

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

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

**Ysgol Bro Plennydd  
Y Ffor  
Pwllheli  
Gwynedd  
LL53 6UP**

**School Number: 6612048**

**Date of Inspection: 25/02/09**

**by**

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**Date of Publication: 1/05/09**

**Under Estyn contract number: 1108908**

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Ysgol Bro Plennydd 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 Bro Plennydd took place between 25/02/09 and 26/02/09. An independent team of inspectors, led by Huw Watkins 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 **short** 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 Bro Plennydd Primary is located in Fourcrosses ('Y Ffôr'), a small rural village near Pwllheli, Gwynedd. The school has three classes and Welsh is the main linguistic medium.
- 2 Children are admitted to the school on a part-time basis at the beginning of the term following their third birthday. Pupils are drawn from the village and the surrounding rural area. At present, there are sixty nine pupils on roll ( 65 being full-time) with a little more than half of them coming from wholly Welsh speaking homes, approximately a third from bilingual homes and the remainder from English speaking backgrounds.
- 3 The school considers that the area is neither advantaged nor disadvantaged. Approximately 59% of the pupils come from working class backgrounds, 24% from more prosperous homes and 17% from less advantaged backgrounds. A very small number (2.8%) of pupils are eligible to receive free school meals.
- 4 Pupils from across the full ability range are admitted, and the school has identified 17 of its pupils (25%) as having additional learning needs (ALN).
- 5 The present head teacher was appointed in 1995 and the school was last inspected in March 2003.

### The school's priorities and targets

- 6 The following are identified as priorities in the school development plan (SDP):
  - raising pupils' standards across the curriculum
  - maintaining management standards
  - developing the SEN provision
  - continuing to maintain good links with parents, the community, other schools as well as business and industry
  - implementing the annual risk assessment requirements on the school's site
  - forming a comprehensive PSE / Citizenship programme.

## Summary

- 7 Ysgol Bro Plennydd is a good school that has a large number of outstanding features. Its pupils are provided with education of the highest order by a devoted, caring and conscientious staff.
- 8 The judgements of the inspection team do not agree with the grades awarded by the school in its self-evaluation report in the case of all seven key questions. The team has awarded a higher grade in the case of all questions.
- 9 The inspection team adjudged the work of the school as follows:

### Table of grades awarded

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

- 10 The overall quality of the educational provision for children under five is appropriate to their needs and children make good progress towards the Foundation Phase.
- 11 The under fives and pupils at both key stages have outstanding success in achieving the targets they are set, and they experience distinct success in their work, whatever their abilities and social or linguistic backgrounds.
- 12 The under fives make very good progress in their communication skills. They speak with confidence, listen outstandingly well to adults and peers and they have started to master early reading and writing skills. Their mathematical and information and communications technology (ICT) skills are also developing very well.
- 13 Pupils with Additional Learning Needs (ALN) in both key stages are making good progress in their basic and personal learning skills.
- 14 At key stages 1 and 2, pupils make outstanding progress in their Welsh communication/literacy skills, as well as in their mathematical, information technology

and creative skills. They make very good progress in their English listening and reading skills, and also good progress in their English speaking and writing skills.

- 15 Pupils' bilingual competence as well as their knowledge of the 'Cwricwlwm Cymreig' is outstanding throughout the school. They are proficient at solving problems and they work very successfully with others. They are able to improve their own learning and performance very confidently and successfully.
- 16 Pupils' behaviour in every aspect of school life is outstanding.
- 17 Pupils respond excellently to the instructions of teachers and support staff. Parents are complimentary of the school's efforts to achieve and maintain these standards of behaviour.
- 18 Pupils have very positive attitudes towards their work and play. They are enthusiastic and eager to please their teachers.
- 19 Pupils make outstanding progress in their personal, social, spiritual and moral skills. They display respect towards a variety of beliefs, attitudes and other cultural and social traditions; they also have outstanding understanding of equal opportunities and fairness.
- 20 The school meets the requirements of the Welsh National Assembly's 47/06 Circular relating to registering attendance. Attendance for pupils of compulsory school age during the three terms prior to the inspection was on average approximately 95%, which corresponds to the national targets. No pupil was excluded from school during the three terms preceding the inspection. Effective procedures are in place to deal with any regular absences.
- 21 Punctuality at the beginning of the school day and for individual classes is good.

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

- 22 The quality of the teaching was adjudged as follows:

| <b>Grade 1</b> | <b>Grade 2</b> | <b>Grade 3</b> | <b>Grade 4</b> | <b>Grade 5</b> |
|----------------|----------------|----------------|----------------|----------------|
| 60%            | 40%            | 0%             | 0%             | 0%             |

- 23 The quality of the teaching is good or better (Grade 1 and 2) in 100% of lessons, which is much higher than the average of 80% of lessons adjudged to be Grade 1 and 2 across the whole of Wales as outlined by Her Majesty's Chief Inspector's Report 2006-2007.
- 24 The quality of the teaching is one of the school's strengths and is an important factor in the outstanding progress the pupils make, and the high standards that are achieved. The quality of the inter-relationships in the classrooms is outstanding and the teachers are edifying role models; their relationships with pupils are a positive feature of the learning and the teaching processes.
- 25 Teachers display very good subject knowledge, and outstanding awareness of recent educational initiatives. They regularly take advantage of appropriate professional training opportunities. Lessons are meticulously prepared, ensuring relevant

continuity with prior learning and ensuing lessons. Very good attention is devoted to the needs of individuals.

