

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

A Report on the Quality of Education in

**Ysgol Capel Garmon
Capel Garmon
Llanrwst
LL26 0RL**

School Number: 6622222

Date of Inspection: 25/02/08

by

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Ysgol Capel Garmon 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 Capel Garmon took place between 25/02/08 and 27/02/08. An independent team of inspectors, led by Owen Glyn Roberts undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Ysgol Capel Garmon is a naturally bilingual, primary school in the village of Capel Garmon not far from the town of Llanrwst, in the county of Conway. The majority of the pupils come from the village, from Nebo and the surrounding rural, agricultural area. Twelve per cent (12%) of pupils are from outside the school's natural catchment area.
2. The catchment area is described as being neither economically prosperous nor disadvantaged, and the pupils neither privileged nor underprivileged. Only 4% of pupils are entitled to free school meals and this is substantially lower than county and national levels.
3. The school accepts pupils on a full time basis in the September following their fourth birthday. During the inspection there were 26 pupils on the school's roll and receiving full time education. The pupils are taught by two full time teachers and one part time teacher.
4. Eighty four per cent (84%) of pupils are from Welsh speaking homes and the school states that 90% speak Welsh to a standard that corresponds to first language standard. Teaching is conducted mainly through the medium of Welsh.
5. Twenty four per cent (24%) of pupils are given additional support under the school's special educational needs system.
6. There has been a gradual reduction in pupil numbers over the past three years and the outlook is for further reduction.
7. The current head teacher was appointed to his post in September 1997.
8. The school was previously inspected during the Spring term 2002. This time a standard inspection of the school was carried out.

The school's priorities and targets

9. The school's main priorities, specified in its school development plan for 2007 – 2008 are:
 - i) Curricular priorities:
 - Welsh and English oral work
 - Number in mathematics
 - Investigative work in science
 - Atlas skills in geography
 - Looking at resources for under 5's
 - Attending English courses and advisory meetings

- ii) Managerial priorities:
- Preparing for the inspection
 - Working with partner schools
- iii) Buildings/ resources:
- Carpeting some areas of the school
 - Creating an information and communication technology centre and developing the library
 - Re-arranging the infants' class
 - Developing an area outside for the Foundation Phase

10. The school's quantitative targets for 2008 are:

	KS1 level 2 or above	KS2 level 4 or above
Welsh	100%	100%
English		100%
Mathematics	100%	100%
Science	100%	100%

Summary

11. Ysgol Capel Garmon has a happy, homely and welcoming atmosphere where the pupils feel safe.

Table of grades awarded

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

12. The inspection team's findings coincide with the school's judgements in its self evaluation report in five out of seven key questions. The inspection team awarded lower grades for those two questions where opinions differed.

Standards

13. Standards of achievement in the lessons observed were as follows:

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	25%	67%	8%	0%	0%

14. The pupils' standards in lessons are slightly higher than the targets set for primary schools by the Welsh Assembly Government for 2010 in their Vision at Work document of grade 3 or above in 98% of classes.
15. The general standard of the educational provision for children under five years old is appropriate to their needs, and the children make good progress towards The Desirable Outcomes for Children's Learning.

Grades awarded by the team for pupil standards in the subjects inspected at Key stage 1 and Key stage 2

Subject	Key Stage 1	Key Stage 2
English*	*	3
Science	2	2
Design and technology	1	2
Geography	2	2
Art	1	1
Physical education	2	2

*English is not taught formally at key stage 1

16. Pupils' progress and standards in the key skills of speaking and listening, reading and writing in Welsh are good throughout the school. Key stage 1 and key stage 2 pupils make good progress in speaking and listening skills in English and at key stage 2 standards in the key skills of reading and writing display good features that outweigh shortcomings.
17. In the key skill of numeracy, the standards and progress of all pupils are good. Their achievements in the creative skills and in understanding the *Cwricwlwm Cymreig* and their bilingual ability are good at both key stages.
18. The standard of information and communication technology across key stage 1 is good but at key stage 2 there are shortcomings in important areas. The pupils make little use of words processors and of data recording and handling programs in different subjects.
19. At key stage 1, the school's end of key stage assessment results have been in the highest quartile for similar schools for the past three years and for key stage 2 in 2006. When all pupils did not attain the expected levels in 2005 and 2007, the result was affected by newcomers speaking Welsh as a second language and pupils with additional learning needs. There are no obvious variations between the performances of boys and girls.
20. On the whole, the pupils, including pupils with additional learning needs, make good progress in learning.
21. The vast majority of pupils show a high level of commitment but a few within key stage 2 are not working productively enough in some areas.
22. The pupils' attitude and behaviour is outstanding and the pupils' percentage attendance over the past three terms was 94.8%.

23. Pupils of all ages work and play together well. Members of the School Council represent the views of their fellow pupils conscientiously.
24. Pupils display empathy towards others by collecting money for good causes. Through their studies of countries in Africa and India they develop their knowledge of living conditions in different parts of the world.
25. Although some of the older pupils collect the fruit shop's income on a daily basis in school, the pupils' understanding of the contemporary world of work is very restricted and their entrepreneurial skills have not developed sufficiently.

