the difference between the rich and the poor during the period.
- 175 Pupils in Years 5 and 6 have a detailed knowledge and a good understanding of life in Roman times. They understand how difficult and dangerous life was for a Roman soldier and they begin to identify reasons why some people acted as they did.
- 176 In both key stages, pupils use a timeline effectively to place events and characters in their historical periods. The timeline in the school hall is impressive and it promotes the pupils' historical knowledge and understanding to very good effect.

### **Shortcomings**

- 177 The pupils' skills of historical enquiry have not developed sufficiently in either key stage.

<b>Art</b>
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**Key Stage 1 - Grade 2: Good features and no important shortcomings**

**Key Stage 2 - Grade 1: Good with outstanding features**

### **Outstanding features**

- 178 The three dimensional work in a variety of media is an outstanding feature of the work of pupils in Key Stage 2. For example, striking African masks and highly effective puppets based on the Mabinogion have been created, together with an exceptional project representing the range of Welsh traditions.

### **Good features**

- 179 In Key Stage 1, the pupils use a good range of materials and techniques across various activities. They work confidently, using different media including paint, chalk, pencil, charcoal, crayons and clay. They have a sound awareness of mixing colours and a good knowledge of pattern and line as they seek to emulate the style of Paul Clee.
- 180 They benefit from studying a number of famous artists, including the work of Lowry and Kadinsky. They show an appropriate awareness of quality and the most able pupils discuss elements of their work effectively, exhibiting a growing awareness of the difference between primary and secondary colours.
- 181 The pupils' three-dimensional work is developing well and they succeed in decorating attractive plates in the unique style of the artist Clarice Cliffe.
- 182 They observe patterns and objects in the environment to good effect and use a range of materials to create effective and realistic images such as the stained glass windows based on the windows at Christ Church Y Bala. They can talk about their work confidently, displaying good manipulative and cutting skills.
- 183 Pupils in Key Stage 2 make effective use of their sketch books to record ideas, practise techniques and collect visual resources during the investigative process. They have a good awareness of tone, form and pattern in their work as they produce sketches of objects.
- 184 They are familiar with the work of famous artists, some from Wales, such as Kyffin Williams and Martin Evans, and have made commendable efforts to catch the essence, atmosphere and techniques of these artists in their own work.
- 185 They produce impressive prints for a wallpaper based on the style of William Morris. They succeed in using a variety of shapes to create colourful patterns and they exhibit maturity as they seek to catch the essence, atmosphere and techniques of these styles in their own work.
- 186 The wide range of sketches, printing and painting work produced by the pupils shows clear continuity by the end of the key stage.

### **Shortcomings**

- 187 There are no important shortcomings.

## **School's response to the inspection**

Following the school inspection the staff and governors are very proud of the inspection findings.

We appreciate the comment that the children's bilingualism is developing outstandingly, and that their personal, social and learning skills are developing particularly well. The children's creative skills are developing outstandingly, and their problem-solving skills are a commendable feature of their development.

We are grateful that the inspection team has acknowledged that the school is an integral part of the local community, and that the pupils' cultural development is one of the school's major strengths. The school plays a key role in the life of the community and the partnership between the school and the Church is an outstanding feature.

The report confirms that we succeed in creating a happy and safe school in which our children can gain confidence and develop into independent learners.

We are pleased that we have raised standards to a very high level in information technology and design and technology since the last inspection.

We are pleased of the recognition of the fact that the governors have a good understanding of their responsibilities, and that the budget is carefully monitored.

The governors and staff at Ysgol Beuno Sant wish to thank the Inspector Mr D Martin Cray and his team for their affability, politeness and professionalism during the inspection.



## Appendix 1

### Basic information about the school

Name of school	Ysgol Beuno Sant
School type	Voluntary
Age-range of pupils	4 – 11 years
Address of school	Heol y Castell Y Bala Gwynedd
Post-code	LL23 7UU
Telephone number	(01678) 520710
Headteacher	Mrs Alyson Evans
Date of appointment	September 2004
Chair of governors/ Appropriate authority	Dr Siân Owen
Reporting inspector	D M Cray
Dates of inspection	4 – 6 March 2008

## Appendix 2

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	--	7	6	3	9	8	13	15	61

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	3	1	3.8

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	16:1
Pupil: adult (fte) ratio in nursery classes	--
Pupil: adult (fte) ratio in special classes	--
Average class size, excluding nursery and special classes	15
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2007	--	87.6%	93.9%
Summer 2007	--	94.2%	95.8%
Autumn 2007	--	93.6%	94.1%

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

<b>National Curriculum Assessment KS1 Results 2007</b>	Number of pupils in Y2	9
As the number of pupils eligible for assessment at the end of Key Stage 1 was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	77.8%	In Wales	80.6%

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

<b>National Curriculum Assessment KS2 Results 2007</b>		Number of pupils in Y6	11								
<b>Percentage of pupils at each level</b>											
			D	N	W	1	2	3	4	5	4+
English	Teacher assessment	School					9	9	55	27	82
		National			1	1	4	16	48	30	78
Welsh	Teacher assessment	School					9	9	46	36	82
		National	1		1	1	4	18	50	25	75
Mathematics	Teacher assessment	School						9	64	27	91
		National			1	1	3	14	48	33	81
Science	Teacher assessment	School						9	55	36	91
		National			1		2	11	52	34	86

Percentage of pupils attaining at least level 4 in mathematics, science and either English or Welsh (first language) according to teacher assessment			
In the school	81.8%	In Wales	74.2%

- D Pupils who have been disappled under statutory arrangements, or those for whom teachers were unable to provide an assessment.
- N Pupils who have failed to register a level for reasons other than disapplication
- W Pupils who are working towards level 1

## Appendix 4

### Evidence base of the inspection

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

These inspectors visited:

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

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection began; and

- senior managers, teachers, support and administrative staff and groups of pupils during the inspection.

The team also considered:

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

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

## Appendix 5

### Composition and responsibilities of the inspection team

Inspector	Type	Aspects	Subjects/areas of learning
Mr D M Cray	Rgl	Context; Summary; Recommendations; Annexes; Key questions 1; 5; 6 and 7.	Under-fives; information technology; design and technology
Mr O Phillips	Team	Key questions 2; 3; 4.	English; history; art
Mr W Owen	Lay	Contributions to key questions 1; 3; 4 and 7	

**School's Nominee:** Mrs A Evans

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

### Acknowledgement

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