- 26 In the classrooms, teachers are enthusiastic and employ a wide variety of teaching strategies and appropriate resources. Classroom assistants make a significant contribution and work extremely effectively alongside the teachers to ensure that pupils receive the best opportunities.
- 27 The quality of teaching for the under fives is consistently very good, and includes the planning of a wide range of activities that stimulate and maintain children's interest, encourage independence, together with extremely effective class organisation.
- 28 The teaching promotes bilingual development in an outstanding manner, giving appropriate attention to vocabulary and syntax.
- 29 The way in which the school promotes equal opportunities is outstanding and it ensures that each child is dealt with fairly and with respect. Teachers know the children very well indeed. They evaluate, plan and monitor the activities and progress of pupils regularly through tasks that meet the needs of individual pupils of all abilities and interests.
- 30 The assessment policy provides clear guidance that ensures that the assessment meets statutory requirements and promotes the assessment procedures for learning. This has a positive effect on standards across the school.
- 31 Individual targets for pupils are set on a termly basis and these are discussed during parents' evenings. Pupils are aware of their targets and they play an active role in the process of evaluating them in order to set new ones. This is an outstanding way of motivating and encouraging pupils to endeavour to improve their work and to accept responsibility for their own learning. Pupils' work is regularly marked and they are given consistent and purposeful feedback to encourage them to improve their work, and are given guidance regarding what they must do to make progress.
- 32 Annual reports to parents meet with statutory requirements. They are of good quality and contain useful information regarding pupils' progress and achievements in every subject, as well as giving personal comments.
- 33 The curricular provision is a very good feature of the life and work of the school. It offers equal access to a broad and balanced curriculum that develops pupils' knowledge, understanding and skills as they move up through the school. The provision is socially inclusive and it ensures equal access and opportunity for everyone, and appropriate support is given to pupils with additional needs.
- 34 The overall quality of the provision for the under fives is appropriate to their needs and the children make good progress towards the Foundation Phase outcomes. A range of interesting and stimulating experiences are organised for the children both inside and outside the classroom and children are given an excellent start at the school.
- 35 The curriculum is enriched by means of an outstanding range of interesting experiences that include visits to appropriate places, and by inviting visitors to the school. Pupils' experiences are enhanced further by a range of numerous extra-

curricular activities including games and eisteddfod competitions and public performances.

- 36 Appropriate homework is set regularly and this further reinforces the curriculum because of its relevance to work completed in the classroom.
- 37 The provision for promoting the spiritual and cultural development of pupils is very good. The school is a close, caring community and pupils have a clear sense of ownership and responsibility towards the school and its environment. The sense and awareness of shared values and of respect towards property and fellowman permeate through the school and are promoted on a daily basis.
- 38 The detailed provision for developing pupils' Personal and Social Education is carefully introduced into the curriculum.
- 39 The importance of healthy living is promoted by encouraging pupils to eat fruit at morning break-time and to take part in a range of extra-curricular activities such as sport, Dragon's Games and the '*Clwb Dal i Fynd*' ('Keep on Going Club').
- 40 Pupils' views are promoted by means of the School's Council. The school's older children take pride in their responsible roles as Playground Buddies ('*Bydis Buarth*') and they perform their duties in an enthusiastic and conscientious manner.
- 41 The curriculum is further enriched by good partnership with the local community and very good use is made of these links to enhance the experiences of the pupils.
- 42 A positive relationship exists between the school and the parents and they are extremely willing to support the school at every opportunity through fund-raising activities, volunteering to support during school visits or help develop resources within the school.
- 43 The curriculum meets legal requirements.
- 44 Effective links with the world of work enrich the curriculum. A number of visitors are welcomed to the school and visits are organised to places of work within the community to observe changes that occur in workplaces over a period of time.
- 45 The Welsh dimension is given prominence in the work and life of the school and the provision to promote pupils' awareness of the culture of Wales is outstanding. This stimulates pride in their local and national traditions.
- 46 An equal opportunities policy is operated and this reflects the school's outstanding commitment to inclusion. The school's Golden Rules and the caring ethos that exists motivate pupils to respect one another as well as others.
- 47 The school promotes pupils' awareness of sustainable development and conservation issues well.
- 48 The experiences provided across the curriculum enable pupils to gain a range of valuable skills needed for lifelong learning.

- 49 The school organises and manages arrangements for care and support in an outstanding manner. When needed, effective use is made of support services, and teachers as well as support staff, ensure that school procedures are promoted consistently and thoroughly.
- 50 The school is a close-knit, caring community where everyone is respected and is treated equally in a happy and safe environment. Pupils are very happy and the relationships between them and members of staff are outstanding. The teachers, on their part, know the pupils very well; they are aware of their needs and provide them with a high level of personal support and guidance.
- 51 A good relationship has been established with welfare agencies to support pupils with personal difficulties and special needs. The school responds swiftly to advice and guidance it receives to safeguard pupils' welfare.
- 52 The under fives settle quickly into a homely and welcoming atmosphere. A close relationship has been formed with the nursery group which is normally held in the school grounds, and this ensures that close links and co-operation exist between them. The arrangements for admitting late-comers to the school are effective and ensure that those pupils also settle in quickly through the support of pupils and staff.
- 53 The school has appropriate arrangements in place to monitor the attendance, punctuality, behaviour and performance of pupils. The registration procedures fully conform to statutory requirements.
- 54 The school gives high priority to promoting pupils' Personal and Social Education and this is an outstanding feature of the provision.
- 55 The school has clear child protection policies that meet statutory requirements. The designated members include the head teacher, a teacher and one governor, and they are commonly responsible for the procedures.
- 56 The quality of the provision and procedures for ALN is outstanding. Clear policies and procedures are in place and the school conforms to the 2002 Code of Practice.
- 57 The school has high expectations with regard to behaviour and pupils respond very positively to those expectations. The school's Golden Rules and classroom rules are prominently displayed and the system of having a 'Star of the Week/Month' ('*Seren yr Wythnos/Mis*') as well as 'Playground Buddies' ('*Bydis Buarth*') reinforces these effectively.
- 58 The school has clear policies for promoting equal opportunities, racial equality and diversity, as well as a suitable Accessibility Plan and a Disability Equality Statement.