The quality of education and training

26. In the lessons observed, the team judged the quality of the teaching as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
22%	56%	22%	0%	0%

27. These are very similar to the grades in Her Majesty's Chief Inspector for Schools' (HMCI) Annual Report for 2005 -06 with 79% of lessons being either a grade 1 or grade 2, and 17% being a grade 1. They are slightly lower than the target set by the Welsh Assembly Government for 2010 for schools in Wales (Vision at Work) of 80% of lessons being a grade 2 or above.
28. The features of the outstanding teaching include:
 - very high expectations as regards pupils' achievements;
 - lively and exciting presentations which arouse pupils' interest and fire their imaginations;
 - urging the pupils to experiment and intentionally encouraging independence;
 - taking advantage of every opportunity to nurture cross curricular skills;
 - outstanding use of various strategies and techniques to maintain the pupils' interest and enthusiasm.
29. The good features of the teaching include:
 - teachers creating an appropriate work environment and ensuring a good relationship with pupils;
 - effective use of praise and encouragement;
 - thoroughly planned lessons and appropriate tasks set according to age and ability;
 - use of various teaching strategies including whole class, group and individual activities as appropriate;
 - effective use of resources, including the interactive white board;
 - all sections of the lesson being appropriately timed and structured and definite aims included in the initial presentations;
 - ensuring equal opportunity through effective differentiation when asking introductory questions and in the tasks that follow.

30. In the lessons where there are shortcomings in the teaching, expectations as regards pupils' achievements are not high enough. Pupils are given too much guidance and there are restricted opportunities to encourage independence and creativity. Pupils are not given enough opportunities to develop their information and communication technology skills.
31. There are good features and no important shortcomings in assessment, recording and reporting.
32. The school implements the baseline assessments, records end of key stage assessments effectively and prepares individual education plans for pupils with special educational needs as required by the Code of Practice. Detailed records are kept within personal profiles for every pupil and there is a system for tracking pupil progress.
33. The teachers' response to pupils' work is good but the pupils are not sufficiently encouraged to set their own personal targets.
34. The parents claimed that they are only invited to school once a year to discuss pupils' progress. The quality of reports to parents meet the statutory requirement as regards frequency and content.
35. The school responds well to pupils' learning needs and interests by offering a broad and balanced curriculum that complies with National Curriculum requirements and religious education. The school responds fully to the requirements of the Desirable Outcomes for Children's Learning and the quality of the curriculum offered at key stages 1 and 2 is good and meets pupils' needs.
36. The school develops its Personal and Social Education (PSE) framework effectively through the curriculum, Circle Time and the School Council. The school's provision for developing pupils' bilingual skills is good and there is strong emphasis on the *Cwricwlwm Cymreig* in the vast majority of curricular areas.
37. There is insufficient planning to ensure that the pupils' key skills in information and communication technology at key stage 2 are developed and extended.
38. The school arranges educational visits and a good range of extracurricular, cultural and social activities that contribute substantially towards pupils' experiences and development.
39. The school promotes the pupils' spiritual, moral, social and cultural development effectively through a range of curricular activities and collective worship sessions, Circle Time and the School Council. These experiences make a good contribution towards creating the school's happy and homely ethos.

40. In general, a good partnership exists between the school and the parents. The *Cymdeithas Cyfeillion* (Friends of the School society) raises money towards the school's activities and resources. Some parents would like the school to offer varied homework and they would like to know more about what is being taught and about their children's progress as the school year unfolds. The inspection team supports this view.
41. There are good partnerships between the school and a cluster of local schools and there are appropriate opportunities for Y6 pupils to familiarise themselves with the secondary school's arrangements before they transfer there.
42. The pupils are aware of the importance of sustainability and the school is attempting to gain 'Eco School' status. Links with the world of work are not often used and entrepreneurial skills are not developed sufficiently.
43. The school is an integral part of the local community with the activities of one enriching the experiences of the other. In geography and religious education themes, the pupils learn about living conditions in other countries.
44. All members of the school's staff are aware of their responsibilities and are very caring of their pupils; the pupils in turn approach them naturally to seek help. The school promotes the pupils' personal and educational development in a happy, homely and welcoming atmosphere where pupils feel safe.
45. The nursery children and newcomers settle down without difficulties in a short period of time and the pupils are offered comprehensive support and guidance. Good bridging links have been forged with the secondary school to which pupils transfer.
46. The school offers pupils personal support and guidance of a high standard. There are appropriate measures in place to ensure pupils' health and safety and the school pays appropriate attention to child protection issues.
47. The school complies with the requirements for recording attendance but in the Parents' Handbook there is no reference to attendance levels as is required.
48. Promoting healthy eating is an outstanding aspect of the school's work.
49. The provision for pupils with special educational needs or additional learning needs are good and comply fully with the Code of Practice.
50. In religious education and geography lessons, the pupils become increasingly aware of the customs and traditions of third world countries.
51. There is equal opportunity in every activity and the school has fulfilled the statutory requirement to prepare an Accessibility Plan.

Leadership and management

52. The head teacher has purposeful management which sets a direction for the school's work and teachers perform their duties in a conscientious and thorough manner despite the fact that their roles as curricular co-ordinators have not been fully developed.
53. Members of staff discuss the curriculum and pupils' progress regularly at staff meetings. These arrangements have not been sufficiently structured in order to bring about improvements.
54. The school development plan denotes curricular and managerial priorities. However, the current plan does not pay sufficient attention to matters such as raising standards of achievement in general.
55. Performance Management arrangements have been established and a comprehensive training programme is provided for every member of staff on the basis of the school development plan's priorities.
56. The Governing Body lends the school strong support. It meets regularly and receives reports from the head teacher but its role as regards the self evaluation and target setting systems has not been developed sufficiently as an aspect of the school management strategy. All policies have not been formally adopted and there are some gaps in the prospectus and the report to parents.
57. Despite the fact that the school has a monitoring system, at present, the self evaluation system has not been sufficiently formalised to ensure that the evidence to support the grades awarded is wide ranging. Also, it is not based on sufficient direct evidence.
58. In general, the school has made good progress in acting upon the key issues arising out of the previous inspection. In the subjects inspected, the school has been successful in maintaining the good and very good standards reported on in the last inspection report in 2002. Although shortcomings remain in standards in English, the support of the classroom assistant is starting to have a positive impact on reading standards.
59. The staffing complement is good and teachers' qualifications are appropriate to teach every aspect of the curriculum. The classroom assistant works effectively under the guidance of the teaching staff.
60. The stock of resources is good across all areas of the curriculum but insufficient use is made of the computers by pupils in the key stage 2 class.
61. Despite the fact that the building is old, its fabric is sound and it has been well maintained. There is plenty of space in the infants' classroom but the key stage 2 classroom is very small.