### **Leadership and management**

- 59 The quality of the head teacher's leadership is an outstanding feature. Her conscientious and professional leadership and management are extremely effective and are an essential key element in the success of the school. She has a vision for the school's future and she demands high standards. The ethos of the school promotes school life of very good quality, and this is reflected in the confidence, trust and co-operation between staff, pupils, governors, parents and the wider community.

- 60 The school has a good range of high quality subject policies and general policies that support the whole work of the school. Attention is given to national priorities, in particular to the provision for the Foundation Phase, Curriculum 2008, and thinking skills.
- 61 There is an effective system in place for staff evaluation and this promotes the continuous professional development of teachers; this is an outstanding feature and as a result, has led to a substantial improvement in the quality of the provision.
- 62 The governing body fulfils its role effectively and conscientiously meets all its legal duties. Its members are well acquainted with the school and their contribution to the work of the school is effective. Decisions on expenditure are linked closely with the priorities identified in the SDP and every effort is made to ensure the best value for money.
- 63 A culture of self-evaluation is present in the work and life of the school, and clear evidence could be seen that this contributes towards the maintaining and raising of standards. There is a clear link between the outcomes of this procedure and the school development plan.
- 64 First hand evidence is used to monitor the quality of the teaching and the learning, and a range of relevant data is taken into consideration to identify requirements in order to develop and measure the success of the actions taken. Evidence could be seen that regular observation of teaching contributes effectively towards the self-evaluation system. Consideration was also given to the views of parents, pupils and governors during the process of prioritising.
- 65 The quality of the self-evaluation report presented to the inspection team is outstanding. It gives a fair overview of the school whilst reflecting the high values and standards that exist, along with the range of experiences that are provided for its pupils.
- 66 The progress made since the last inspection has been very good and the staff and governors have addressed all the key issues that were identified.
- 67 Performance management procedures are having a very good effect on staff development, and in turn, on the raising of standards.
- 68 The school is appropriately staffed in accordance with the number of pupils on the register. Members of staff have been suitably placed and they share expertise in order to ensure progression and continuity in the provision and the standards across the school.
- 69 Co-operation and team-working is an outstanding feature of the work of the school, including teachers, ancillary staff and governors, all of whom oversee specific aspects within the school. This inclusive element is one of the school's strengths and it ensures that the school community is pulling in the same direction, sharing the same vision and contributing towards the raising of standards.
- 70 The school operates effectively from day to day.

- 71 The school building and grounds are appropriate resources for promoting the educational provision. The school is well kept and well maintained, and the standard of cleanliness is high. Displays across the school are colourful and extremely stimulating and give prominence to pupils' work. The indoor resources for the Foundation Phase are outstanding and they are effectively used by the hard-working teacher and support staff.
- 72 Resources have been very well matched to the school's priorities, and targets in the SDP are adequately funded. The governing body manages, monitors, reviews and directs school finances effectively.
- 73 Because of the effective quality of the strategic management and the purposeful use of stimulating resources, the inspection team is of the opinion that the school ensures very good value for money.

## **Recommendations**

- 74 The school needs to:

R1 Continue to maintain the high standards identified in the report.

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 1: Good with outstanding features.

- 75 The findings of the inspection team do not match the judgement made by the school in its self-evaluation report, where the degree to which learners achieve was adjudged to be grade 2 – good features with no important shortcomings. With regard to this question, the inspectors found an abundance of outstanding features present and therefore awarded grade 1.
- 76 The overall quality of the educational provision for the under fives is appropriate to their needs and the children make good progress towards the Foundation Phase.
- 77 The end of key stage 1 assessment results in 2008 show that the percentage of pupils who succeeded in attaining level 2 or above in Welsh, Mathematics and Science was 83.3% (Gwynedd 84.4%, Wales 81%). In 2007, this percentage was 100% (Gwynedd 80.5%, Wales 80%) and in 2006 it was 90% (Gwynedd 83.7%, Wales 81%).
- 78 Since pupil numbers in Year 2 are small in 2007 and 2008, it is unfair to make benchmark comparisons that could be misleading.
- 79 The end of key stage 2 assessment results in 2008 show that the percentage of pupils who succeeded in attaining level 4 or above in Welsh or English, Mathematics and Science was 100% (Gwynedd 77.3%, Wales 76%). In 2007, the school's percentage was again 100% (Gwynedd 72.7%, Wales 74.1%) and in 2006, it was 83.3% (Gwynedd 77.4%, Wales 74.2%). Over the past three years, the school's results have been consistently higher than the County and National results.
- 80 Compared with schools that are similar in terms of free school meals allocation (less than 8%), the school's results at Key Stage 2 were in the highest quartile in 2007 and 2008 but in the third quartile in 2006.
- 81 Over a period, there is no obvious difference between the performances of boys and girls.
- 82 The under fives and pupils at both key stages have outstanding success in achieving the targets they are set, and experience excellent success in their work, whatever their ability or social or linguistic backgrounds.
- 83 The under fives make very good progress in their communication skills. They speak with confidence. They listen outstandingly well to adults and peers and they have started to master early reading and writing skills. Their mathematical and information and communications technology (ICT) skills are also developing very well.
- 84 Pupils with Additional Learning Needs in both key stages are making good progress in their basic learning and personal skills.