62. The classroom displays are colourful and stimulating. The school's hard surfaced playground has been marked with appropriate games and the building and surrounding land are kept clean.
63. There is no school hall but the village hall is used for physical education.
64. The governors' attention was drawn to some minor shortcomings that came to light relating to the school's playing field and also to the need to lock the school's doors during the day.
65. The resources available are used economically, efficiently and effectively. Arrangements for performance management have been implemented and the school complies with the requirement to provide time for planning, preparing and assessing.
66. Despite the fact that the head teacher and governors fund the school development plan's priorities annually, the school has not drawn up sufficiently detailed long term plans in order to spend the money held in reserve. However, despite this, the school provides good value for money.

Recommendations

In order to improve, the school needs to:

- R1. improve standards in English and the use of information and communication technology at key stage 2 by attending to the shortcomings noted;
- R2. maintain the standards in the subjects and areas where standards achieved are good or outstanding;
- R3. reinforce its links with the world of work and develop entrepreneurial skills;
- R4. further develop the self evaluation system by ensuring that there is a more systematic system of monitoring and by ensuring that there is an active role in the process for members of the Governing Body;
- R5. improve the school's strategic management by meeting statutory requirements in full as regards the contents of the school handbook and the governors' report to parents;
- R5. create a better system of communicating with parents so that they have a better understanding of the work set for pupils and of their targets.

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

67. The inspection team's findings coincide with the school's judgement in its self evaluation report.

Pupils' success in achieving agreed learning objectives

68. Standards of achievement in the lessons observed were as follows:

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	25%	67%	8%	0%	0%

69. The pupils' standards in lessons are slightly higher than the targets the Welsh Assembly Government has set for primary school in their 'Vision at Work' document, namely grade 3 or above in 98% of classes by 2010.
70. The general standard of the educational provision for children under five years is appropriate to their needs, and the children make good progress towards The Desirable Outcomes for Children's Learning.
71. At key stage 1 and key stage 2, in the subjects and areas inspected, the standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
English*	*	3
Science	2	2
Design and technology	1	2
Geography	2	2
Art	1	1
Physical education	2	2

*English is not taught formally at key stage 1.

72. The children under five make good progress in the early key skills of speaking and listening, reading and writing, numeracy and the use of information and communication technology, their creative skills and in improving their own learning and performance.
73. Pupils' progress and standards in the key skills of speaking and listening, reading and writing in Welsh are good throughout the school. The pupils listen carefully and speak clearly and confidently. They read fluently when they gather information and they write in a variety of different forms when they do written work in subjects across the curriculum.
74. As a result of introducing English orally in Y2 recently, the pupils are making good progress in speaking and listening. At key stage 2 also, the standards of the key skills of speaking and listening are good and satisfactory in reading and writing. They discuss and record effectively in areas across the curriculum but a substantial number of pupils do not write at sufficient length in different subjects
75. Pupils' standards and progress in the key skill of numeracy is good at both key stages. The pupils collect and handle data, use appropriate measurements, record effectively in tabular and graph format across the curriculum.
76. The standard of information and communication technology across key stage 1 is good but at key stage 2 there are some good features but shortcomings in important areas. The pupils do not have sufficient skills as they make little use of word processors and of data handling and interpretation programs in different subjects.
77. The achievements of pupils throughout the school in the creative skills and in understanding the *Cwricwlwm Cymreig* are good. They possess good knowledge of the work of Welsh artists, literary figures and poets. This gives them a strong sense of awareness of their inheritance and culture.
78. The achievement of key stage 1 and key stage 2 pupils in bilingual competency is good. By the end of key stage 2, they use both languages confidently and fluently and can switch or translate from one language to the other in a number of curricular contexts.
79. At key stage 1, the school's end of key stage assessment results have been in the highest quartile for schools in the same category as regards the number of pupils entitled to free school meals for the past three years and for key stage 2 in 2006. When all key stage 2 pupils did not attain the expected levels in 2005 and 2007, the result was affected by newcomers speaking Welsh as a second language and pupils with additional learning needs.
80. There are no obvious variations between the performance of boys and girls.

Pupils' progress in learning

81. On the whole, the pupils make good progress in learning and they achieve the targets set for them.
82. They possess good understanding of their set targets and of what they need to do in order to improve.
83. The pupils with special educational needs and the more gifted and talented pupils make good progress educationally and socially. They achieve the targets set for them.
84. By the end of Y6, pupils have the necessary skills, knowledge and understanding to move on to the secondary sector.

The development of pupils' personal, social and learning skills

85. Despite the fact that the vast majority of pupils show a high level of commitment, make good contributions in lessons and are enthusiastic and able to work independently, a few pupils within key stage 2 do not work productively enough in some areas.
86. The pupils' attitudes and behaviour are outstanding. They respond enthusiastically to adults' questions. The atmosphere here is friendly, with a sense of family, in a very happy school. Pupils of all ages participated in drawing up class rules.
87. The pupils' percentage attendance over the past three terms was 94.8%. This corresponds to the target set by the school and is higher than county and national averages for similar schools. During the half term prior to the inspection, the attendance was outstanding and the percentage was over 98%. This is substantially higher than the Welsh Assembly Government's target for primary schools of 95%. There is no unauthorised absence and hardly anyone goes on holiday during term time. Pupils are punctual to school.
88. Pupils of all ages work and play together well. The youngest pupils enjoy the responsibilities they are given in the life of their class. Members of the School Council represent the views of their fellow pupils conscientiously and are pleased that a number of their ideas have been implemented by the school.
89. Pupils display empathy towards others by collecting money towards good causes. Through their studies of countries in Africa and India, they develop their knowledge of living conditions in different parts of the world.
90. Although some of the older pupils collect the fruit shop's income on a daily basis at school, the pupils' understanding of the contemporary world of work is very restricted and their entrepreneurial skills have not developed sufficiently.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