- 85 At both key stages, pupils make outstanding progress in their Welsh communication/literacy skills, as well as in their mathematical, information technology and creative skills. They make very good progress in their English listening and reading skills, and also good progress in their English speaking and writing skills.
- 86 Pupils' bilingual competence as well as their knowledge of the 'Cwricwlwm Cymreig' is also outstanding throughout the school. They are proficient at problem solving and they work very successfully with others. They are able to improve their own learning and performance very confidently and successfully.
- 87 Pupils of all ages make very good progress in their learning as they increasingly acquire information and new skills. The vast majority of the older pupils are able to evaluate their own work, and improve their performances very confidently and successfully. They work effectively in pairs whilst helping each other to improve.
- 88 Pupils' behaviour in every aspect of school life is outstanding. They are very courteous and considerate towards their peers, staff and visitors and this helps create a relaxed and welcoming atmosphere.
- 89 Pupils respond excellently to the instructions of teachers and support staff. Parents are complimentary of the school's efforts to achieve and maintain these standards of behaviour.
- 90 Pupils have very positive attitudes towards their work and play. They are enthusiastic and eager to please their teachers. They use their time very efficiently in lessons, and persevere effectively with their tasks. They are very willing to proceed to the next stage in their education.
- 91 Pupils make outstanding progress in their personal, social, spiritual and moral skills.
- 92 The majority of pupils demonstrate a growing understanding of their own community through local community visits and other places of interest linked to their work in class.
- 93 Pupils display respect towards a variety of beliefs, attitudes and other cultural and social traditions; they also have outstanding understanding of equal opportunities and fairness.
- 94 The school meets the requirements of the Welsh National Assembly's 47/06 Circular relating to registering attendance. Attendance for pupils of compulsory school age during the three terms prior to the inspection was on average approximately 95%, which corresponds to the national targets. No pupil was excluded from school during the three terms preceding the inspection. Effective procedures are in place to deal with any regular absences.
- 95 Punctuality at the beginning of the school day and for individual classes is good.

## The quality of education and training

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

#### Grade 1: Good with outstanding features.

96 The findings of the inspection team do not match the judgment of Grade 2 that was given by the school in its self-evaluation report. Sufficient evidence of outstanding features was identified by the inspection team to support awarding Grade 1 for this key question.

97 The quality of teaching was judged as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------|---------|---------|---------|---------|
| 60%     | 40%     | 0%      | 0%      | 0%      |

98 The quality of the teaching is good or better (grade 1 and 2) in 100% of lessons, which is well above the percentage of 80% of lessons adjudged to be grade 1 and 2 across the whole of Wales as outlined by Her Majesty's Chief Inspector's Report for 2006-2007.

99 The quality of the teaching is one of the school's strengths and is an important factor in the outstanding progress the pupils make, and the high standards that are achieved. The quality of the inter-relationships in the classrooms is outstanding and the teachers are edifying role models; their relationships with pupils are a positive feature of the learning and the teaching processes.

100 Teachers display very good subject knowledge, and outstanding awareness of recent educational initiatives. They regularly take advantage of appropriate professional training opportunities. Lessons are meticulously prepared, ensuring a relevant continuity with prior learning and ensuing lessons. Very good attention is devoted to the needs of individuals.

101 In the classrooms, teachers are enthusiastic and employ a wide variety of teaching strategies and appropriate resources. Classroom assistants make a significant contribution and work extremely effectively alongside the teachers to ensure that pupils receive the best opportunities.

102 The quality of teaching for the under fives is consistently very good, and includes the planning of a wide range of activities that stimulate and maintain the children's interest, encourage independence together with extremely effective class organisation.

103 The outstanding features that pertain to the teaching include:

- skilful and penetrative questioning in order to include each pupil;
- planning challenging tasks that stimulate pupils' interests and enthusiasm;
- very good pace to lessons and a lively delivery; and

- extremely effective methods of patterning and expanding correct linguistic usage and subject specific vocabulary.

104 The good features that pertain to the teaching include:

- thorough presentations and clear explanations that concentrate on the aims of the lesson;
- effective use of the interactive whiteboard;
- sharing the aims of the lesson with the pupils;
- presenting an effective summing up at the end of lessons; and
- a meaningful use of a range of resources.

105 The teaching promotes bilingual development in an outstanding manner, giving appropriate attention to vocabulary and syntax. Teachers use a variety of appropriate strategies to extend pupils' communication skills and every opportunity is taken to develop the Welsh dimension within subjects. At key stage 2, teachers plan outstandingly well to nurture pupils' dual literacy skills through activities involving writing and gathering of information through the medium of Welsh and English.

106 The way in which the school promotes equal opportunities is outstanding and it ensures that each child is dealt with fairly and with respect. Teachers know the children very well indeed. They evaluate, plan and monitor the activities and progress of pupils regularly through tasks that meet the needs of individual pupils of all abilities and interests.

107 The assessment policy provides clear guidance that ensures that the assessment meets statutory requirements and promotes the assessment procedures for learning. This has a positive effect on standards across the school. Pupils' progress is assessed regularly and meticulously and their achievements and progress are assessed fairly and correctly. The quality of assessment for the under fives is very effective and appropriate use is made of baseline assessment, First Steps and the Foundation Phase Assessment File in order to identify educational needs at an early stage, and to make appropriate plans to meet them. The results of tests are carefully analysed to inform the teaching and to set suitable targets for improvement. There are excellent assessment and recording procedures for pupils with Additional Learning Needs and these enable suitable targets to be set in the individual education plans.

108 Individual targets for pupils are set on a termly basis and these are discussed during parents' evenings. Pupils are aware of their targets and they play an active role in the process of evaluating them in order to set new ones. This is an outstanding way of motivating and encouraging pupils to endeavour to improve their work and to accept responsibility for their own learning. Opportunities are also provided for them to self-evaluate pieces of their own work and to express an opinion on their general achievements across a variety of activities within the school.

109 Each pupil has a personal folder that includes personal details and samples of assessments and observations from their early stages up to their present stage at the school. This ensures that their progress can be tracked from year to year.

- 110 Pupils' work is regularly marked and they are given consistent and purposeful feedback to encourage them to improve their work, and they are given guidance regarding what they must do to make progress.
- 111 The school has begun to operate a moderation procedure to provide levels and to annotate pupils' work in every subject to promote understanding amongst the staff and to help them understand the standards that are expected and to ensure consistency when marking. There are plans in progress to develop this further through partnership with the local secondary school.
- 112 Annual reports to parents meet with statutory requirements. They are of good quality and contain useful information regarding pupils' progress and achievements in every subject, as well as giving personal comments.