91. The inspection team's findings coincide with the school's judgement in its self evaluation report.

How well the teaching and training fulfil pupils' needs and curricular and course requirements

92. In the lessons observed, the quality of the teaching was judged to be as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
22%	56%	22%	0%	0%

93. This corresponds very closely to the grades in the HMCI Annual Report for 2005 -06 with 79% of grades 1 and 2 in lessons, and 17% being a grade 1. They are slightly lower than the target of 80% of classes being a grade 2 or above that has been set for 2010 ('Vision at Work' document).
94. The outstanding features of the teaching include:
- very high expectations as regards pupils' achievements;
 - lively and exciting presentations that arouse the pupils' interest and fire their imagination;
 - encouraging the pupils to experiment and deliberately promoting independence;
 - taking advantage of every opportunity to nurture cross – curricular skills;
 - outstanding use of varied techniques and strategies to maintain the pupils' interest and enthusiasm.
95. The good features of the teaching include:
- teachers creating an appropriate working environment and ensuring that they have a good relationship with pupils;
 - effective use of praise and encouragement;
 - thoroughly planned lessons and appropriate tasks set according to age and ability;
 - use of varied teaching strategies including class and group teaching and individual activities as appropriate;
 - effective use of resources, including the interactive whiteboard;
 - each section of lessons being appropriately structured and paced and definite aims within initial presentations;
 - ensuring equal opportunity through effective differentiation in the questioning at the beginning and in the tasks that follow.

96. In the lessons where there are shortcomings in the teaching:
- expectations are not high enough as regards pupils' achievements;
 - pupils are given too much guidance and opportunities to nurture independence and creativity are restricted;
 - pupils are not given sufficient opportunities to develop their information and communication technology skills.

The rigour of assessment and its use in planning and improving learning

97. Within the assessment and recording there are good features and no important shortcomings.
98. The school assesses the pupils' achievements in all National Curriculum subjects according to National Curriculum criteria levels and those of the local SACRE.
99. The school implements the baseline assessment, records end of key stage assessments effectively and prepares individual education plans for pupils with special educational needs or additional learning needs according to the requirements of the Code of Practice,
100. Detailed records are kept for every pupil in personal profiles and a system for tracking pupils' progress is implemented.
101. Teachers' response to pupils' work is good both orally and in the form of written comments. They expect the pupils to respond appropriately. Although targets are set occasionally, there is insufficient encouragement for pupils to set their own personal targets regularly so that they accept responsibility for their own learning.
102. The parents state that they are only invited into school once every year to discuss the pupils' progress. The quality of the annual reports to parents meets the statutory requirements as regards frequency and content.

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

103. The inspection team's findings coincide with the school's judgement in its self evaluation report.

The extent to which learning experiences meet pupils' needs and interests

104. The school responds well to pupils' needs and interests and they are given equal opportunities to benefit from a broad and balanced curriculum. The school also complies with National Curriculum requirements and those of the local SACRE for religious education.
105. The general quality of the educational provision for children under five years of age is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
106. The whole school schemes of work are good and offer guidelines to ensure continuity and progress in the pupils' learning. Short term planning is consistent throughout the school and ensures activities appropriate to the needs of pupils of different abilities in every class. The quality of the curriculum provided at key stages 1 and 2 is good and meets the pupils' needs apart from the provision for using information and communication technology across the curriculum at key stage 2.
107. The teachers are aware of the need to ensure that every pupil gains competence in the basic and key skills. However, there is insufficient planning to ensure that key stage 2 pupils' information and communication technology key skills are developed and extended.
108. The school's provision for developing pupils' bilingual skills is good. Welsh and English are used as media of education at key stage 2 and there is strong emphasis on the Welsh dimension in the vast majority of curricular areas.
109. The school develops its PSE provision for pupils effectively through the curriculum and during Circle Time. By means of the School Council good opportunities are provided for pupils to influence matters that affect their daily lives.
110. The school arranges regular educational visits which correspond to the work done in class. These as well as a good range of extracurricular, cultural and social activities such as Dragon Sports and *Urdd* (Welsh League of Youth) activities enrich the curriculum. They contribute substantially towards pupils' experiences and development.

111. The school is an important part of its community. Members of the community are invited to concerts and religious celebrations and the school makes regular contributions to the local Welsh community newspaper. As there is no school hall, the school avails itself of the village hall facilities close by to hold physical education lessons. Occasionally, members of the community visit the school to share their knowledge and memories.
112. Appropriate learning experiences promote the pupils' spiritual, moral, social and cultural development effectively. The pupils are encouraged to show each other respect and to respect staff and adults. Through a range of curricular activities and regular other sessions, such as collective worship sessions, Circle Time and the School Council, pupils are given good opportunities to practice their skills and to discuss issues that are important to them. These experiences make a good contribution towards creating the school's happy and homely ethos.
113. In general, a good partnership exists between the school and the parents. The *Cymdeithas Cyfeillion* (Friends of the School society) raises money towards the school's activities and resources. Some parents would like the school to offer varied homework and would like to know more about what is being taught and about their children's progress as the school year unfolds. The inspection team supports this view.
114. There are good partnerships between the school and a cluster of local schools. There is much constructive collaboration between them and this enriches the pupils' experiences. There are appropriate opportunities for Y6 pupils to familiarise themselves with the secondary school's arrangements before they transfer there. There are subject bridging meetings and projects involving the primary and secondary school teachers and these promote academic progression as well.

The extent to which learning experiences respond to the needs of employers and the wider community

115. The pupils are aware of the importance of sustainability. They compost biodegradable materials and recycle bottles and printing ink cartridges and keep a record of the activities as part of the process to gain bronze Eco School status. The youngest pupils derived much pleasure from eating carrots and potatoes they had been growing themselves in the school garden.
116. The school is an integral part of the local community with the activities of one enriching the experiences of the other. It has recorded songs for *Papur Bro y Deillion* (a community newspaper for the Blind) and welcomes visitors to work in conjunction with pupils on special projects.
117. In themes within geography and religious education, the pupils learn about living conditions in other countries.
118. Gaining the Basic Skills' Agency's Quality Mark, being recognised as Investors in People and working towards the bronze Eco School award are all evidence of the school's commitment to a number of national priorities.

119. Links with the world of work are not often used but the owner of a local book shop came into school to talk to key stage 2 pupils recently. There is no policy or strategy to develop this aspect of the curriculum. No sponsorship is received from the business world and pupils' entrepreneurial skills are not developed sufficiently, apart from the fact that the older pupils collect the income from the school's daily fruit shop.
120. Members of the School Council undertake responsibilities appertaining to the school's life and are conscientious in fulfilling them.

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

Grade 2: Good and no important shortcomings

121. The inspection team's findings coincide with those of the school as stated in its self evaluation report.

The quality of care, guidance and support offered to learners

122. All members of the school's staff are aware of their responsibilities and are very caring of their pupils; the pupils in turn approach them naturally to seek help. The school promotes the pupils' personal and educational development in a happy, homely and welcoming atmosphere where pupils feel safe.
123. Parents are willing to help at school events. They support the religious services and concerts and the *Cymdeithas Cyfeillion* is industrious in its efforts to raise money to buy additional resources.
124. Despite the fact that there is close co-operation between the school and parents, parents feel that there are insufficient formal opportunities to come into school to discuss the pupils' progress and personal targets. The inspection team agrees with this opinion.
125. The nursery children and newcomers settle down without difficulty in a short period of time and the pupils are offered comprehensive support and guidance regardless of background or ability. Bridging and curricular links have been forged with the secondary school to which pupils transfer at the end of Y6 and the cluster of local primary schools. This provides opportunities for Y6 pupils to get to know other pupils from local schools who will be going to the secondary school at the same time as them.
126. The school offers pupils personal support and guidance of a high standard. Their personal and social development is effectively promoted through the activities of the School Council, the Healthy Schools' Scheme, Circle Time sessions and the deliberately planned PSE aspects of the curriculum.
127. The school complies with the requirements for registering attendance and differentiates appropriately between different types of absences. The parents state that their children are eager to come to school. In the Parents' Handbook there is no reference to attendance levels, as is required.
128. There are appropriate measures to ensure the pupils' health and safety. Electrical equipment is inspected regularly, fire practices are held once a term and a member of staff has a full, current first aid qualification. There is appropriate supervision when pupils arrive in the morning and leave at the end of the school day.
129. Promoting healthy eating is an outstanding aspect of the school's work. There is a shop that sells pupils fruit during break time on a daily basis and it is run by members of the School Council. Good eating habits are reinforced by the school lunch (which every pupil orders) where there is a healthy menu and

successful strategies to get pupils to eat more vegetables. A positive attitude towards developing fitness is nurtured through physical education lessons and Dragon Sports.

130. Appropriate attention is paid to child protection issues. A governor and a senior member of staff have been designated to supervise this aspect as required. Relevant information is shared with every member of staff.

The quality of the provision for additional learning needs

131. The provision for pupils with special educational needs or additional learning needs is good and complies fully with the Code of Practice.
132. There are six pupils on the school's special educational needs' register. Four of them are on the school action stage and two on the school action plus stage. The pupils' difficulties are recognised early and individual education plans that correspond to their needs are provided.
133. The good support provided by the classroom assistant ensures good progress in the pupils' work.
134. A governor has been designated to be responsible for special and additional learning needs. The school co-operates effectively with other agencies, including the parents.
135. Currently no pupil has a statement of special educational needs nor is on the stages of the Special Educational Needs Code as a result of behavioural difficulties. However, the school's system ensures that oppressive behaviour does not affect the teaching or learning. The county plan, 'Steps', is implemented effectively to promote good attitudes and a positive self image. Feelings and ways of responding to different situations are discussed maturely during Circle Time.

The quality of the provision for equal opportunities

136. In religious education and geography lessons, the pupils become increasingly aware of the customs and traditions of third world countries. Key stage 1 pupils have been studying houses in Africa and the head teacher of a local school came to talk to key stage 2 pupils about life in Lesotho.
137. There is equal opportunity in every activity. One of the school's doors has been widened to allow wheelchair access should the need arise in future. The school has fulfilled the statutory requirement to prepare an Accessibility Plan, noting the fact that the school building complies with the requirements of the relevant legislation.
138. The pupils and the parents state that there is no problem with bullying at this school. The pupils would be happy to seek the assistance of a member of staff if such an instance arose.

Leadership and management

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

Grade 3: Good features outweigh shortcomings

139. The inspection team's judgement does not coincide with the school's Grade 2 judgement in its self evaluation report. Neither the school prospectus nor the governors' report to parents complies fully with the requirements and the role of the curricular co-ordinators has not been fully developed.

How well do leaders and managers provide a clear direction and promote high standards?