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

**Grade 1: Good with outstanding features.**

- 113 The findings of the inspection team do not match the judgement of Grade 2 made by the school in its self-evaluation report. Sufficient evidence of outstanding features was identified by the inspection team to support awarding Grade 1 for this key question.
- 114 The curricular provision is a very good feature of the life and work of the school. It offers equal access to a broad and balanced curriculum that develops pupils' knowledge, understanding and skills as they move up through the school. The provision is socially inclusive and it ensures equal access and opportunity for everyone and appropriate support is given to pupils with additional needs.
- 115 There are comprehensive schemes of work for all curricular subjects as well as the religious education syllabus. They offer a framework and clear guidance for classroom teachers. A range of practical and interesting experiences are organised that succeed in having a positive influence, not only on pupils' standards of achievement, but also on their attitude towards work.
- 116 The school has already completed the process of producing schemes of work to meet the requirements of Curriculum 2008, the Skills Framework and the Foundation Phase, that will ensure an effective procedure as well as progression and continuity from year to year.
- 117 The overall quality of the provision for the under fives is appropriate to their needs and the children make good progress towards the Foundation Phase outcomes. A range of interesting and stimulating experiences are organised for the children both inside and outside the classroom and children are given an excellent start at the school.
- 118 The school succeeded in gaining the Basic Skills Agency accreditation for the third time in March 2008.

- 119 Short-term planning identifies appropriate opportunities to develop pupils' basic skills and key skills. During the inspection, outstanding opportunities were provided for pupils to acquire skills in communication, information technology, as well as personal and social skills across the curriculum.
- 120 The curriculum is enriched by means of an outstanding range of interesting experiences that include visits to a Slate Museum, a Tudor House, and a residential visit to Plas Tan-y-bwlch; also by interesting visitors such as Caryl Pari Jones, dance companies and local religious workers. Pupils' experiences are broadened further through a range numerous of extra-curricular activities that include games, eisteddfod competitions and public performances.
- 121 Appropriate homework is set regularly and this further reinforces the curriculum because of its relevance to work completed in the classroom.
- 122 The provision for promoting spiritual development is very good. Acts of collective worship are provided that comply with requirements and are based solidly on Christian principles. The services are often conducted by a religious worker. Pupils are given opportunities to meditate and to contribute confidently in whole-school services.
- 123 Pupils' cultural development is promoted outstandingly well and they receive an opportunity to study their own culture in subjects such as history and geography. The provision is enriched through arrangements such as visits to the homes of famous authors such as Kate Roberts, an educational visit to a Slate Museum, or by collaborating with poets and modern authors. Awareness of other cultures is promoted by supporting a child in Afghanistan and by studying other art traditions, such as imitating the artwork of the Aborigines.
- 124 The school is a close, caring community and pupils have a clear sense of ownership and responsibility towards the school and its environment. The sense and awareness of shared values and of respect towards property and fellowman permeate through the school and are promoted constantly. Teachers and all other adults who work at the school are excellent role models and pupils throughout the school are courteous towards each other, as well as towards adults and visitors. These are outstanding features.
- 125 The detailed provision for developing pupils' Personal and Social Education is carefully introduced into the curriculum. During circle time and 'Ysgol Deina' sessions, an opportunity is given to discuss sensitive issues in a supportive atmosphere; this contributes outstandingly well towards expanding pupils' understanding of moral issues, in addition to promoting their personal and social development.
- 126 The importance of healthy living is promoted by encouraging pupils to eat fruit at morning break-time and to take part in a range of extra-curricular activities such as sport, Dragon's Games and the 'Clwb Dal i Fynd' ('Keep on Going Club').
- 127 Pupils' views are promoted by means of the School's Council. The school's older children take pride in their responsible roles as Playground Buddies ('Bydis Buarth') and they perform their duties in an enthusiastic and conscientious manner.

- 128 The curriculum is further enriched by good partnership with the local community and very good use is made of these links to enhance the experiences of the pupils. *Antis Darllen* ('Reading Aunts'), volunteers from the community, visit the school regularly to support literacy activities and their contribution and support are greatly appreciated by pupils and teachers alike.
- 129 A positive relationship exists between the school and the parents and they are extremely willing to support the school at every opportunity through fund-raising activities, volunteering to support during school visits or help develop resources within the school. A member of the community Police force visits the school to support aspects relating to Personal and Social Education. The school also has an effective partnership with the Local Education Authority through visits by relevant officers, as well as effective partnerships with teacher training establishments and with students who are pursuing vocational qualifications.
- 130 The curriculum meets legal requirements.
- 131 Effective links with the world of work enrich the curriculum. A number of visitors are welcomed to the school and visits are organised to places of work within the community to observe changes that occur in workplaces over a period of time. Recently, older pupils have started to take responsibility for selling and maintaining a balance sheet for items sold in the school fruit shop. This has a positive influence on the pupils' learning and it prepares in them a good awareness of the world of work. Pupils' entrepreneurial skills are developed through commercial pack activities and projects to promote problem solving and team-working skills.
- 132 The Welsh dimension is given prominence in the work and life of the school and the provision to promote pupils' awareness of the culture of Wales is outstanding. This stimulates pride in their local and national traditions. This is effectively developed through visits to places such as Llanystumdwy Museum, and through opportunities to collaborate with local artists and authors.
- 133 An equal opportunities policy is operated and this reflects the school's outstanding commitment to inclusion. The school's Golden Rules and the caring ethos that exists motivate pupils to respect one another as well as others.
- 134 The school promotes pupils' awareness of the need to behave in a sustainable manner and also promotes conservation issues well. Pupils enthusiastically recycle paper, phones and Christmas cards. The school also promotes the importance of supporting fair trade activities. Pupils' awareness of belonging to a global community is developed by their efforts raise money for various national and international charities such as 'Operation Christmas Child' and by sponsoring a girl in Afghanistan.
- 135 The experiences that are provided across the curriculum enable pupils to gain a range of valuable skills for lifelong learning.