140. The head teacher has purposeful management and he gives the school's work a clear sense of direction. Under his leadership, there is a caring atmosphere based on trust and respect.
141. Values and behavioural strategies that promote equality for all are reflected effectively in the school's work.
142. The teachers perform their teaching commitments in a conscientious and thorough manner despite the fact that their roles as curricular co-ordinators have not been fully developed. Every member of staff has a job description.
143. Members of staff discuss the contents of the curriculum and pupils' progress regularly at staff meetings. These arrangements need to be better structured in order to bring about improvements.
144. The school development plan lists appropriate priorities for development and notes tasks to be accomplished and plans expenditure to support the priorities. Arrangements are made for some specialists to visit the school regularly to teach aspects of subjects in an effort to raise standards.
145. Performance Management arrangements have been established to improve teachers' skills and competency. A comprehensive training programme in line with the school development plan's priorities is provided for every member of staff.
146. Despite the fact that the school has a monitoring system, at present it has not been sufficiently formalised to ensure that the evidence is sufficiently wide ranging.

How well governors and other supervisory bodies meet their responsibilities

147. The Governing Body lends the school strong support. It meets regularly and receives reports from the head teacher. Some of the governors have attended relevant training but their role as regards the self evaluation system has not been developed sufficiently.

148. The school has a number of policies but not every policy has been formally adopted by the Governing Body.
149. The school prospectus offers relevant and useful information about the school. However, neither this document nor the governors' report to parents contain all the required information.

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

Grade 3: Good features outweigh shortcomings

150. The inspection team's findings do not coincide with the grade 2 judgement the school awarded this question in its self evaluation report. The school's self evaluation system has not developed sufficiently as yet to have an impact on standards.
151. The findings of the inspection team coincide with the school's self evaluation in five of the seven key questions. The team did not agree with the school's grade 2 judgement in Key Questions 5 and 6.

How effectively the provider's performance is monitored and evaluated

152. The school has allocated funds to employ a classroom assistant who is responsible for listening to pupils read in the morning and helps the key stage 1 teacher in the afternoon. There is evidence that this provision is beginning to have a positive impact on reading standards.
153. A School Council has been established which gives pupils a valuable opportunity to discuss, express views and contribute towards decisions about some aspects of the school's provision.
154. Despite the fact that the school has prepared a comprehensive self evaluation report, the self evaluation system has not been sufficiently formalised and it is not based on enough direct and wide ranging evidence, including seeking the views of parents, to support the grades that it has awarded.

The effectiveness of planning for improvement

155. The school development plan denotes curricular and managerial priorities. The current plan, however, does not pay sufficient attention to matters such as raising standards of achievement in general.
156. The role of the Governing Body in the self evaluation and target setting processes has not been sufficiently developed as an aspect of the school's managerial strategy.
157. In general, the school has made good progress in acting upon the key issues arising out of the previous inspection. In the subjects inspected, the school has been successful in maintaining the good and very good standards reported on in the last inspection report in 2002. Although shortcomings remain in standards in English, the school has conscientiously started to plan measures that will help to raise standards in the subject.

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

Grade2: Good features and no important shortcomings

158. The inspection team's findings coincide with those of the school as stated in its self evaluation report.

The adequacy, suitability and use made of staff, learning resources and accommodation

159. The staffing complement is good and teachers' qualifications are appropriate to teach every aspect of the curriculum. Two full time teachers are employed, including the head teacher. The school succeeds in offering a good range of expertise by employing an additional teacher on a part – time basis to be responsible for specific areas.

160. The classroom assistant who is additionally employed to support pupils with special educational needs and to support children under five years of age works effectively under the guidance of the teaching staff.

161. The stock of resources is good across all areas of the curriculum and good use is made of them. However, insufficient use is made of the computers located at the back of the infants' classroom by pupils in the key stage 2 class.

162. Despite the fact that the building is old, its fabric is sound and it has been well maintained.

163. The infants' classroom is large. The morning worship sessions and lunch are also held there. In one section of the classroom, a new library has been created but the books have not yet been catalogued.

164. The key stage 2 classroom is small. The computers have been moved next door to create more space. As a result, using information and communication technology resources is inconvenient during lesson time.

165. The classroom displays are colourful and stimulating. The building and surrounding land are kept clean.

166. The school's small hard surfaced playground has been marked with appropriate games and parts of it have been developed to present the new Foundation Phase from September 2008.

167. The school has a convenient playing field. There is no school hall but the village hall is used for physical education.

168. The governors' attention was drawn to some minor shortcomings that came to light relating to the school's playing field as well as the need to lock the school's doors during the day.

How efficiently resources are managed to achieve value for money

169. The resources available are used economically, efficiently and effectively.
170. The manner in which teaching and support staff are placed, managed and developed is good. Staff attend a good range of in-service training meetings to update their skills. Arrangements for performance management have been implemented.
171. The school complies with the statutory requirement to provide time for planning, preparing and assessing but it has yet to verify the impact of the new arrangements on raising standards.
172. The resources are reviewed annually and recommendations are made to include them as funding priorities within the school development plan.
173. Despite the fact that the head teacher and governors discuss the finance available to fulfil school development plan's priorities annually, no sufficiently detailed long term plans have been drawn up in order to spend the money held in reserve. However, despite this, the school provides good value for money.

Standards achieved in subjects and areas of learning

English

Key Stage 2: Grade 3: Good features outweigh shortcomings

174. The listening and discussion skills of a substantial number of pupils across key stage 2 are developing well. They are very willing to discuss in English with their teacher and with one another.
175. The pupils' understanding of grammar and syntax is developing well.
176. The interest in reading of a substantial number of pupils across key stage 2 is increasing and the reading skills of most pupils are developing well.
177. The majority can discuss their favourite authors' books intelligently and a substantial number of the older pupils are able to use the school library effectively to search for information.
178. Written work is variable in key stage 2. The older pupils have a wide vocabulary and are able to produce work of a good standard. The writing skills of Y3 and Y4 have developed recently as a result of projects and plans arranged in class.