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

**Grade1: Good with outstanding features.**

- 136 The findings of the inspection team do not match the judgement of Grade 2 made by the school in its self-evaluation report. Sufficient evidence of outstanding features was identified by the inspection team to support awarding Grade 1 for this key question.
- 137 The school organises and manages arrangements for care and support in an outstanding manner. When needed, effective use is made of support services, and teachers as well as support staff, ensure that school procedures are promoted consistently and thoroughly.
- 138 The school is a close-knit, caring community where everyone is respected and is treated equally in a happy and safe environment. Inter-relationships within the school are an outstanding feature. Pupils testify strongly that they are happy in the school, that they are valued and are continuously supported; this enables them to discuss any issues or concerns confidently with adults at the school. A strong link has been established with the local secondary school which ensures that pupils transfer without apprehension to the next stage in their education.
- 139 Pupils are very happy in the school and there is an outstanding relationship between them and the staff. The teachers, on their part, know the pupils very well; they are aware of their needs and provide a high level of personal support and guidance on their behalf. This is a way of nurturing self-respect, confidence and positive behaviour and contributes substantially towards the personal and social development of the pupils.
- 140 There is outstanding communication and co-operation between parents and the school, ensuring that pupils make purposeful progress. An open-door policy is implemented and parents are able to visit the school to discuss any concerns. They receive regular information of good quality regarding school events by means of letters or circulars. The strong relationship that exists with parents is reflected in their positive responses to the questionnaires that they were sent before the inspection. Parents are willing to support by raising funds or by volunteering when required. They feel happy to express concerns and work closely with the teachers to meet the needs of their children and to monitor their progress.
- 141 A good relationship has been established with welfare agencies to support pupils with personal difficulties and special needs. The school responds swiftly to advice and guidance it receives to safeguard pupils' welfare.
- 142 The under fives settle quickly into a homely and welcoming atmosphere. A close relationship has been formed with the nursery group which is normally held in the school grounds, and this ensures that close links and co-operation exist between them. The arrangements for admitting late-comers to the school are effective and ensure that those pupils settle in quickly through the support of pupils and staff.
- 143 The school has appropriate arrangements in place to monitor the attendance, punctuality, behaviour and performance of pupils. The registration procedures fully conform to statutory requirements.
- 144 The school gives high priority to promoting pupils' Personal and Social Education and this is an outstanding feature of the provision. The provision is carefully planned in

order to have a positive influence on the pupils' wellbeing and safety. Pupils' views are heard through questionnaires, membership of the School Council and the "*mae gen i*" ('I have..') information box. Emphasis is placed on values of respect towards others and ensuring fair play for each individual. The school ensures that each pupil is given an equal opportunity to take part in the school's activities.

- 145 The school's provision to ensure health, safety and healthy development of pupils is outstanding. There is a detailed Health and Safety policy and every member of staff is aware of the guidelines. The school has a good procedure for dealing with minor injuries and illness. Regular fire drills are held and comprehensive risk assessments are undertaken to respond to a variety of situations. There are appropriate procedures in place to receive pupils and to release them at the end of the day and for their supervision whilst they are on the school's premises. One member of staff has a current First Aid qualification.
- 146 Outstanding attention is given within the school to education relating to sex, drugs and the importance of adopting a healthy life-style. The provision for promoting pupils' fitness is extremely effective. Opportunities are provided for pupils to join in dance activities, the Dragon's Sports and the '*Clwb Dal i Fynd*' ('Keep on Going Club'). A range of initiatives to promote healthy eating habits are held, and the school has already received the Healthy Schools scheme accreditation and has started on a further project called '*Bwyd a Maeth*' ('Food and Nutrition').
- 147 The school has clear child protection policies that meet statutory requirements. The designated members include the head teacher, a teacher and one governor, and they are commonly responsible for the procedures. 'Child Protection Protocol' documentation has been prepared by the school and has been distributed to the whole staff. All members of staff, including ancillary staff and dinner ladies have received training and they are aware of the procedure and implementation of the policy and also the protocol.
- 148 The quality of the provision and procedures for ALN is outstanding. Clear policies and procedures are in place and the school conforms to the 2002 Code of Practice. Pupils' difficulties are identified at an early stage and their progress is assessed regularly and thoroughly; the 'Tracking Diary' ('*Dyddiadur Tracio*') for individual pupils is an outstanding resource. It is ensured that pupils with ALN are included fully in the life and work of the school.
- 149 Outstanding use is made of continuous testing and monitoring and the Independent Education Plans are specific and effective documents. The evaluation of pupils' achievements and progress provides detailed and comprehensive guidance for the next stages. Appropriate support is given in class through the preparation of differentiated work and the teachers and administrators work outstandingly well in partnership with parents and outside agencies when making decisions regarding pupils' development.
- 150 The school has high expectations as regards behaviour and the pupils respond very positively to those expectations. The school's Golden Rules and classroom rules are prominently displayed and the system of having a 'Star of the Week/Month as well as 'Playground Buddies' reinforces these effectively. The outstanding strategies along

with the 'Reasonable Force Scheme' ensure that pupils receive an opportunity to work effectively without being impaired.

- 151 The school has clear policies for promoting equal opportunities, race equality and diversity. Purposeful attention is given to tolerance, inter-relationships and respect towards others in acts collective worship and within the general life of the school. The school recognises and respects diversity and gives full consideration to the social, educational, ethnic and linguistic backgrounds of the pupils.
- 152 Reasonable steps are taken to ensure that pupils with disabilities are not treated less favourably and the school has a suitable Accessibility Plan as well as a Disability Equality Statement that reflects this.