Shortcomings

179. Pupils do not consistently write at sufficient length.
180. The spelling and punctuation skills of a small number of pupils across key stage 2 have not developed sufficiently.
181. The planning, drafting and reviewing skills of a small number of pupils have not developed sufficiently up to now.

Science

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

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

Key Stage 1

Good features

- 182. Pupils at key stage 1 use appropriate vocabulary when they describe their work. They discuss their work confidently, respond to suggestions as to how to discover things and offer their own suggestions.
- 183. The pupils classify, sort and compare materials and use the correct terms when they list their characteristics.
- 184. The pupils are aware of different materials around them. They are able to name common types of materials and they know that some materials occur naturally whilst others are manufactured.
- 185. Most pupils understand the simple characteristics of forces, and they can explain and demonstrate when they investigate using magnets. Pupils discuss terms such as push, pull, speed up and slow down and they understand that some materials attract magnets.
- 186. By Y2, the pupils record results on appropriate sheets and offer a simple explanation of their findings.

Key Stage 2

Good features

- 187. Most key stage 2 pupils predict effectively when they conduct experiments and show good awareness of the requirement for a fair test. They draw conclusions, and record the results in tabular, block and line graph form.
- 188. The large majority have good knowledge of materials and their properties; they use appropriate scientific terms when they discuss their work and they are able to discuss terms such as solution, saturate, opaque and transparent with confidence.
- 189. Prior work shows that most pupils have good understanding of forces and motion and of the effect distance from light has on the size of shadows and that sources of sound can travel to the ear through a variety of materials.

Shortcomings

- 190. Key stage 2 pupils (Y5 and Y6) do not conduct investigations with sufficient independence.

Design technology

Key Stage 1: Grade 1: Good with outstanding features

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

Key Stage 1

Outstanding features

191. Most key stage 1 pupils are able to use construction equipment very effectively to create various structures set on specific themes by their teacher.
192. The pupils can use materials such as glue, cardboard, paper, silk and wood very skilfully and independently.
193. The pupils display outstanding making skills when they create a variety of models and objects for a specific purpose.
194. The end product is of a very high standard.

Good features

195. Most key stage 1 pupils possess a good or very good standard of necessary skills to enable them to produce objects.
196. They all also follow the accepted order of designing, choosing a plan and then creating an object before they evaluate it.
197. The pupils pay due regard to safety when they work.
198. The pupils discuss familiar products, observe them in detail and make appropriate suggestions how to make items. They use diagrams and appropriate words to convey what they intend to do.

Key Stage 2

Good features

199. At key stage 2, most pupils can recognise and sort a range of materials effectively and choose the most appropriate to create models.
200. The ability of key stage 2 pupils to gather and use information to create a number of possible ideas is good and their ideas and products pay due regard to the users' preferences.
201. The pupils' ability to present rough sketches of what they are going to do is good and the designs that follow include appropriate measurements. Good attention is paid to planning the next steps in order to fulfil their ideas.

202. The pupils work accurately and use a range of equipment, materials and components well. The standard of the finished product is good.
203. The pupils' evaluation skills and their ability to note the strengths and weaknesses of familiar products is good. Pupils are able to evaluate the work in progress effectively but still remember their original intentions.
204. The pupils research their projects carefully using a good range of different sources and they are aware of the properties of different materials and their suitability for purpose.

Shortcomings

205. Key stage 2 pupils are not able to control devices with computers.

Geography

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

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

Key Stage 1

Good features

206. At key stage 1, all the pupils are able to name the physical and human features of the local area and are able to express simple views about them. They use geographical terms and vocabulary correctly.
207. The pupils have good knowledge of the weather and they use symbols correctly to denote different types of weather on the class weather chart. The pupils' mapping work is developing well and they are able to recognise locations and simple symbols on a map.
208. Following a visit to the home of Sir Henry Jones, Llangernyw, the pupils made a large mural of the area and located all the area's features on it. Most pupils are able to discuss the visit and the work confidently.
209. Through their studies of a child's life in Botswana and the relevant materials and resources available in the play corner, the pupils' understanding of life in Africa in comparison with their own lives is good.

Key Stage 2

Good features

210. At key stage 2, most pupils can read ordinance survey maps using the four figure grid references in Y3 and Y4, and the six figure references in Y5 and Y6. They understand the points of the compass and the purpose of a key on a map and they are able to read locations and symbols confidently.
211. The pupils are able to compare two different areas effectively after doing field work and visiting Llanberis. The work to create a mural following the visit is very detailed and is of a good standard.
212. The pupils can also compare two contrasting areas in Wales and discuss them confidently after a visit to Cardiff. The written work that was done as a result of the visit was of a good standard.
213. The pupils' studies of economically less developed areas in India and Africa have enabled them to carry out investigations into and comparisons of the nature of the environment, the way of life and the climate effectively and maturely and compare them with the characteristics of Wales.

Shortcomings

214. There are no important shortcomings.

Art

Key Stage 1: Grade 1: Good with outstanding features

Key Stage 2: Grade 1: Good with outstanding features

Key Stage 1

Outstanding features

215. The confident manner in which most of key stage 1 pupils can discuss the work of other artists such as Pablo Picasso, Shani Rhys James and Vincent Van Gogh, and going into detail about style and technique and using a wide range of appropriate vocabulary is outstanding.
216. All the pupils make very effective use of sketching. The small sketch books created following the visit to Sir Henry James' house in Llangernyw are an outstanding example.

Good features

217. The pupils show very good control of different media including crayons, pastels, paint, felt pens, coloured pencils and charcoal in creating a variety of effective work.
218. By creating murals, their understanding of pattern and weave increases.