## **Leadership and management**

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

#### **Grade 1: Good with outstanding features.**

- 153 The findings of the inspection team do not match the judgement made by the school in its self-evaluation report, where the leadership and management were adjudged to be grade 2 – good features with no important shortcomings. With regard to this question, the inspectors found an abundance of outstanding features present and therefore awarded grade 1.
- 154 The quality of the head teacher's leadership is an outstanding feature. Her conscientious and professional leadership and management are extremely effective and are an essential key element in the success of the school. She has a vision for the school's future and she demands high standards. The ethos of the school promotes school life of very good quality, and this is reflected in the confidence, trust and co-operation between staff, pupils, governors, parents and the wider community.
- 155 There are clear job-descriptions for all employees within the school, with everyone fulfilling their duties extremely conscientiously, and thus promoting the head teacher's vision.
- 156 The school has a good range of high quality subject policies and general policies that support the whole work of the school. Attention is given to national priorities, in particular to the provision for the Foundation Phase, Curriculum 2008, and thinking skills.
- 157 There is an effective system in place for staff evaluation and this promotes the continuous professional development of teachers; this is an outstanding feature and as a result, has led to a substantial improvement in the quality of the provision.
- 158 The governing body fulfils its role effectively, and conscientiously meets all its legal duties. It is led by a hard-working chairperson and the body meets regularly, with its members undertaking their responsibilities diligently as critical friends. They are very well informed by the head teacher about the life and work of the school, and they are included in every important decision regarding expenditure and strategic direction.

They have good knowledge of the school and their contribution to the work of the school is effective.

- 159 The governors have a good overview of the budget and they carefully oversee spending. Decisions on expenditure are linked closely with the priorities identified in the SDP and governors do their utmost to ensure the best value for money.

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

**Grade 1: Good with outstanding features.**

- 160 The findings of the inspection team disagree with the Grade 2 judgement of the school in its self-evaluation. The school has a strong commitment to evaluate and improve standards, which underpins all the work of the school and the inspection team is of the opinion that there are sufficient outstanding features present within the structures that are employed to warrant awarding Grade 1.
- 161 The judgment of the inspection team does not agree with the grades adjudged by the school in its self-evaluation report with regard to any of the seven key questions. A higher grade was awarded in the case of each of the key questions.
- 162 A culture of self-evaluation is present in the work and life of the school, and clear evidence could be seen that this contributes towards the maintaining and raising of standards. There is a clear link between the outcomes of this procedure and the school development plan.
- 163 The targets that are set are very appropriate and focus on raising standards and pupils' progress.
- 164 First hand evidence is used to monitor the quality of the teaching and the learning and a range of relevant data is taken into consideration to identify requirements in order to develop and measure the success of the actions taken. Evidence could be seen that regular observation of teaching contributes effectively towards the self-evaluation system. Consideration was also given to the views of parents, pupils and governors during the process of prioritising.
- 165 The quality of the self-evaluation report presented to the inspection team is outstanding. It gives a fair overview of the school whilst reflecting the high values and standards that exist, along with the range of experiences that are provided for its pupils.
- 166 The progress made since the last inspection has been very good and the staff and governors have addressed all the key issues that were identified.
- 167 Performance management procedures are having a very good effect on staff development and in turn on the raising of standards.
- 168 The head teacher and the governing body ensure that priorities are fully supported with an appropriate allocation of resources.

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

### **Grade1: Good with outstanding features.**

- 169 The findings of the inspection team do not match the judgement made by the school in its self-evaluation report. A higher grade was awarded for this key question since many outstanding features are present.
- 170 The school is appropriately staffed in accordance with the number of pupils on the register. Members of staff have been suitably placed and they share expertise in order to ensure progression and continuity in the provision and the standards across the school.
- 171 Co-operation and team-working is an outstanding feature of the work of the school, including teachers, ancillary staff and governors, all of whom oversee specific aspects within the school. This inclusive element is one of the school's strengths and it ensures that the school community is pulling in the same direction, sharing the same vision and contributing towards the raising of standards.
- 172 The school operates effectively from day to day.
- 173 The school building and grounds are appropriate resources for promoting the educational provision. Displays across the school are colourful and extremely stimulating and give prominence to pupils' work. The indoor resources for the Foundation Phase are outstanding and they are effectively used by the hard-working teacher and support staff. Stimulating use is made of the out-door areas to offer practical learning experiences and outstanding use is made of the different rooms for collective sessions such as acts of collective worship or music lessons.
- 174 The school is well kept and well-maintained, and the standard of cleanliness is high. A part of the school grounds is shared with the community and this arrangement works well. Any traffic on the school grounds is strictly controlled. No transport is allowed without permission and supervision. Space within the school is good and wholly satisfactory.
- 175 All members of staff, including the ancillary staff, have access to a good range of professional development opportunities, and training priorities are linked very well to the requirements of the school. The school evaluates the effect of all expenditure on professional development in order to secure the best value.
- 176 Purposeful planning has taken place for the remodelling of the workforce and arrangements for planning, preparation and assessment are effectively implemented. Teachers use these periods purposefully and this has a positive effect on the work of the school.
- 177 Resources have been very well matched to the school's priorities and targets in the SDP are adequately funded. The governing body manages, monitors, reviews and directs school finances effectively. The Foundation Phase has seen a substantial investment by parents during the last year and this is having a positive effect on standards.

- 178 The head teacher and staff are thorough in the way they ensure that there are adequate resources for all subjects and they review them regularly.
- 179 Because of the effective quality of the strategic management and the purposeful use of stimulating resources, the inspection team are of the opinion that the school ensures good value for money.

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

The staff and governors have considered the findings of the inspection and have found them to be a fair reflection of the work of the school. We are extremely pleased that the opinion of the inspection team disagreed with the grades the school adjudged itself in the case of the seven key questions and that they raised each one to a higher grade.

It is acknowledged that the standards of achievement for the under fives and pupils at KS1 and KS2 are well above the Welsh Assembly Government's 2008 targets for the whole of Wales; and the quality of the education within the school is also well above the targets for the whole of Wales.

The report confirms that we are achieving our aim to create a happy and safe school in which our pupils can gain confidence and independence. It is acknowledged that the whole staff, governors and parents co-operate happily to fulfil our targets and that we have been successful in addressing the key issues identified in the last report.

The inspection has contributed substantially towards the process of identifying our strengths and establishing a commitment to maintaining those high standards. The governing body will take pleasure in responding to the recommendation noted by the inspection team.

The governors and staff of Ysgol Bro Plennydd wish to thank the Registered Inspector and his team for their politeness, thoroughness and professionalism during the inspection.

## Appendix 1

### Basic information about the school

|                     |                                |
|---------------------|--------------------------------|
| Name of school      | Ysgol Bro Plennydd             |
| School type         | Bilingual Community Primary    |
| Age-range of pupils | 3-11                           |
| Address of school   | Y Ffor<br>Pwllheli<br>Gwynedd. |
| Postcode            | LL53 6UP                       |
| Telephone number    | 01766810625                    |

|   |                        |
|---|------------------------|
| Head teacher                              | Mrs Carys Hughes       |
| Date of appointment                       | January 1995           |
| Chair of governors/ Appropriate authority | Mrs Iola Vaughan Jones |
| Registered inspector                      | Mr Huw Watkins         |
| Dates of inspection                       | 25/02/09 to 26/02/09   |

## 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                    | 4       | 3 | 8  | 12 | 7  | 9  | 10 | 12 | 65    |

| Total number of teachers |           |           |                            |
|--------------------------|-----------|-----------|----------------------------|
|                          | Full-time | Part-time | Full-time equivalent (fte) |
| Number of teachers       | 2         | 2         | 3                          |

| Staffing information   |        |
|--|--------|
| Pupil: teacher (fte) ratio (excluding nursery and special classes) | 22.3:1 |
| Pupil: adult (fte) ratio in nursery classes                        | N/A    |
| Pupil: adult (fte) ratio in special classes                        | N/A    |
| Average class size, excluding nursery and special classes          | 22.3   |
| Teacher (fte): class ratio   | 1:1    |

| Percentage attendance for three complete terms prior to inspection |    |    |                |
|--|----|----|----------------|
| Term   | N  | R  | Rest of school |
| Autumn 2008  | 92 | 85 | 92.8           |
| Summer 2008  | 88 | 94 | 96.1           |
| Spring 2008  | 97 | 96 | 94.5           |

|  |     |
|--|-----|
| Percentage of pupils entitled to free school meals             | 2.8 |
| 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 2008</b>  | Number of pupils in Y2 | 6 |
| 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   | 83.3% | In Wales | 80.1% |

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

### National Curriculum Assessment Results End of key stage 2:

|  |                    |          |   |   |   |   |                        |   |    |     |    |
|--|--------------------|----------|---|---|---|---|------------------------|---|----|-----|----|
| <b>National Curriculum Assessment KS2 Results 2008</b> |                    |          |   |   |   |   | Number of pupils in Y6 |   | 13 |     |    |
| <b>Percentage of pupils at each level</b>              |                    |          |   |   |   |   |                        |   |    |     |    |
|  |                    |          | D | A | F | W | 1                      | 2 | 3  | 4   | 5  |
| English  | Teacher assessment | School   | 0 | 0 | 0 | 0 | 0                      | 0 | 15 | 77  | 8  |
|  |                    | National | - | - | - | - | 1                      | 4 | 16 | 50  | 29 |
| Welsh  | Teacher assessment | School   | 0 | 0 | 0 | 0 | 0                      | 0 | 0  | 77  | 23 |
|  |                    | National | 1 | 1 | 1 | 1 | 1                      | 5 | 19 | 49  | 24 |
| Mathematics  | Teacher assessment | School   | 0 | 0 | 0 | 0 | 0                      | 0 | 0  | 77  | 23 |
|  |                    | National | - | - | - | - | 1                      | 3 | 15 | 50  | 30 |
| Science  | Teacher assessment | School   | 0 | 0 | 0 | 0 | 0                      | 0 | 0  | 100 | 0  |
|  |                    | National | - | - | - | - | -                      | 2 | 12 | 52  | 32 |

|   |      |          |     |
|---|------|----------|-----|
| Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) |      |          |     |
| by teacher assessment   |      | by test  |     |
| In the school   | 100% | In Wales | 76% |

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

## Appendix 4

### **Evidence base of the inspection**

Three inspectors spent a total of 5 inspector days at the school.  
A team meeting was held prior to the inspection.  
The head teacher was the Nominee.

Inspectors visited:

- 15 lessons or part of 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
- teachers, other members of staff and groups of pupils during the inspection.

The team considered:

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

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

## Appendix 5

### Composition and responsibilities of the inspection team

| <b>Team member</b>                     | <b>Responsibilities</b>  |
|--|--|
| Mr Huw Watkins<br>Registered Inspector | Context, Summary, Recommendations, Appendices and Key Questions 1, 5, 6 and 7. |
| Mrs Eleri Honour<br>Team Inspector     | Key Questions 2, 3 and 4.  |
| Mr William Owen<br>Lay inspector       | Contributions to Key Questions 1, 3, 4 and 7.                                  |
| Mrs Isabel Hind<br>Peer Assessor       | A full member of the inspection team   |
| Mrs Carys Hughes<br>Nominee            | Full contribution during team discussions                                      |

### Acknowledgement

The inspection team would like to thank the staff, governing body, parents and pupils for their courtesy and help during the inspection.

### Contractor:

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