Key Stage 2

Outstanding features

219. The standard of most key stage 2 pupils' work produced with artists in education – Catrin Williams, Luned Parry and Christine Roberts - is outstanding. The pupils created 3D facial images made of recycled materials, large, striking fabric pictures and a 3D mural of the Capel Garmon area.
220. Key stage 2 pupils discuss their work maturely with their peers and then evaluate and improve their own work. They take full advantage of the exceptional opportunities they are given to express themselves creatively and to experiment with form, shape, space and weave and invariably produce work of a very high standard.

Good features

221. At key stage 2, most pupils can deal with a wide range of artistic experiences very effectively. They experiment confidently with different media. They are able to select resources that are appropriate for specific tasks and use a range of techniques skilfully.

222. The pupils are able to discuss famous artists' art and style maturely and confidently using technical vocabulary correctly and sensibly. They produce very good modelling and printing work and effective use is made of sketchbooks when investigating line and tone.

Shortcomings

223. There are no important shortcomings.

Physical education

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

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

Key Stage 1

Good features

- 224. Most pupils work hard physically. They listen to instructions intently and the majority concentrate on their work.
- 225. They are able to evaluate their own performance and that of other pupils confidently and they are well aware of the effect of exercise on their bodies and of the need to heed safety issues.
- 226. Key stage 1 pupils get ready with minimum assistance and they dress appropriately for the subject.
- 227. They make good use of space and they move confidently, relating movements and shapes well. They work effectively in pairs.
- 228. They succeed in creating wide and narrow shapes and in controlling their movements effectively as they stretch and curl during the floor work.

Key Stage 2

Good features

- 229. At key stage 2, most pupils work hard physically, listen intently and concentrate on their work.
- 230. They evaluate their own performance and that of other pupils confidently and maturely. They discuss confidently the effect of exercise on their bodies and the need to heed safety issues.
- 231. The pupils possess very good knowledge of the variety of basic shapes in gymnastics and they are successful in varying their movements confidently. At times, they display good tension in maintaining slow movements that require muscles to be stretched.
- 232. The pupils respond well to instructions and to the challenge in the tasks; they work effectively in pairs displaying progress in their skills.
- 233. Most pupils work effectively with the equipment and jump and land smoothly and appropriately.

Shortcomings

- 234. Some individuals at both key stages have difficulty concentrating and this affects the quality of their performance.

School's response to the inspection

The staff and governors of this school believe that the inspectors' report is fair, positive and constructive and is a reflection of the good work done in school.

The head teacher is very glad that he had the opportunity to work with the inspection team as he undertook the role of nominée. It was a valuable experience.

The governors and staff take particular pride in the fact that the care, ethos and atmosphere of the school are recognised. We appreciated the fact that the inspectors noted that the pupils' attitudes and behaviour are outstanding in a very happy school.

The team saw good progress since the last inspection and the success is evidence of the constant dedication and industry of all members of the teaching and ancillary staff, as well as the enthusiastic support of the Governing Body.

The school is proud of the praise awarded to the quality of teaching and the curricular provision and the wide experiences offered to pupils.

The outstanding standards achieved in art and in design and technology are recognised and we are very proud of this.

The team reinforced and recognised the fact that the school has a number of good qualities but it also recognised aspects that need to be further developed. The report recognises that the work the school has done to develop the English language over the past few years is starting to come to fruition.

The school will now incorporate the recommendations in the School Development Plan and act upon them immediately.

Ysgol Capel Garmon wishes to thank the members of the inspection team for their interest, their courtesy and professionalism during the inspection.

Appendix 1

Basic information about the school

Name of school	Ysgol Capel Garmon
Type of school	Nursery and Primary
Age range of pupils	3 – 11
School address	Capel Garmon Llanrwst Conwy
Postal code	LL26 0RL
Telephone number	01690 710287

Head teacher	Mr Len Brookes
Date of appointment	01:09:1997
Chair of Governors/ Appropriate Authority	Mr Arwyn Jones
Registered inspector	Mr Owen Glyn Roberts
Dates of inspection	25 th – 27 th February 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	0.5	3	3	4	5	4	5	1	25.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	1	2.3

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	12.5:1
Pupil: adult (fte) ratio in nursery classes	0
Pupil: adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	12.5
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring '07	93.2	90.7	92.4
Summer '07	88.2	91.9	95.4
Autumn '07	52	95.9	95.9

Percentage of pupils entitled to free school meals	4%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2007	Number of pupils in Y2	4
As the number of pupils eligible for assessment at the end of key stage 1 was fewer than five, summary information is not included		

National Curriculum Assessment Results End of key stage 2:

National Curriculum Assessment KS2 Results 2007	Number of pupils in Y6	3
As the number of pupils eligible for assessment at the end of key stage 2 was fewer than five, summary information is not included		

Appendix 4

Evidence base of the inspection

- The school was inspected by three inspectors who were present at the school for six inspection days.
- Pre inspection meetings were held with the staff and members of the Governing Body.
- Meetings attended by 11 parents were held before the inspection and 10 parental questionnaires were analysed.
- Eighteen (18) lessons or part lessons were inspected.
- A sample of the work of pupils in every class was inspected and the team listened to pupils read in both languages and discussions were held with them about their work and the life of the school.
- The pupils' behaviour was inspected during break times, the lunch hour and at the beginning and end of the school day.
- The inspectors attended the collective worship sessions.
- The documents the school presented before and during the inspection were analysed.
- Discussions were held with the head teacher, the teaching and support staff.
- Post inspection meetings were held with the staff and the Governing Body.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Owen Glyn Roberts Registered Inspector	Context Summary and Recommendations Key Questions 1, 2, 4 and 7 Science Physical education Design and technology Appendices
Mrs Hazel Hughes Team Member	Key Questions 3, 5 and 6 English Geography Art
Mr John Roberts Lay Member	Contributions to Key Questions 1, 3, 4 and 7
Mr Len Brookes	School nominee

There was no peer assessor at this inspection.

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Acknowledgements

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